

## 2015 Philosophy Assessment

1. The Grade Fairy Award (highest average of grades awarded) and the Grade Troll Award (lowest average) were bestowed. We give these awards each year to discourage grade inflation, and to open up discussion of grading attitudes and practices. Our discussion suggests large areas of agreement over grading policies – exceptions explained, due to nature of courses and enrollments.
2. Discussion over whether Depth courses will go away: students voted to remove the requirement, but faculty have final say, and it is unlikely faculty will strike the requirement. Erica is interested in resurrecting Aesthetics and developing Phil of Love – both of which would be popular (we're guessing), especially if they have DHA status.
3. Enrollment issues – can we get sufficient enrollments in non-DHA PHIL courses (like Contemporary Ethical Theory)? What counts as sufficient enrollment (10?)? Discussion of how the name change of Business Ethics (to Ethics and Econ Life) has impacted enrollment in Phil of Science: computer science majors were directed away from the Ethics Econ Life course and were shunted into Phil of Science, to Gordon's dismay. Richard floated the idea of an online Phil of Technology course – misgivings were expressed. It may be that Comp Sci will alter their requirement or advising practices to encourage any Ethics course or any Phil course. In the end, it seems a discussion with Comp Science is in order – we should talk to our Dept Head to help with this discussion. Maybe Comp Sci should direct funds our way if they'd like us to teach all their students.
4. At least one student has gotten caught in a bind of not being able to take any of the courses meeting the "Metaphysics & Epistemology" requirement, due to what we've been able to offer with Charlie on sabbatical. We agreed to be flexible about our requirements for the occasional student stuck in such circumstances, but not to change the general structure of our standard requirements.
5. Results of our paper exchange, in which we evaluate one another's grading procedures: some general remarks. First, we need to work the exchange in such a way that the readers have some knowledge of the subject matter. Also, we should be exchanging marked-up papers, so that we can evaluate others' commenting practices. Maybe we should also do a syllabus exchange? Some of us are skeptical about the value of trying to assess others' grading when we don't know the subject matter; in these cases, perhaps, we can evaluate one another's syllabi, rather than student papers. Gordon proposed that next year we try a syllabus-only exchange, and see how it goes.
6. Brief indication of interest in discussing how to grade "Readings and Research" courses – but we ran out of time in the meeting.