Actions agreed upon by the Philosophical Inquiry Domain for the coming academic year (2004 -2005):

1. Faculty Enculturation:
   
   a. The Philosophical Inquiry Domain Advisory Committee will seek to improve the enculturation of largely transient instructors, including graduate students within the Philosophy Department. Among other methods, the Advisory Committee will collaborate, where possible, with the Teaching Practicum required for Philosophy graduate students to teach in the department. The committee will also seek to communicate with instructors through their departmental chairs.

   Status: We have spoken with Prof. Tina Chanter, who does the Teaching Practicum, about the importance of introducing graduate students who will begin teaching to the Philosophical Inquiry Domain and what special goals courses that fulfill this requirement have.

   The new Liberal Studies Webpage goes a long way towards communicating the learning goals of the courses included in the PI Domain. We have also communicated with PI Domain course instructors that it is important to say something about the course’s relation to the PI Domain on the course syllabus.

   b. The Advisory Committee will take steps to make faculty more aware when they are teaching a course in the Philosophical Inquiry Domain and also to make students more aware that they are taking a domain course, to ensure that both faculty and students are aware of the domain goals, of how the domain goals relate to the Liberal Studies Program’s and the University’s mission and goals, and that all are aware of the learning outcomes that will be set by the Advisory Committee and approved by the Liberal Studies Council by June 2005 (see Common Items).

   Status: See response to point #1.

2. Communication Issues:

   a. The Advisory Committee will collaborate with the College of Liberal Arts & Sciences Technology Expert and Trainer to create a new or revise the existing domain webpage to assist in the enculturation of faculty, in course selection by students, and in improving the advising of students.

   Status: The new Webpage includes much more comprehensive information that will help disseminate relevant information to instructors of PI Domain courses. The revised list of learning goals and a revised domain statement have been posted on the new Website.

3. Assessment Issues:
a. The Philosophical Inquiry Domain Advisory Committee will address the critical weak areas, critical reflection and self reflection, identified in the 2002-2003 domain assessment.

b. The Advisory Committee will work with departmental chairs to increase faculty cooperation in domain assessment.

**Status:** During 2004-5 we assessed learning outcome #1, that is, we wanted to see whether or not student work reflected that the students were indeed “able to develop a multi-perspectival approach to philosophical questions, issues, and/or problems.” The committee decided to assess learning outcome #1 within the context of 200-level courses. The reasons for looking at 200-level courses were two-fold: 1) previous assessment reports have looked at 100-level courses, so we felt it was time to look at 200-level courses, and 2) there are more courses from departments other than philosophy offered at the 200-level, so this assessment project afforded us the opportunity to look at CTI and Women’s Studies courses offered for PI Domain credit. We had excellent cooperation from the faculty as they provided us with a large sample of student work in response to our request.

4. Proposal Process:
   a. The Advisory Committee will be open to, and seek, course proposals from outside of the Philosophy Department to increase participation from other departments, increase the variety of offerings, and to ensure that all domain goals are being met.

   b. The Advisory Committee of the Philosophical Inquiry Domain will take steps to ensure that proposals from within and from outside of the Philosophy Department are being examined properly.

**Status:** as an opening came up on the committee just last June (June 2005), we decided to fill it with someone from CTI, because the committee did not have a representative from that department. The 2006-7 Committee will be comprised of faculty from philosophy, economics, education, and CTI, which will make for a diverse, well rounded membership able to assess a wide variety of proposals with fairness and expertise.

5. Domain Division:
   a. The Committee will clarify the status/function of the “rough division” of courses into issues and methods, including weighing the benefits and problems created by having such a division, and determine the next steps to be taken with regard to this issue.

**Status:** We plan to look at this more carefully over the 2006-7 year.