

It was a gloomy and rainy day, but the visit to the Philosophy Department at Weber State University was a wonderful and engaging daylong interaction with the participating faculty, staff and students. We were treated very hospitably. Our interactions were in all cases positive and informative, and frankly, enjoyable.

The overall assessment of the program which we, (Michael Wutz and Michael Popich), have arrived at is a very positive one. Although the Philosophy Department is small in terms of the numbers of majors and minors and in terms of full time faculty, it seems to be a vital and active disciplinary unit of the university. We make some particular remarks about the department, the faculty and students under the standards headings below. However, we have no major negative findings to report and only suggestions about how the department may increase its visibility on campus. The students did voice concern that Philosophy was more invisible on campus than visible. [How to become more visible in a cooperative manner may be, of course, every small Philosophy program's constant worry.]

One positive recommendation that we should state up front is this: based on our discussion with the students and the full time faculty as well,

Given their current staffing resources, the department does a remarkable good job of providing a solid undergraduate philosophical education for their majors and minors. However, a fourth full time faculty member for the Philosophy Department would only strengthen the educational program of the department, and address the students' perception that more variety in course offerings is both desirable and pedagogically justified.

The self-study document produced by the full time faculty is a remarkably thorough and useful guide for the future educational direction of the Philosophy De72.024(self)] Trs andhacult7BT1 0 0 1 1068.8 Tm2 and future future 15



The self-study section describing the full time faculty shows a faculty which is dedicated to both teaching and professional activity in equal measure and commitment. Given their teaching loads and the evidence of their self-study's report of their ongoing, self-initiated professional development activities,

