



Student Enrollment and Success Plan: 2014-2017

Department: Philosophy

Department Chair: Debra Israel, Interim Chair

Department Mission: The Department of Philosophy seeks to meet the twin objectives of educating students and advancing disciplinary knowledge through curricular development, teaching, scholarly activity, and service. Curricular Development. Department faculty have the responsibility to develop courses, both for degree programs and for General Education, that empower students to think critically. Faculty must also establish course objectives and standards, and establish teaching loads and class enrollment limits which enable them to fulfill their professional responsibilities and commitments. Finally, the Department must regularly review course offerings and programs in order to preserve the traditionally valuable within the discipline, while simultaneously meeting students' practical needs. Teaching. Department members should be active in the profession, provide instruction informed by current scholarship, and be sensitive and responsible in the classroom. The last of these includes the obligation to provide students a syllabus and series of assignments designed to meet departmentally established course objectives. Finally, the Department is obliged to evaluate the instructional competence of its faculty. Scholarly Activity. The Department must challenge faculty to contribute knowledge in their areas of expertise and reward them for their contributions. Department members, especially those who belong to the graduate faculty, should publish books and articles, and present papers at professional conferences. Procurement of grants and other financial support for professional involvement should also be a continuous function of the Department Service. The Department must encourage and appropriately reward its faculty for service. Not only should it recognize traditional forms of departmental service--such as committee work, advisement of students, and sponsorship of student organizations--, but it should also advocate faculty service to the College, the University, the community, and the profession.

Department Enrollment Goal(s):

1. Increase number of Philosophy majors to 15 by Fall 2017.
2. Maintain full enrollment in service courses (including Foundational Studies, new course for new undergraduate minor in Genomic Advocacy, and Legal Studies (Phil 105 Intro to Logic).
3. Increase number of Philosophy minors to 20 by 2017.

Action Steps (with dates & person(s) responsible):

- A. Work with admissions on outreach to high school and community college students (Philosophy faculty, Fall 2014)
- B. Work with admissions on calling students who are admitted to ISU that express interest in the Philosophy major (Judy Barad and Namita Goswami, Spring 2014).
- C. Participate in local high school fairs, showing students the various careers in philosophy as well as answering questions about the program (Philosophy students and faculty, Fall 2014)
- D. Have a Philosophy major participate in Majors in Minutes (Philosophy student, every fall semester)
- E. Increase visibility for Philosophy Great Ideas student club, including involvement at campus/community events (such as Human Rights Day) and participation in undergraduate conferences (Joseph Grcic, Spring 2014)
- F. Facebook presence for Philosophy (Joseph Grcic, Spring 2014)
- G. Identify likely majors or minors that combine well with Philosophy and share information with relevant programs (Chair and faculty, Fall 2014)

<i>Total Enrollment Benchmarks</i>	Fall 2013 Baseline:	Fall 2014:	Fall 2015:
	10	11	12
	Fall 2016:	Fall 2017:	
	13	15	

Other Enrollment Related Benchmarksⁱ

To increase the number of Philosophy minors to 20 by Fall 2017.

Department Retention Goal(s):

1. Assist with retention at the University by working closely with University College advisors to advise students who might want to choose a Philosophy major in their sophomore year (possible to complete within a 6 semester plan) and to increase the Philosophy retention to 75% by 2017.
2. Assist with retention at the University level through improving student success in Foundational Studies courses.

Action Steps (with dates & person(s) responsible):

- A. Increase availability of tutors in Philosophy. Working with Student Services to identify Philosophy tutors. Chair and Philosophy faculty began this initiative Fall 2013.
- B. Begin to use Supplemental Instructors in 100/200 level Philosophy classes. Started communication with Student Services and Philosophy faculty and potential students in Fall 2013. Begin initiative in Spring 2014; Chair and Philosophy faculty
- C. Request information from IR and University College to assist in advising students in the sequencing of both Foundational Studies and major courses to improve the preparation of students for Philosophy courses Fall 2014; Chair and Philosophy advisor

<i>Retention Benchmarks</i>	Fall 2013 Baseline:	Fall 2014:	Fall 2015:
	67%	69%	71%
	Fall 2016:	Fall 2017:	
	73%	75%	

Other Retention Related Benchmarks

Increase rate of successful completion in Philosophy classes.

Department Completion Goal(s):

Maintain the 6-year completion rate for Philosophy majors at 100%.

Action Steps (with dates & person(s) responsible):

- A. Department advisors utilizing new MYSAM software and planning with students to meet their graduation goals. Spring 2014; Advisor
- B. Contact majors and minors that do not register for the next semester. Fall 2014; Advisor.
- C. Encourage upper-level Philosophy students to serve as tutors or Supplemental Instructors, providing them with the needed faculty mentoring, giving them greater connection to the discipline. Spring 2014; all faculty.
- D. Make Foundational Studies courses and the new Bioethics course available as distance courses to assist in the University's completion goals Summer & Fall 2014; Namita Goswami and Judy Barad
- E. Advisor works with students transferring in to assure completion in a timely fashion. Spring 2014; Advisor

<i>Completion Benchmarks</i>	Fall 2013 Baseline: 100%	Fall 2014: 100%	Fall 2015: 100%
	Fall 2016: 100%	Fall 2017: 100%	

Other Completion Related Benchmarks

None

Post-College Achievement Goal(s) (e.g., employment & graduate school):

1. Work with Career Center to develop baseline data.
2. Increase the percentage of Philosophy graduates who find employment related to their acquired skills in logic, ethics, writing and analysis or who enter graduate programs (Masters or doctoral or law school) appropriate to their interests, within six months of graduation by 2% per year.

Action Steps (with dates & person(s) responsible):

- A. Conduct an exit survey of all graduating seniors, collecting their post-graduation address, phone and email contact, as well as post-graduation plans. Spring 2014; Chair.
- B. Inform students about upcoming undergraduate conferences and journals. Faculty will share information through classes, posting on bulletin boards, sharing with Philosophy student club, and posting on website. Fall 2014; Chair and Philosophy faculty.
- C. Encourage students to pursue creative scholarship working with faculty mentors and utilizing the Center for Student Research and Creativity resources and encourage student travel to scholarly conferences. Spring 2014; Chair and Philosophy faculty.
- D. Encourage use of Career Center and attendance at Career and Graduate School Fairs and explore appropriate internships. Fall 2014; Chairperson will initiate contact with Career Center to provide support for Philosophy majors and obtain additional information on careers for Philosophy majors.

<i>Employment & Graduate School Benchmarks</i>	Fall 2013 Baseline: N/A	Fall 2014: Benchmark Set	Fall 2015: +2%/+2%
	Fall 2016: +2%/+2%	Fall 2017: +2%/+2%	

Other Goal(s) and Action Stepsⁱⁱ:

1. Participate with the Center for Genomic Advocacy (UP program). One of the required courses for the new undergraduate minor in Genomic Advocacy is a course in Bioethics, emphasizing genomic issues. Further, there is currently a great need for genomic counselors, a need that will doubtlessly grow in the future. Health care institutions that deal with genomic information also need people on their ethics boards to help make ethically sound decisions. So the major in philosophy will be particularly useful in the growing field of genomic-related careers. (Judy Barad primary faculty member, Fall 2014).
2. Continue relationship with Women's Studies minor (soon to be Gender Studies minor) through teaching and service collaborations. This outreach may reach potential Philosophy majors. Namita Goswami will propose her course in Feminist Philosophy as a new course (she taught through Phil 430 as seminar already) and submit it for approval as a Women's Studies elective and UDIE (Spring/Fall 2014).

ⁱ *Note on Other Enrollment, Retention, and Completion Benchmarks:* Departments are encouraged to develop other benchmarks as may be relevant to measuring progress toward goal achievement.

ⁱⁱ Departments may have other goals that do not fit into the four areas previously indicated or adequately subsumable as an action step within one of the four goal areas. They may be placed here.