

Academic Program Review

Self-Study

**Department of Philosophy
University of New Mexico**

Submitted 20 June 2017 by:

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Introductory Section and Background Information

0A: An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.

The tenure-stream members of the Department of Philosophy began discussing in earnest the contents of our APR Self-Study during the faculty retreat in August 2016. The discussions continued throughout AY 2016-17, and at each turn, we have engaged the issues that we are required to address during our program review as thoughtfully and constructively as possible. Though a program review can be seen as a burden, we viewed this process as an opportunity to reflect on our mission as a department, and to identify ways that we can productively address the challenges we face as an academic unit. This Self-Study is the product of these discussions and reflections, and it offers what we take to be a limited but nonetheless honest glimpse into the workings and achievements of the Department.

Our recently passed By-Laws and Procedures are included as Appendix 1. This document covers the major policies governing the Department, and it offers a clear view of: the general structure of the Department (including service roles and instructional policies); the approach we take to scheduling and observing courses; and the guidelines we adopt when completing tenure and promotion reviews and the annual review of faculty.

0B: A brief description of the history of each program within the unit

Philosophy began being taught at the undergraduate level at UNM in 1929, and until 1948, there was one faculty member on staff – first Dr. Jay Carroll Knode and then Dr. Hubert Alexander – who was responsible for teaching undergraduate courses in Philosophy. A second Philosophy faculty member was hired in 1948 (Dr. Archie Bahm) and a third in 1955 (Dr. Mel Evans). During that time, as the faculty expanded, UNM began to offer both the B.A. in Philosophy and the minor in Philosophy, and the M.A. program in Philosophy was inaugurated in 1938. Twenty-eight years later, in 1966, the Department began offering the Ph.D. in Philosophy. Since the early 1960s, the Department has also offered the English-Philosophy undergraduate major program (in conjunction with the UNM Department of English), and in 1991, the Department further enhanced its undergraduate curriculum by initiating the Philosophy Pre-Law major program.

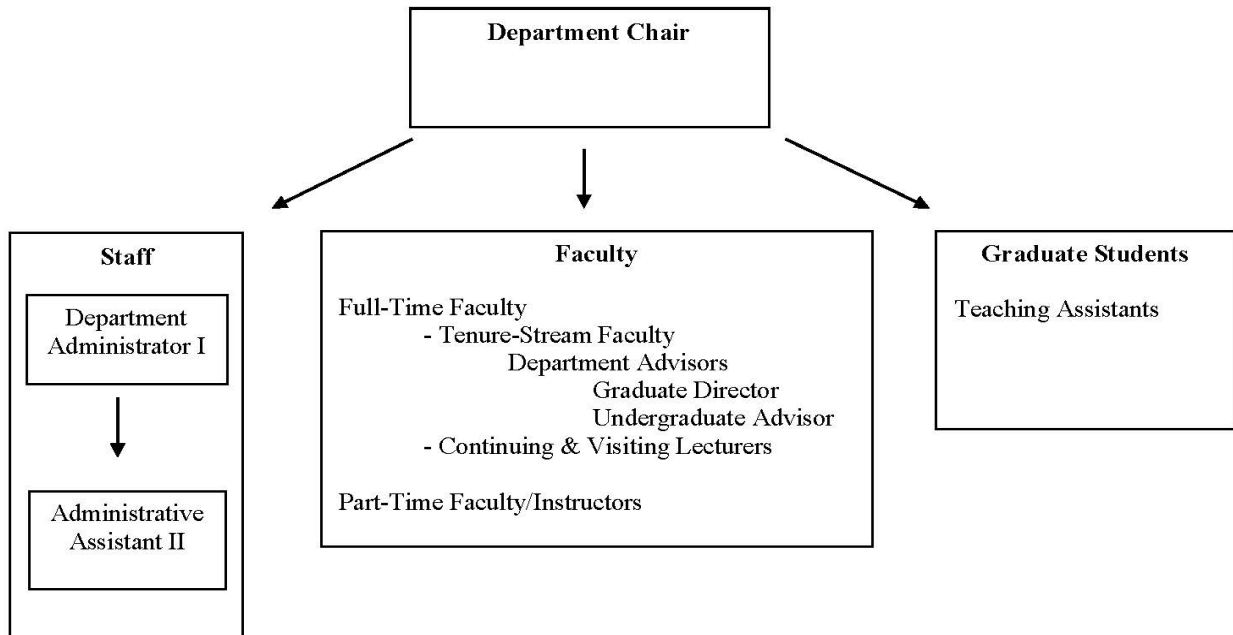
In the recent past, the Department has consistently had eleven or more tenure-stream members on staff. Due to the recent resignations of two faculty members (Anne Baril and Allan Hazlett in May 2017), there currently are eleven tenure-stream members in the Department (seven are male, four are female, and one is a minority). Among those eleven, five have expertise in some area of Continental Philosophy (Adrian Johnston, Brent Kalar, Paul Livingston, Ann Murphy, and Iain Thomson); three have expertise in some area of Analytic Metaphysics and Epistemology (Kelly Becker, Barbara Hannan, and Paul Livingston); three have expertise in Ethics and/or Social and Political Philosophy (Adrian Johnston, Emily McRae, and Ann Murphy); three have expertise in some area of Asian Philosophy (John Bussanich, Emily McRae, and John Taber); and five have expertise in areas of the History of Western Philosophy (John Bussanich, Mary Domski, Adrian Johnston, Brent Kalar, and Iain Thomson). In Fall 2017, Pierre-Julien Harter will join the Department as a tenure-stream Assistant Professor who specializes in both Asian Philosophy and classic Greek and Latin Philosophy. Consequently, with the addition of Professor Harter, the Department will have twelve tenure-stream members during AY 2017-18. However, Brent Kalar will be on Leave Without Pay throughout AY 2017-18, and there is a real possibility that, come Spring 2018, he will decide not to return to the UNM faculty. Moreover, John Bussanich has announced that he will retire at the end of Spring 2018, which means that, if no hiring is completed during the coming year, it is very likely that there will be ten tenure-stream members of the Department at the start of AY 2018-19.

The Department is home to sixteen Ph.D. students, fifteen M.A. students, and ninety-two undergraduate majors. Among the Ph.D. students, twelve are pursuing dissertation projects in nineteenth, twentieth, or twenty-first century Continental Philosophy. The other four are pursuing projects in Ancient Philosophy, Indian Philosophy, Early Analytic Philosophy, and Hermeneutics, respectively. The vast majority of the M.A. students intend to defend papers on topics connected to Continental Philosophy, with a few interested in Ethics, Social and Political Philosophy, and History of Western Philosophy.

Below (Criterion 5), we provide a more detailed account of the scholarly specializations and achievements of our current faculty members and, relatedly, the research strengths that are currently boasted by the Department. (Criterion 4 includes information about the scholarly achievements of the recent graduates from our undergraduate and graduate programs.)

0C: A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

Below is a diagram, taken from I.A of the Department's By-Laws, which illustrates the organizational structure of the Department.



0D: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).

This is not applicable to Philosophy, because Philosophy does not have any specialized/external program accreditation(s).

0E: A brief description of the previous Academic Program Review for the unit. The description should: (1) note when the last review was conducted; (2) provide a summary of the findings from the Review Team Report; (3) indicate how the Unit Response Report and Initial Action Plan addressed the findings; and (4) provide a summary of actions taken as a result of the previous APR.

The Philosophy Department's last APR review was held in November 2008. It was conducted by Frederick Beiser (Syracuse University); William Blattner (Georgetown University); Eva Caldera (UNM, School of Law); and Jay L. Garfield (Smith College, University of Massachusetts, University of Melbourne).

The eight current faculty members who were also on staff at the time of the previous APR are: Kelly Becker, John Bussanich, Mary Donski, Barbara Hannan, Adrian Johnston, Brent Kalar, John Taber, and Iain Thomson. The three current faculty members who have been hired since the previous APR are: Paul Livingston (began Spring 2009), Emily McRae (began Fall 2015), and Ann Murphy (began Spring 2013). There were two additional hires – Anne Baril (began Spring 2012) and Allan Hazlett (began Fall 2015) – who, in Spring 2017, accepted positions at Washington University in St. Louis. Faculty members who left the Department since the last APR are: Andrew Burgess (retired in 2010), Russell Goodman (retired in 2011), Richard Hayes (retired in 2013), and Paul Katsafanas (accepted a position at Boston University in 2010).

The final report from the four-member review committee included the following summary evaluation:

We are pleased to say that the Philosophy department at the University of New Mexico is in very good shape. The self-study is comprehensive and accurate, addresses nearly all of the relevant issues, and was a very useful guide to this committee. The department impressed us as a happy, collegial enterprise harboring active research and committed and talented teachers. The department has a strong cadre of prominent senior philosophers, and has recently hired a very promising corps of talented junior faculty members. These young philosophers impressed us with their energy, commitment and are clearly comfortable and happy in the department. There is simply no dead wood in this department.

The department is flourishing, and is close to achieving a significant national profile. The UNM philosophy department has three prominent areas of specialization: classical Indian philosophy, the history of Modern philosophy, especially 19th and 20th Century European philosophy. We believe that with a few specific, cost-effective and straightforward enhancements, this department could become a leading philosophy department in these distinctive areas of specialization.

There were ten primary issues that the APR committee recommended that the Philosophy Department address. These issues and our plans to address them are summarized below along with an update on the status of our action plans. We have organized these issues and actions under the nine criteria of our APR update reports. There were no recommendations under the criteria of 5: Faculty or 7: Facilities, and there was no report provided to the Department by Brenda Claiborne, who was Dean of the College of Arts and Sciences in 2009.

Criterion 1: Program Goals

Issue #1: We should improve the public characterization of the Department's research strengths.

Planned Action: We agreed to revise and continuously update the faculty profiles and the graduate program description that appear on the Department's web site.

Status Update: In 2009, the Department secured \$1,500 in funding from the Office of Graduate Studies to revise the web site. The new web site included sections dedicated to the research strengths of our graduate program as well as individual profile pages for each faculty member. During AY 2013-14, the College of Arts and Sciences converted the web site to a Cascade-based system, and we continue to update the graduate program description as the need arises. Faculty profiles are updated on an annual basis, and more frequently if requested by individual faculty members.

Criterion 2: Teaching and Learning: Curriculum

Issue #2: We should expand course offerings in (a) Social and Political Philosophy and (b) higher order logic.

Planned Action: (a) After receiving the committee's recommendation in 2008, Paul Katsafanas agreed to teach more courses in Social and Political Philosophy, both at the undergraduate and graduate level. When Katsafanas left UNM in 2010, the Department became committed to hiring faculty members who could teach courses in Social and Political Philosophy. Two faculty members were hired to take up this responsibility: Anne Baril (hired in 2012) and Ann Murphy (hired in 2013). However, Baril resigned in Spring 2017, which leaves the Department short-handed in this area. (b) Paul Livingston has expertise in higher order logic, and could teach such courses. However, at the time of APR in November 2008, he had not yet joined the faculty. (Livingston began in January 2009.)

Status Update: (a) Adrian Johnston and Ann Murphy continue to teach PHIL 372: Modern Social and Political Philosophy, and Anne Baril had been teaching PHIL 371: Classical Social and Political Philosophy on a regular basis. After learning of Baril's resignation, the Department solicited Carolyn Thomas (UNM Ph.D., 2015) to cover PHIL 371 for Fall 2017. At the graduate level, Ann Murphy has offered courses on Philosophy of Gender and Judith Butler since 2013, and in Fall 2017, Emily McRae is slated to teach the graduate-level topics course PHIL *441: Philosophy of Race & Racism. (b) Since the last APR, Paul Livingston has offered PHIL *415: History and Philosophy of Mathematics three times (most recently in Spring 2017), and he will continue to offer this course in coming years. Since the time of the previous APR, there has not been sufficient demand for higher-order logic courses among our graduate students for us to offer such a course and gain the minimal enrollment of ten students.

Criterion 3: Teaching and Learning: Continuous Improvement

Issue #3: We should streamline the Department's Outcomes Assessment procedures and focus them on the different stages of students' education.

Planned Action: The Outcomes Assessment (OA) plans that were reviewed by the APR committee had been approved in 2008 by both the UNM College of Arts and Sciences and the UNM's Provost's Office. In light of the APR committee's suggestion, the Department committed to revising its plans for assessment as much as UNM policies from the College and Provost would allow.

Status Update: Over the past few years, the Department has experimented with different ways of assessing the performance of the students in its five degree programs. For instance, on different occasions, we have distributed thoughtfully crafted questionnaires to undergraduates in our different major programs and also to recent alumni from our M.A. and Ph.D. programs. (The questionnaires are included below under Criterion 3.) The feedback we received from participating students proved incredibly valuable to the faculty and helped us direct discussions of how we might modify our program requirements to improve student learning. Unfortunately, while the feedback has been practically beneficial, we have received critical reports from the OA Committees at the College- and Provost-levels, which indicated that the data we provided in our annual OA reports was inadequate (often, not sufficiently quantitative) to track student learning. Revising our OA plans has also been further complicated by new provisions from the Provost's Office, which require, among other things, that each degree program be assessed each year. (At the time of the last APR, we were required to assess each degree program once every three years.)

In August 2016, Anne Baril assumed the Outcomes Assessment Coordinator position in the Department, and in Spring 2017, in consultation with the faculty, she prepared revised OA plans for each of the

Department's five degree programs. These plans are included below in Appendices 9 and 10.

Criterion 4: Students

Issue #4: We should improve the advising of our graduate students.

Planned Action: The Department agreed that each incoming graduate student (for both the M.A. and Ph.D. programs) would be assigned a faculty advisor during his/her first semester in residence. The advisor would be available to give the incoming student some direction to his/her course of study before the student decides upon a faculty member to direct his/her M.A. or Ph.D. committee.

Status Update: Starting in Fall 2009, all incoming graduate students were assigned faculty advisors during their first semesters in residence. This practice has continued up to the present.

Issue #5: We should provide Teaching Assistants the opportunity to teach courses beyond PHIL 101: Intro to Philosophy and PHIL 156: Reasoning & Critical Thinking.

Planned Action: The Department agreed that graduate student Teaching Assistants who have performed well as instructors of PHIL 101 and PHIL 156 would be considered for teaching other courses. The Chair was charged with making such teaching assignments when coordinating the scheduling of courses for each semester.

Status Update: In Fall 2015, the Department agreed upon a more standardized policy for when Teaching Assistants would be eligible to teach PHIL 101, and to teach courses other than PHIL 101 and PHIL 156. According to the policy (included as II.D.2-3 in the Department's By-Laws):

2. During their first semester in residence, Teaching Assistants typically serve as graders for a large section of PHIL 101. During their second semester, Teaching Assistants are assigned to teach a section of PHIL 156: Reasoning and Critical Thinking. Teaching Assistants will continue to teach sections of PHIL 156 until they are eligible to teach PHIL 101: Introduction to Philosophy. (See D.3. immediately below.) Depending on the curricular needs of the Department, Teaching Assistants who have performed satisfactorily in their teaching of PHIL 156 and PHIL 101 may be offered the opportunity to teach PHIL 102: Current Moral Problems, PHIL 241: Topics in Philosophy, or an upper-division course in their area of research specialization.

3. Teaching Assistants who have entered UNM with an M.A. are eligible to teach PHIL 101 after they have completed their Background Core and DRD [Distribution Requirement Designation] coursework and have been in residence for four semesters. Teaching Assistants who have entered UNM without an M.A. are eligible to teach PHIL 101 after they have completed their Background Core and DRD coursework and have been in residence for five semesters.

Issue #6: We should clarify policies that pertain to the graduate students and specifically, we should clarify and publicize the selection criteria for the Barrett Memorial Fellowship, the Department's dissertation completion fellowship.

Planned Action: The Department agreed to clarify and then publicize the selection criteria for the Barrett Memorial Fellowship. The criteria and application procedures would then be posted on the departmental web site.

Status Update: The criteria and application procedures for the Barrett have been updated and are available on the department website (URL = <http://philosophy.unm.edu/graduate/fellowships.html>; the application and selection guidelines are included as Appendix 17). We continue to update the page to

reflect the current practice of choosing awardees. Also, in 2013, when Mary Domski assumed the position of Graduate Director, she composed an FAQ section for the website which details the administrative and curricular deadlines that M.A. and Ph.D. students must meet in order to complete their degree requirements. This also continues to be updated on a regular basis to reflect current UNM and departmental policies.

Issue #7: We should increase attention to the foreign language instruction for graduate students in modern European philosophy.

Planned Action: We agreed to organize faculty-led reading groups focused on reading philosophical texts from European Philosophy in their original language. One such reading group in German was organized by Paul Livingston in Spring 2009, immediately after the APR, and eight students participated. An additional German reading group was coordinated for Fall 2009, and five students participated.

Status Update: Since Fall 2009, the Department has not offered any further language-focused reading groups for graduate students working in European Philosophy. Instead, faculty members have offered reading groups focused on: Agamben (in Fall 2009 by Livingston), Philosophy of Psychology (in Spring 2012 by Livingston), Frege and Husserl (in Spring 2013 by Livingston), Chalmers (in Summer 2013 by Livingston), and Benjamin and Bastaille (in Spring 2014 by Murphy). Our focus has shifted, in part, because in the recent past, several of our doctoral candidates (Guerrero, Harris, and Mills) have been specializing in Indian Philosophy and, moreover, UNM's Department of Foreign Languages and Literatures began to offer their graduate-level translation courses more regularly. It's also been the case that many recent students whose research is focused on European Philosophy have been completing their doctoral work while not in residence. For instance, three Heidegger specialists (Claxton, Kennedy, and Thomas) moved outside of Albuquerque after completing their coursework. As interest and need arises, we will consider offering primary language reading groups in the future.

Criterion 6: Resources and Planning

Issue #8: We should increase the size of the graduate program.

Planned Action: We agreed that the Department would continue to petition for additional Teaching Assistantship support from the College of Arts and Sciences. Such petitions had been made to the College prior to the APR, and petitions have been made at least annually since 2008.

Status Update: In 2014, the Department was awarded four additional Teaching Assistantships from the College of Arts and Sciences. This funding was negotiated by Mary Domski (then Chair) from Dean Peceny as compensation for the loss of revenue that the Department was earning through teaching on-line courses. (Dean Peceny discontinued the revenue-sharing model that had been in place in an effort to balance the College budget. The impact of this decision on the Department's budget in general is discussed below in Section 6.) Of the four TA lines the Department was granted, only one was earmarked for the admission of a new Ph.D. student, and it had a 1/1 teaching load associated with it. Two of the four TA lines had a 2/2 teaching load associated with them and were designated for doctoral students who had exhausted their initial funding. The remaining TA line also had a 2/2 teaching load associated with it and this was designated for a graduate student who would, in the fall semester, teach a Freshman Learning Community section of PHIL 156. The addition of this funding has certainly helped us support our advanced Ph.D. students. However, because we are committed to offering admission only to students to whom we can offer funding, we continue to be able to enroll only two new Ph.D. students each year. We remain committed to petitioning for more TA lines as opportunities arise.

Criterion 8: Program Comparisons

Issue #9: We should narrow the group of graduate programs to which the Department compares itself.

Planned Action: In the 2008 Self-Study, the Department compared our faculty research productivity to that of the Philosophy faculty at the University of Colorado – Boulder, and we compared our size, enrollment trends, and graduation data to those from Arizona State, Vanderbilt University, the University of Hawaii, and the University of Oklahoma. The review committee suggested we instead use for comparison programs that have comparable faculty research profiles and graduate program strengths. They mentioned Georgetown University and UC-Riverside (as “peers” in European Philosophy) and UT-Austin and the University of Hawaii (as “peers” in Asian Philosophy). The Department agreed to choose programs with research profiles and graduate program strengths similar to our own in future comparisons.

Status Update: For this APR, we have focused on the sorts of “peer” institutions that were recommended by the committee. As you’ll see below under Criterion 8, we have compared the Department to the Philosophy programs at: UC-Riverside, Northwestern, Texas A&M, and Texas Tech (due to their combined research strengths in both History of Philosophy and Analytic Philosophy), the University of Kentucky and the University of Oregon (due to their research strength in Continental Philosophy), the University of Hawaii, Manoa (due to their research strength in Asian Philosophy), and the University of Oklahoma and UT-Austin (due to their combined research strengths in Asian Philosophy and Analytic Philosophy). The other four programs that we selected for comparison (Arizona, Florida International, Houston, New Mexico State) are considered “peers” by UNM.

Criterion 9: Future Directions

Issue #10: We should improve diversity and gender balance in the Department.

Planned Action: The Department agreed that we would give serious consideration to diversity and gender in (a) the hiring of new faculty and (b) the recruiting of new graduate students.

Status Update: (a) Since 2008, the Department hired five new tenure-track faculty members. (Though Paul Livingston joined the faculty in Spring 2009, his hire was completed before the last APR.) Of these faculty members, three are female and two are male. We lost two of these hires (one female and one male) to resignation, so at the start of AY 2017-18, we will have eight male and four female faculty members. In 2008, there were eleven male and two female faculty members. In terms of ethnic diversity, the faculty composition remains unchanged: there remains one minority faculty member (Mary Domski).

(b) Over the past several years, we have had some difficulty recruiting female graduate students. Since 2009, we have enrolled eighteen Ph.D. students into the Department, and six are female. During this same period, we have brought several prospective students to campus. (Typically we have two visitors per admissions season, both of whom are among our top few candidates.) Among the visiting students since 2009, eleven were female, and of those eleven, five (Alapin, Creasy, Greene, Partida, Patel) accepted admission. Of the six female visitors who declined, we are aware that one went to Texas A&M, one to Toronto, one to the University of Virginia to complete an M.F.A in Poetry, and another to the History of Consciousness Department at UC-Santa Cruz.

In terms of ethnic diversity, the graduate student composition has improved. In 2008, we had one minority graduate student in the Department (a female Hispanic Ph.D. student). Currently, we have four minority Ph.D. students. One is Hispanic, one is Asian, one is Native American, and another is African American.

Criterion 1: Student Learning Goals and Outcomes

The unit should have stated student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 1A.** Provide a brief overview of the vision and mission of the unit and how each offered degree/certificate program addresses the vision and mission of the unit.

Department Mission Statement:

The twofold mission of the Philosophy Department of the University of New Mexico is to provide high-quality education in Philosophy at the undergraduate and graduate levels, and to make high-quality contributions, through publications and presentations, to ongoing discussions in Philosophy.

At the undergraduate level, the Department offers four courses that satisfy general education requirements at the University of New Mexico as well as three undergraduate major programs (one of them in conjunction with another department) that are central to the mission of liberal arts education in the College of Arts and Sciences.

At the graduate level, the Department provides intensive training to students pursuing the M.A. and Ph.D. degrees, which enables them to engage with historical source material as well as contemporary philosophical literature.

The Department's faculty members are highly trained, energetic scholars who are deeply committed to pedagogical excellence and also to pursuing research projects that contribute to their areas of specialization.

Through teaching and research, the UNM Philosophy Department expresses its fundamental commitment to keeping alive the ancient tradition of critically engaging with the deepest problems of metaphysics, epistemology, ethics, and human existence. In turn, as both teachers and scholars, we are uniquely positioned to cultivate knowledgeable and thoughtful citizens of the 21st century.

- 1B.** Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally.

There is considerable overlap between the mission of the Department and the stated mission of the University. As per the Mission Statement publicized on UNM's web site, the University "will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives." This is precisely what we in the Department aim to provide in all of our courses, and notably in the four courses that are part of UNM's Core Curriculum. For instance, in the courses that fulfill the Humanities Core, namely, PHIL 101: Intro to Philosophy, PHIL 201: Greek Thought, and PHIL 202: Descartes to Kant, students are exposed to various positions concerning the moral obligation we owe to others, the relationship between a state and its citizens, the standards for knowledge we ought to adopt in rational discourse, and, most crucially perhaps, the basic elements that characterize a life of human flourishing. Through this exposure, our students gain a broad knowledge of the discipline, and they come to appreciate how different philosophical positions emerged in, and also in response to, historical and cultural circumstances very different than their own.

Additionally, all of our students are charged with developing the habits of mind that allow them to read and process arguments both critically and sympathetically. In PHIL 101, PHIL 201, PHIL 202, and also in PHIL 156: Reasoning & Critical Thinking, they are taught the skills that are necessary first to understand an argument and then to gauge the argument's merits and shortcomings. Of course, this is not unique to our Core Curriculum courses, or even to our undergraduate curriculum. At the graduate level, our students are urged to take a

sympathetic though critical stance towards the philosophical positions with which they are forced to wrestle. In this respect, the Department, as the University, is firmly committed to cultivating citizens who can lead satisfying lives as reflective and thoughtful interlocutors in any arena of discourse. (See Appendix 2 for a complete listing of departmental courses.)

The Department, as UNM, is also committed to the creation, application, and dissemination of new knowledge and creative works. This is perhaps most clearly seen in the efforts of our thirteen faculty members. In the past five years alone, the faculty has produced eight single authored books, one co-authored book, five edited collections, one hundred and twenty-four journal articles, book chapters, and encyclopedia articles, and thirty book reviews. In that same period, faculty members have made one hundred and two conference and workshop presentations and delivered ninety-two non-conference talks, and they have played instrumental roles in the organization of several conferences and workshops. (See Appendix 3 for a summary of Scholarly Productivity by the tenure-stream members of the faculty over the past five years. See Criterion 5 for more on the professional service being done by our faculty.)

Indeed, members of the Department at every level continue to demonstrate their steadfast commitment to creating and disseminating new knowledge. For instance, several of our undergraduate students have been awarded Undergraduate Research Awards from the College of Arts and Sciences for research being completed under the supervision of a faculty member in Philosophy. Additionally, our graduate students have delivered an impressive number of conference papers during the past five years, which shows their commitment to putting their work on a public stage. (See Appendix 4 for a complete listing of the talks given by our graduate students since Fall 2013.)

1C. List the overall program goals and student learning outcomes for each undergraduate and/or graduate program within the unit. Include an explanation of how they are current and relevant to the associated discipline/field. In accordance with the Higher Learning Commission's criteria for accreditation, student learning goals and outcomes should be articulated and differentiated for each undergraduate and graduate degree/certificate program.

Below is the complete listing of the Student Learning Outcomes (SLOs) that the Department designated for each of its degree programs in the OA plans that were approved in 2009. See Criterion 3 below for a description of the current status of the Department's OA plans and processes.

I. Student learning outcomes (SLOs) for the Undergraduate Major Programs in Philosophy

General student learning outcomes for all Philosophy majors: In measuring the success of our students, we focus on the very knowledge, skills, and values that we want our majors to acquire in the course of their studies. Thus, our student learning outcomes (SLOs) are in general:

1. Students can explain the main problems of metaphysics, epistemology, and ethics.
2. Students can outline the history of philosophy from ancient to modern times, identifying its major periods, movements, and figures.
3. Students can give a general account of the thought of at least one systematic philosopher in the history of philosophy and explain at least some of his/her views in depth.
4. Students can represent the formal structure of an argument.
5. Students can write an analytical philosophical essay, analyzing and critiquing a philosophical idea or argument, evaluating its soundness and persuasiveness, and developing a counter-position.
6. Students can articulate their own thoughts clearly in philosophical discussion and in writing.

II. Student learning outcomes Specific to the Three Major Programs in Philosophy

1. Philosophy Major: The specific goal for our students pursuing a general philosophy degree is to acquire an appreciation of the interplay between the history of philosophy and the problem areas of

philosophy. Courses in the history of philosophy, especially PHIL 211: Greek Philosophy and PHIL 202: Descartes to Kant, emphasize outcomes 2 and 3 above. Required courses in metaphysics (PHIL 354), epistemology (PHIL 352), and ethical theory (PHIL 358) emphasize outcome 1. PHIL 356 emphasizes outcome 4. *All* required and elective courses contribute to the achievement of outcomes 5 and 6.

2. Philosophy Major with Pre-Law Concentration (30 or 31 hours): The specific goal for our students pursuing a philosophy degree with a Pre-law concentration is to acquire an appreciation of the interplay between ethical theory, social and legal philosophy, and other areas of philosophy, such as epistemology. Thus, in addition to the general outcomes for all Philosophy majors emphasized in PHIL 156 or 356, 211, 202, 352, and 358, which are also required for the Pre-Law major, Pre-Law majors should be able to explain the nature and function of public law and its relation to moral belief, as well the role of epistemological questions in legal debates. The achievement of this outcome is the emphasis of PHIL 381: Philosophy of Law and Morals. Students pursuing this major should also be able to give an account of the major political theories devised in ancient and modern Western philosophy. This outcome is emphasized in PHIL 371 and 372.

3. English-Philosophy Major (45 hours): The specific goal for our students pursuing a philosophy degree with an English-Philosophy concentration is to acquire an appreciation of the relationship between English literature and Philosophy. Thus, in addition to the general outcomes for all Philosophy majors emphasized in the Philosophy courses recommended for the English-Philosophy major, English-Philosophy majors should be able to articulate how philosophy and literature have mutually informed and influenced each other. The achievement of this outcome is emphasized in PHIL 480: Philosophy and Literature.

III. List of Student Learning Outcomes (SLOs) for the M.A. and Ph.D. in Philosophy

- A.1. Students can explain, both in discussion and in writing, the main problems of metaphysics, epistemology, and ethics in depth, appropriate to a teacher of philosophy at the college level.
- A.2. Students can give, both in discussion and in writing, an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources.
- A.3. Students can formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy or the solution to a particular problem in contemporary philosophy.
- B.1. Students can write a publishable philosophy paper.
- B.2. Students can present a paper at a professional conference, preferably one of the national meetings of the American Philosophical Association.
- B.3. Students can compose a work of original philosophical research built around a clearly articulated thesis and constituting, arguably, a contribution to a particular field of philosophical study.

Note: Given that the goal of the M.A. program is to prepare students to pursue further graduate work in Philosophy, it is not expected that M.A. students will demonstrate the same level of proficiency as Ph.D. students in their achievement of the above SLOs.

IV. Student learning outcome specific to our Ph.D. program:

The specific goal of the Ph.D. program is to prepare students for an academic career in philosophy, and more specifically, to be instructors of philosophy. Thus, we have identified an additional SLO specific to our Ph.D. students:

PhD.1: Students can give a thorough, detailed account of the history of philosophy from ancient to modern times, identifying its major periods, movements, and figures, appropriate to a teacher of philosophy at the college level.

- 1D.** Describe the unit's primary constituents and stakeholders. Include an explanation of (1) how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders; and (2) how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples.

The Department's primary constituents are all faculty members (including Lecturers and Adjunct Instructors), all undergraduate and graduate students, and our two staff members. They are also stakeholders in the success of the Department, along with the administrators and staff in the College of the Arts and Sciences.

Explain how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders.

All of the learning goals listed above are publically posted on the Department's web site (URL = <http://philosophy.unm.edu>) in the sections designated to each of our degree programs. The learning goals we have identified for our Core Curriculum courses are also made public on the Department's web site along with the rubric that is used by instructors to collect Outcomes Assessment data in these courses. Several instructors of our Core courses provide on their syllabi the Department's learning outcomes for these classes, and several also distribute the Outcomes Assessment rubric to their students to clarify the primary goals to be achieved during the semester. The learning goals for our degree programs and our Core Curriculum courses are also publicized in the Assessment section of the UNM College of Arts and Sciences web site (URL = <http://artsci.unm.edu/assessment/index.html>).

Explain how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples.

By satisfying our stated goals in teaching and research, we create an intellectual and student-oriented community in which all faculty members can flourish in their independent research and also in their efforts to develop curricula that are appropriate for our students. This, in turn, serves all of our students, who are exposed to thoughtfully crafted courses that are informed, explicitly or implicitly, by the cutting edge research that is being pursued by their instructors. For an example, one can look to the Department's success in graduating: undergraduate students who go on to pursue graduate-level research (whether in Philosophy or some other field); M.A. students who earn funded positions in Philosophy Ph.D. programs; and Ph.D. students who have secured positions as college-level instructors of Philosophy. (More detailed information about the achievements of our students can be found under Criterion 4 below.)

- 1E.** Discuss and provide evidence of outreach or community activities (local, regional, national, and/or international) offered by the unit including (1) how these activities relate to the unit's achievement of its student learning goals; and (2) the impact of these activities on the academic and/or professional success of students. (These activities could include activities such as colloquia, case competitions, conferences, speaker series, performances, community service projects, research, etc.)

The Department sponsors a very robust colloquium series that brings roughly three to four scholars to campus each year. (The complete listing of the colloquium talks in the Department since Fall 2008 is included in Appendix 5.) These speakers have specialized in a variety of different areas, including Continental Philosophy, the History of Philosophy, Ethics, Social and Political Philosophy, and Metaphysics and Epistemology. In recent years, we have given our M.A. and Ph.D. students the opportunity to have lunch with our visiting speakers, and we have asked some of our Ph.D. students to provide speaker introductions.

The Department also sponsors The Brian O'Neil Memorial Lectures in the History of Philosophy, a lecture series that began in 1988 to honor the late Brian O'Neil. Our O'Neil Lecturers deliver two lectures in some area of the history of Philosophy, and during the evening of one lecture, the Department hosts a reception to which all members of the Department are invited. Since 2008, our O'Neil Lecturers have been:

2017/18	Catherine Wilson, York and CUNY Grad Center
2016/17	Jonardon Ganeri, NYU and NYU Abu Dhabi
2015/16	Steven Nadler, University of Wisconsin – Madison
2014/15	John McDowell, University of Pittsburgh
2013/14	Julia Annas, University of Arizona
2011/12	Robert Pippin, University of Chicago
2010/11	Alan Richardson, University of British Columbia
2009/10	Paul Guyer, University of Pennsylvania
2008/09	Hilary Putnam, Harvard University

In addition, the Department contributes \$250 each year to the Philosophy Student Conference that is organized by current graduate students. The majority of their funding comes from student organizations at UNM. Our \$250 contribution allows them to offer their keynote speaker an honorarium.

The Department has also played host to several conferences and workshops, including:

The Southwest Seminar in Early Modern Philosophy (February 2010 and February 2014)
 The Southwest Seminar in Continental Philosophy (May 2010)
 The Southwest Epistemology Workshop (August 2014)
 The New Mexico-West Texas Philosophy Conference (March 2017)
 The Merleau-Ponty Circle (November 2017)

We have also contributed funds to other UNM departments that have hosted events that are of interest to a general philosophical audience. Some such events include:

Department of Linguistics

- “Linguistics as an Interdisciplinary Science” Conference, 12-14 November 2016
 Organized by the graduate students of the High Desert Linguistics Society

The UNM International Studies Institute Power of Place Lecture Series

- Honoraria for Jeff Malpas, University of Tasmania; Lecture on 14 November 2016
- Honoraria for Edward Casey, SUNY Stony Brook; Lecture on 10 October 2016

Department of English

- Screening of the documentary *Rebel* with remarks from the film’s director, Maria Agui Cater, Thursday 19 February 2015
- Lecture by Dr. Phillip Gura, UNC-Chapel Hill, 27 January 2014

1F: Discuss how the unit’s strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit’s strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges.

The tenure-stream members of the Department have on-going discussions about the student learning goals that characterize our degree programs. These discussions take place at least annually (at our Faculty Retreat each August), though it is not uncommon for us to address issues surrounding our stated learning goals at least a few times per academic year. The results of our most recent discussions of the Department’s strengths and challenges are summarized below. Also, in preparation for the APR, we have reflected this year on how we might enhance the way we serve our students, faculty, and the University by improving our visibility in the wider academic community, and earning additional recognition for our achievements both in scholarship and in the training of our graduate students (see “Going Forward” below).

Strengths:

[1] Commitment to offering courses that address the learning outcomes for our students: Each academic year,

the Department continues to offer courses that address the stated learning outcomes for our undergraduate major programs and our graduate degree programs. There are, for instance, multiple sections of PHIL 202: Descartes to Kant, PHIL 352: Theory of Knowledge, PHIL 356: Symbolic Logic, and PHIL 358: Ethical Theory offered each academic year. At the graduate level, there are multiple *400-level and 400/500-level courses that cover some area of History of Philosophy, and it is currently standard for the Department to offer at least one 400/500-level course per year that addresses contemporary issues in Value Theory, and another that addresses contemporary issues in Metaphysics or Epistemology. (As per the UNM Catalog designations, *400-level courses differ from standard 400-level courses insofar as *400-level courses, such as *411: Hegel and *422: Wittgenstein, can be taken for graduate-level credit.)

[2] Diversity in our undergraduate and graduate curriculum: We are a pluralist department that consistently offers our undergraduate and graduate students a very diverse curriculum, one unique among Research-1 Philosophy departments. For instance, semester after semester, we schedule courses that cover Analytic and Continental Philosophy, Contemporary and Historical Philosophy, and Asian and Western Philosophy.

[3] Collegiality: In our pluralistic department, we have established a culture that is characterized by mutual respect, which, in turn, has allowed us to maintain a harmonious work environment for faculty and students alike. This is no small feat, considering the diversity of philosophical traditions represented by members of the Department. The value of creating this environment reaches to all of the Department's stakeholders insofar as our general collegiality enhances the learning experience for our students, at the undergraduate and especially at the graduate level.

Challenges:

[1] Limited financial support from UNM/The College of Arts and Sciences for departmental initiatives: Faculty travel and equipment replacement, the Department's speaker series, and travel grants for our graduate students have been covered in whole, or in large part, by funds from the Department's fellowship accounts and our Instruction and General (I&G) Funds. (Our annual I&G allocation was recently reduced from \$13,209 to \$11,719, so there will be fewer departmental resources available for these initiatives beginning in Fall 2017. For further discussion of the Department's budgetary constraints, see Criterion 6 below.) Around 2010, the College of Arts and Sciences discontinued funding faculty computer purchases, and currently, only newly hired faculty members receive (through their start-up packages) funding for computers. The College has recently made an effort to support faculty travel, and in AY 2014-15, the College began drawing on its F&A revenues to supplement travel allowances by providing \$500 per faculty member for each academic year. We encourage the College to continue, and when possible, to improve these efforts so that faculty members can get the support they need for essential professional travel and for equipment replacement.

[2] Improving the Department's visibility: The Department includes some well-known and well-established scholars in a variety of fields, most notably in Continental Philosophy and Asian Philosophy. We also have very good success placing our M.A. students into Ph.D. programs and placing our Ph.D. students into tenure-stream positions. (See Criterion 4 below for detailed placement information.) However, because our areas of strength are not well represented in the philosophical mainstream, the Department does not receive as much positive attention as is merited. This, in turn, can be a challenge for our graduating students.

Going Forward:

One of our priorities going forward will be to find ways to improve our visibility and, specifically, to increase national and international recognition of the UNM Philosophy Department as a center for study of the History of Western Philosophy, Metaphysics & Epistemology, Continental Philosophy, and Asian Philosophy. To this end, we will, in the near future, distribute up-to-date flyers about our graduate program to Graduate Directors and Chairs in other Philosophy departments, and, resources permitting, we will also put together an annual newsletter that highlights the achievements of members of the Department, which would be posted on our web site.

Criterion 2: Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 2A.** Provide a detailed description of the curricula for each degree/certificate program within the unit.
- Include a description of the general education component required and program specific components for both the undergraduate and graduate programs.
 - If applicable, provide a justification as to why any bachelor's degree program within the unit requires over 120 credit hours for completion.

[1] THE UNDERGRADUATE PHILOSOPHY MAJOR & MINOR PROGRAMS

RULES GOVERNING ALL UNDERGRADUATE PHILOSOPHY MAJOR PROGRAMS

- Normally, 100-level Philosophy courses will count as electives for the major or minor only if taken prior to any 200- or higher level course.
- Only courses in which a student has received a grade of C or better will be accepted toward the major or minor.

DECLARATION REQUIREMENTS (as described in the UNM Catalog)

Before a student can declare any Philosophy major, he/she must first:

- Have earned a minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.
- Have a cumulative grade point average of at least 2.00 on all work. (Transfer students must have a 2.00 transfer GPA. Continuing UNM students must have a 2.00 institutional GPA.)
- Have demonstrated academic achievement by satisfying the following:
 - Completion of the University Writing and Speaking Core.
 - Completion of the University Mathematics Core.
 - Completion of the University Foreign Language Core.

In addition, a student must complete the following with grades of "C" or better before declaring either the General Philosophy or the Pre-Law major:

- PHIL 201: Greek Thought OR PHIL 202: Descartes to Kant OR PHIL 211: Greek Philosophy OR PHIL 244: Intro to Existentialism
- PHIL 101: Intro to Philosophy OR PHIL 156: Reasoning & Critical Thinking OR PHIL 201: Greek Thought OR PHIL 202: Descartes to Kant OR PHIL 211: Greek Philosophy OR PHIL 244: Intro to Existentialism

To declare the English-Philosophy degree, a student must first complete the following course work with grades of "C" or better:

- One ENGL course at 200-level or above.
- (PHIL 201: Greek Thought OR PHIL 211: Greek Philosophy) and PHIL 202: Descartes to Kant.

REQUIREMENTS FOR THE GENERAL PHILOSOPHY MAJOR (31 CREDIT HOURS)

- PHIL 202: Descartes to Kant
- PHIL 211: Greek Philosophy
- PHIL 352: Theory of Knowledge OR PHIL 354: Metaphysics
- PHIL 356: Symbolic Logic (4 credit hour course)
- PHIL 358: Ethical Theory
- Five elective courses (15 credit hours), two of which must be at the 400-level.

REQUIREMENTS FOR THE PHILOSOPHY PRE-LAW MAJOR (30 OR 31 CREDIT HOURS)

PHIL 156: Reasoning and Critical Thinking OR
PHIL 356: Symbolic Logic (4 credit hour course)
PHIL 202: Descartes to Kant
PHIL 211: Greek Philosophy
PHIL 352: Theory of Knowledge
PHIL 358: Ethical Theory
PHIL 371: Classical Social and Political Philosophy OR
372: Modern Social and Political Philosophy
PHIL 381: Philosophy of Law
Three elective courses (9 credit hours), two of which must be at the 300-level or above.

REQUIREMENTS FOR THE ENGLISH-PHILOSOPHY MAJOR (45 CREDIT HOURS)

- 18 hours in English courses, 12 of which are to be numbered 300 or above. Recommended courses: 250 and 410.
- 18 hours in Philosophy courses, 12 of which are to be numbered 300 or above. Recommended courses: 156 and at least one of 201 or 202, at least one of 352, 354, or 358.
- 6 hours additional of English or Philosophy numbered 300 or above.
- PHIL 480: Philosophy and Literature

REQUIREMENTS FOR THE PHILOSOPHY MINOR (18 OR 19 CREDIT HOURS)

- Either PHIL 156 or PHIL 356;
- At least 2 of the following: PHIL 101, PHIL 201, PHIL 202
- 9 additional hours at the 300-level or above.

If PHIL 101 is used to complete the Minor, it must be taken before any 300-level or above course which is counted toward the minor.

[2] THE GRADUATE PHILOSOPHY PROGRAMS

1. POLICIES GOVERNING BOTH PHILOSOPHY GRADUATE PROGRAMS

(The information below is included on the Department web site and updated as needed.)

A. Background Core in Philosophy

All graduate students are expected to have, by the time they file their Program of Studies or Advance to Candidacy (but preferably earlier), a background core in Philosophy consisting of UNM Philosophy courses numbered 202 (Modern Philosophy), 211 (Greek Philosophy), 352 (Theory of Knowledge), 354 (Metaphysics), 356 (Symbolic Logic), and 358 (Ethical Theory). Equivalent courses taken at other institutions may substitute for these courses. As per UNM policy, it is expected that a student earn at least a B (3.0) in any course taken to meet undergraduate deficiencies or prerequisites. Therefore, a course will satisfy the Background Core requirement only if a grade of B or higher is earned. Ph.D. students must have passed PHIL 356 or its equivalent with a grade of A- or better.

Effective fall 2012, students admitted into the program who have not yet satisfied the Background Core requirement should follow these general rules: (1) he/she should complete four of the six Background Core courses prior to enrolling in graduate-level Philosophy courses, and (2) he/she should complete the Background Core courses that are pre-requisites for the graduate-level courses in which they enroll (e.g., a student should have completed the modern philosophy Background Core before enrolling in PHIL 410/510: Kant). Students who have not met these requirements will only be allowed to enroll in a graduate-level course with prior permission from both the Graduate Director and the instructor for the course.

B. Graduate Advising

Every graduate student is required to meet with the Graduate Director as soon as possible upon arrival at UNM to begin his or her graduate studies in philosophy.

The Graduate Director will assign each graduate student a faculty mentor who will serve as the student's advisor until he/she forms an MA Exam or Thesis Committee or a Dissertation Committee. Students, however, are also encouraged to consult with other members of the department regarding their course of study. After forming an Exam, Thesis, or Dissertation Committee, the student should have an informal meeting with his or her committee once every semester (excluding summer).

Every graduate student must have each semester's course of studies approved by the Graduate Director prior to registration. (See Appendix 6 for the Course of Studies form.)

C. Distribution Requirement Designations (DRDs)

Each semester, the Graduate Advisory Committee (GAC), with the approval of the department, will designate appropriate courses as:

- H(A) (history of ancient philosophy),
- H(M) (history of modern philosophy),
- H (history of philosophy),
- VT (value theory),
- M (metaphysics),
- E (epistemology).

These labels are referred to as Distribution Requirement Designations (DRDs); they indicate the distribution requirements that may be fulfilled by taking those courses (see II.D1, II.D2, and III.E).

The content of designated courses is arranged as follows:

- Courses designated as H(A) are devoted mostly to the work of the Pre-Socratics or the work of Socrates, Plato, or Aristotle. Courses covering other major philosophers of antiquity may also be designated as H(A) subject to approval by the department.
- Courses designated as H(M) are devoted mostly to the work of one or more of the following philosophers: Hobbes, Rousseau, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Courses covering other major philosophers of the seventeenth and eighteenth centuries may also be designated as H(M) subject to approval by the department.
- Courses designated as H are devoted mostly to works completed before 1950 by major figures of Western philosophy.
- A course receiving M, E, or Et designation will focus on issues in ethics, metaphysics, or epistemology, rather than on historical movements or contexts, and will include substantial attention to contemporary discussions of these problems.
- A course cannot satisfy both a DRD and a background core requirement.
- No course shall bear more than one DRD.
- Courses taken at another institution may fulfill a distribution requirement only if they have been accepted for transfer as graduate credit.

D. Proseminar Requirement

All entering graduate students are required to take the Graduate Proseminar in Philosophy within their first year in residence. The Proseminar will serve the students as an introduction to graduate study in philosophy at UNM. This includes introduction to the faculty and to their research programs, an opportunity to discuss various issues related to the profession, and an opportunity for scholarly interaction with fellow graduate students. While graduate students do not formally register for the Proseminar,

attendance is required. The Proseminar typically meets 6 to 7 times over the course of the academic year. The schedule is set by the Graduate Director.

E. Grade Requirement

Any course that fulfills a distribution requirement must be passed with a grade of B or better. Also, students must maintain a cumulative grade point average of at least 3.0 for all graduate-level courses taken while in graduate status.

2. POLICIES SPECIFIC TO THE M.A. PROGRAM IN PHILOSOPHY

As per the policies governing all graduate programs at UNM, and as stated in the UNM Catalog, students pursuing an M.A. may complete either a Plan I (Thesis) program of studies or a Plan II (M.A. Paper) program of studies. The policies for each plan in Philosophy are included immediately below.

1. M.A. Thesis (Plan I)

A1. Time Limit

All coursework toward the M.A. degree (including coursework transferred from another institution) must be completed by the end of the student's third year (sixth semester) in residence, and all requirements for the M.A. degree must be completed by the end of a student's fourth year (eighth semester) in residence.

Any M.A. students who are informed by the Philosophy Department faculty that they are making unsatisfactory progress in the program will have two semesters to restore their unsatisfactory progress towards the M.A. degree. The Philosophy department faculty will specify the requirements that must be met to restore satisfactory progress towards the M.A. degree.

B1. Graduate Credit Hour Requirements (Plan I)

An M.A. student under Plan I must complete a minimum of 24 graduate hours of coursework credit: at least 6 hours must be at the 500-level, no more than 6 hours can be independent-study credit (498/551/651), and no more than 3 hours can be workshop credit. If a minor is declared, at least 14 graduate hours of coursework credit must be in the major and 7 such hours must be in the minor. Thesis (599) hours do not count as coursework credit, and hence they cannot be used toward fulfilling these requirements. Further coursework requirements for Plan I M.A. students can be found in The Graduate Program section of the UNM Catalog.

C1. Philosophy Credit Hour Requirements (Plan I)

An M.A. student under Plan I must complete a minimum of 18 graduate credit hours of coursework in philosophy: at least 9 hours must be at the 500-level, and no more than 3 hours can be independent-study credit (498/551/651). Graduate credit hours in philosophy are hours in graduate courses offered by or cross-listed with the philosophy department, or courses approved by GAC as carrying graduate credit in philosophy. Thesis (599) hours do not count as coursework credit, and hence they cannot be used toward fulfilling these requirements.

D1. Distribution Requirements (Plan I)

Plan I students must take a minimum of 4 courses designated as H(A), H(M), H, VT, M, or E.

At least one of these must be designated as H(A) or H(M) at the 500-level

At least one of these must be designated as VT, M, or E

E1. M.A. Thesis (Plan I)

Before beginning work on the M.A. thesis, a Plan I student must select, in consultation with the Graduate Director and subject to approval by the department Chair, a thesis committee consisting of three members, a majority of whom must be from the Philosophy Department.

A copy of the final draft of the student's M.A. thesis, which must not exceed 25,000 words of main text, shall be distributed to each member of the thesis committee at least two weeks before the scheduled date of the thesis defense. This date shall be fixed in consultation with the Graduate Director.

Every M.A. Candidate under Plan I is required to pass successfully a master's exam, which is an oral defense of the student's thesis before his or her thesis committee. An M.A. candidate may take a master's exam at most twice.

2. M.A. Paper (Plan II)

A2. Time Limit

All coursework toward the M.A. degree (including coursework transferred from another institution) must be completed by the end of the student's third year (sixth semester) in residence, and all requirements for the M.A. degree must be completed by the end of a student's fourth year (eighth semester) in residence.

Any M.A. students who are informed by the Philosophy Department faculty that they are making unsatisfactory progress in the program will have two semesters to restore their unsatisfactory progress towards the M.A. degree. The Philosophy department faculty will specify the requirements that must be met to restore satisfactory progress towards the M.A. degree.

B2. Graduate Credit Hour Requirements (Plan II)

An M.A. student under Plan II must complete a minimum of 30 graduate hours of coursework credit: at least 12 hours must be at the 500-level, no more than 6 hours can be independent-study credit (498/551/651), and no more than 3 hours can be workshop credit. If a minor is declared, at least 18 graduate hours of coursework credit must be in the major and 12 such hours must be in the minor. Further coursework requirements for Plan II M.A. students can be found in The Graduate Program section of the UNM Catalog.

C2. Philosophy Credit Hour Requirements (Plan II)

An M.A. student under Plan II must complete a minimum of 24 graduate credit hours of coursework in philosophy: at least 15 hours must be at the 500-level, and no more than 3 hours can be independent-study credit (498/551/651). Graduate credit hours in philosophy are hours in graduate courses offered by or cross-listed with the philosophy department or courses approved by GAC as carrying graduate credit in philosophy.

D2. Distribution Requirements (Plan II)

Plan II students must take a minimum of four courses designated as H(A), H(M), H, VT, M, or E.

At least two of these must be designated as H(A), H(M), or H, with no more than one designated as H; and at least two of these must be designated as VT, M, or E.

E2. M.A. Paper (Plan II)

A Plan II student must select, in consultation with the Graduate Director and subject to approval by the department Chair, a master's exam committee consisting of three members, a majority of whom must be from the philosophy department.

A copy of the final draft of the student's M.A. paper, which must not exceed 12,500 words of main text, shall be distributed to each member of the student's master's exam committee at least two weeks before the scheduled date of the exam. This date shall be fixed in consultation with the Graduate Director.

Every M.A. candidate under Plan II is required to pass successfully a master's exam, which is an oral exam focused on the student's M.A. paper. An M.A. candidate may take a master's exam at most twice.

3. POLICIES SPECIFIC TO THE PH.D. PROGRAM IN PHILOSOPHY

Stated with relevant policies are the deadlines by which Ph.D. students must complete a requirement.

A. Funding

All applicants for the Ph.D. program (both with and without requests for financial aid) will have the same application deadline. All applicants will be judged by the same standards, independently of funding status.

No applicant will be granted admission unless the department has a reasonable expectation that the student will receive five years of funding, which the department may pro-rate for those applicants who have already completed some graduate work. Continued funding will be contingent on satisfactory progress in the program (see L. below).

Any student admitted into the Ph.D. program with a multi-year Teaching Assistantship from the Philosophy Department may request to defer his/her funding for one or more semesters. A formal petition stating the reasons for and the duration of the deferral must be submitted to the Graduate Director, and it will be reviewed by the members of GAC and the Chair of the Philosophy Department. Typically, a student will be allowed to defer his/her funding only once during his/her tenure as a Philosophy Teaching Assistant and for no more than two consecutive semesters.

B. Student's Teaching

Beginning with the entering class of 1998, all Ph.D. students are required before graduating to teach at least one course independently, which will be observed at least once by a full-time, tenured or tenure-track faculty member who will enter a written evaluation in the student's file, as well as meet with the student to discuss her or his teaching performance. Normally, teaching an independent course will happen automatically during the course of a student's time here. In the special case of an outside-funded student, the department is committed to giving that student a course to teach during a term decided at the department's discretion (which may be the Summer term).

Each student will have each of her or his courses observed at least once, and the observer will write at least one letter of evaluation for that student. (A separate letter of evaluation for each course observation is not required.) Letters of evaluation are placed in the student's file prior to such time as the student is seeking employment and submitting job applications.

C. Graduate Credit Hour Requirements [8th Semester]

Every Ph.D. student must complete a minimum of 48 graduate hours of coursework credit, of which at least 24 hours must be at the 500-level. Dissertation (699) hours do not count as coursework credit, and hence they cannot be used toward fulfilling these requirements. Further coursework requirements for doctoral students at UNM can be found in The Graduate Program section of the UNM Catalog.

D. Philosophy Credit Hour Requirements [8th Semester]

Every Ph.D. student must complete a minimum of 33 graduate hours of coursework credit in philosophy, of which at least 24 hours must be at the 500-level, and no more than 9 may be independent-study credit (498/551/651). Graduate credit hours in philosophy are hours in graduate courses offered by or cross-

listed with the philosophy department, or courses approved by GAC as carrying graduate Philosophy credit. Dissertation (699) hours do not count as coursework credit, and hence they cannot be used toward fulfilling these requirements.

E. Distribution Requirements [6th Semester]

Every Ph.D. student must take courses that fulfill the following DRD requirements:

- A minimum of three courses must be designated H(A), H(M), or H (Note: No more than two courses may be taken in any one of these areas to satisfy this requirement.)
- One course must be an M or E.
- One course must be a VT.

F. Language Requirement [6th Semester]

A Ph.D. student must demonstrate reading competence in French, German, or a classical language, subject to approval by GAC. Such competence must be demonstrated by passing a translation exam arranged by GAC. A student may, with the approval of the department, substitute a course in metalogic (PHIL 456 or the equivalent) for the language requirement; the student must receive a grade of at least A- in the course. (Note: Students who entered the Ph.D. program prior to Fall 2006 may fulfill this requirement by taking courses approved by GAC.)

G. Qualifying Examination

All Ph.D. students are required to pass a Qualifying Examination prior to taking their Dissertation Prospectus Exam. In August 2012, the Philosophy Department faculty approved new procedures for the Qualifying Examination, listed below under “b. Qualifying Examination.” Ph.D. students who entered the program in fall 2011 and fall 2012 may complete either the (a) or (b) version of the Qualifying Exam; these students must notify the Graduate Director of their decisions by the end of their third semester in residence. All Ph.D. students entering the program in fall 2013 or later must complete the exam as described under “b. Qualifying Examination.”

a. Qualifying Examination [5th Semester]

All Ph.D. students will be examined on their general knowledge of the history of philosophy, metaphysics, epistemology, and ethics. The exam will cover the readings on the qualifying exam reading list (IV).

The qualifying exam shall be either a three-hour oral exam or a four-hour written exam administered by a committee of three philosophy faculty. Students shall choose whether the exam will be oral or written. The committee shall be appointed by GAC in consultation with the student.

The exam must be taken within the first six weeks of the beginning of the fifth semester.

The exam committee will be appointed no later than the end of the second week of the semester in which a student takes his/her exam.

At the committee's discretion, under exceptional circumstances, students may be asked to answer further questions orally or in writing.

The examination committee shall issue one of three possible grades as a result of the exam: Ph.D. pass, M.A. pass, or fail. Students are required to pass the qualifying exam with a Ph.D. pass to continue in the Ph.D. program.

Students who receive an M.A. pass or fail the exam will be allowed to retake the exam once within the first six weeks of the beginning of the following semester.

Criteria for an M.A. Pass on the Qualifying Examination: The student must demonstrate basic knowledge and expository ability: he or she should show an acquaintance with the main ideas of most of the readings on the reading list and an ability to explain them in a manner that would be appropriate for an introductory philosophy course.

Criteria for a Ph.D. Pass on the Qualifying Examination: In addition to meeting the criteria for an M.A. pass (basic knowledge and expository ability), the student should demonstrate comprehensive knowledge and analytical ability. That is to say, he or she should show a firm grasp of the philosophical problems addressed in most, if not all, of the readings and their broader significance, a comprehension of the main arguments presented therein, and an ability to analyze and critique them.

b. Qualifying Examination [7th Semester]

1 By the third week of his/her fourth semester in the program, each Ph.D. student will obtain the QE Form from the departmental administrative staff, fill in his/her name and proposed Area of Specialization (AOS) and Area of Competence (AOC), and turn it in to the Director of Graduate Studies (DGS).

2. If necessary, the DGS will work with the student to revise the proposed areas to assure that they are professionally and departmentally viable, and consistent with the student's interests and abilities.

3. Once the AOS and AOC are approved by the DGS, the DGS will assign a qualified faculty member to be the AOS Exam Referee and a qualified faculty member to be the AOC Exam Referee. The two faculty members will together comprise the QE Committee.

4. The AOS and AOC Exam Referees will be responsible for filling in the "Reading Units" section of the QE Form. (See Appendix 7 for the QE FORM.) A "Reading Unit" will normally be one book or four article length papers. There will be a total of twelve reading units. Eight of the reading units should pertain to the AOS, four to the AOC. The AOS and AOC Exam Referees may choose to include the student in this process and/or call a formal meeting to discuss and settle the contents of the Reading Units List.

5. Once the AOS and AOC Exam Referees decide upon the contents of the Reading Units List, each will sign the form, and return it to the DGS.

6. The DGS will either sign off on the List, or return it to the referees with a list of recommendations for changes. (The DGS will normally only recommend changes in order to ensure equitable treatment of students in the same areas.)

7. The Reading Units List must be approved by the sixth week of the student's fourth semester in the program. Once the DGS has signed and dated the list, he/she will photocopy the QE Form for the Department's records, and return the original to the student.

8. The student will have until the sixth week of his/her seventh semester to obtain the signatures of both AOS and AOC Exam Referees for each unit on the Reading List. The referees will sign off on a unit when, in his/her judgment, the student has demonstrated a specialist's knowledge of the readings in that unit. The interpretation of what constitutes such a demonstration will be left to the individual faculty member, but will typically include evidence from one or more of the

following: face-to-face conversations or written exchanges, seminar presentations, written work/publications, written exams, and/or teaching experience.

9. When all the signatures have been obtained, the student will (a) **return the QE Form to the DGS and also (b) inform the DGS of the three departmental members who have agreed to serve on the students Dissertation Prospectus Committee. After completing both (a) and (b),** the student will have earned a Ph.D. pass on his/her Qualifying Exam and will be cleared by the DGS to take the Prospectus Exam. Any student who acquires more than 6 but fewer than the requisite 12 signatures by the sixth week of his/her seventh semester will earn an M.A. Pass on the Qualifying Exam.

Students may petition for additional time to acquire the 12 signatures required to earn a Ph.D. pass, which will be granted only with the majority approval of the DGS and the Referees.

H. Requesting an M.A. Degree

A doctoral student who receives a Ph.D. pass or an M.A. pass on the Qualifying Exam and completes the coursework requirements described in the M.A. Program Plan II will be awarded, upon request, an M.A. degree in Philosophy.

I. Dissertation Prospectus (DP) Exam [8th Semester]

The DP Exam will be an oral exam of roughly 2 hours based on a written dissertation prospectus. The examining committee shall consist of the three departmental members of the student's dissertation committee. The expectation is that the student will have been consulting with the Chair of the dissertation committee throughout the writing process and that a complete draft of the prospectus will be submitted to the Chair no later than two months in advance of the scheduled defense.

The dissertation prospectus must contain the following elements:

- a definition or clear characterization of the problem or issue that will be the focus of the dissertation, a coherent explanation of the approach to the problem or the historical-interpretive thesis that the student will pursue in the dissertation, as well as an overview of the anticipated argument
- a review of the literature relevant to the problem or issue in question
- a 2-3 page outline of the dissertation broken down into chapters
- a bibliography (of no fewer than 20 items) reflecting a grasp of the essential literature relevant to the problem or issue

The prospectus should have the format of a paper, including footnotes or endnotes. The total length should be approximately 25-30 pages.

Every Ph.D. student entering the program after 2006 is expected to complete the DP exam by the end of his/her eighth semester in residence. Otherwise, he/she will be deemed to be making unsatisfactory progress toward the degree.

J. Dissertation Committee [Before the Start of 9th Semester]

Every Ph.D. student must select, in consultation with the Graduate Director and subject to approval by the department Chair, a dissertation committee of at least four members, a majority of whom must be from the philosophy department, and one of whom must be an external member.

K. Dissertation

1. Doctoral students must select, in consultation with the Graduate Director and subject to approval by the departmental Chair, a dissertation committee consisting of at least four members, at least half of whom must be full-time UNM Philosophy faculty members.
2. A copy of the final draft of the student's dissertation, which must not exceed 75,000 words of main text, shall be distributed to each member of the student's dissertation committee in ample time for review prior to the examination. The date for the defense shall be fixed in consultation with the Graduate Director.
3. Every doctoral candidate is required to pass successfully a dissertation defense (considered as the final exam for the Ph.D.), which is an oral exam focused on the student's dissertation. If a doctoral candidate earns a "Conditional Pass" for the defense, the candidate will be required to submit a revised version of the dissertation to his/her committee members no later than the end of the subsequent semester, and the revised dissertation must show clear evidence that the conditions for a passing grade have been met.

L. Satisfactory Progress

A doctoral student is considered to be making satisfactory progress toward the Ph.D. only if he or she successfully completes each requirement by the specified deadline and maintains a GPA of 3.15 at the end of each academic year. Projected failure to meet any requirement by the specified deadline may also count as failure to make satisfactory progress. A student who is not making satisfactory progress by the end of the academic year may be disqualified from continuing in the Ph.D. program and, thereby, no longer be entitled to financial support.

M. Disenrollment Procedures

If a student is not making satisfactory progress, the department may notify the student that it is starting disenrollment procedures against this student. The student has two weeks from the date of the notification to petition GAC against his/her disenrollment. This petition should explain why he/she thinks that this procedure is not warranted. Only in exceptional cases will such petitions be approved. GAC may either reject the petition or recommend in favor of the petition and forward it to the department for a vote on the petition. If GAC rejects the petition, the student can appeal to the department within two weeks. If the department rejects the petition or GAC rejects the petition and the decision is not appealed to the department within two weeks, or if the student does not petition GAC within two weeks from the notification, the student will be disenrolled from the program. A letter to this effect will be sent to the student and to the Office of Graduate Studies.

- 2B.** Discuss the significance of the unit's contributions to and/or collaboration with other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.

General Education Core Courses

The Department offers four courses that satisfy requirements for UNM's Core Curriculum:

<u>Humanities Core Courses</u> PHIL 101: Introduction to Philosophy PHIL 201: Greek Thought PHIL 202: Descartes to Kant	<u>Writing and Speaking Core</u> PHIL 156: Reasoning & Critical Thinking
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In Tables 2.1, 2.2, 2.3, and 2.4, we summarize enrollment data in these four courses over the past eight years (since AY 2009-2010). In those eight years, over 9,500 students have enrolled in PHIL 101, over 7,000 in PHIL 156, over 1,500 in PHIL 201, and over 1,100 in PHIL 202. In sum, then, we have had enrollment of roughly 20,000 students in the Philosophy Core Courses since Fall 2009.

PHIL 156 is a writing-intensive course that we typically assign to our graduate student Teaching Assistants, with additional sections being taught by full-time Lecturers and Part-Time Instructors. PHIL 101 is also a course often taught by TAs, Lecturers, and Part-Time Instructors. Notably, though, roughly 15% of all sections of PHIL 101 that the Department has offered since 2009 have been taught by tenure-stream faculty members. With each of those sections having an average enrollment of 110 students, this means that, since Fall 2009, roughly 2,750 undergraduate students have taken a section PHIL 101 taught by a tenure-stream faculty member. In addition, with PHIL 201 and PHIL 202 considered "service" courses by the Department, tenure-stream faculty members have taught the vast majority of these courses over the last eight years: They have offered roughly 70% of the sections of PHIL 201 and roughly 88% of the sections of PHIL 202.

Since 2009, the Department has successfully collected and annually reported on Outcomes Assessment data from all four Core Courses. (Appendix 8 includes the current OA Plan for our Core Courses, which includes the rubric used by instructors to collect data from their students' papers and exams.)

Collaborations with other departments

In conjunction with the Department of English, the Department of Philosophy offers the 45-credit hour English-Philosophy Major. Students completing this major program take at least 18 credit hours in English and 18 credit hours in Philosophy, and they are required to complete PHIL *480: Philosophy and Literature. This capstone course is sponsored by Philosophy and is taught by tenure-stream members of the faculty. (In the recent past, PHIL *480 has been offered each Spring semester and has been taught by John Bussanich, Allan Hazlett, and Iain Thomson.)

As summarized in Table 2.5, eight Philosophy courses are officially cross-listed with courses in other Departments. Among those eight, five are cross-listed with courses in Religious Studies. These include PHIL 361: Modern Christian Thought, which is cross-listed with RELG 361: Modern Christian Thought, and PHIL 365: Philosophy of Religion, which is cross-listed with RELG 365: Philosophy of Religion.

When appropriate, and on a semester-by-semester basis, the Department requests that some of its courses be cross-listed with topics courses in other departments, such as Political Science and Sociology. (Recently approved cross-lists of this sort are summarized in Table 2.6.) Similarly, when appropriate, and on a semester-by-semester basis, the Department will approve cross-list requests that have been initiated

by other departments, such as Religious Studies and Women Studies. (Recently approved cross-lists of this sort are summarized in Table 2.7.)

TABLE 2.1 PHIL 101: Introduction to Philosophy							
	Total Number of Sections Offered	Number of Sections taught by Tenure- Stream Faculty	Number of Sections taught by Full-Time Lecturers	Number of Sections taught by Graduate Student TAs	Number of Sections taught by Part-Time Instructors	21-Day Student Enrollment	Total Student Credit Hours (SCHS) Produced
Sp17	10	1	3	5	1	540	
F16	13	2	2	5	4	715	
AY 2016-17						1,255	3,765
Sp16	10	-	3	3	4	497	
F15	11	1	2	6	2	589	
AY 2015-16	21	1	5	9	6	1,086	3,258
Sp15	9	1	2	5	1	551	
F14	10	1	3	5	1	623	
AY 2014-15	19	2	5	10	2	1,174	3,522
Sp14	10	-	2	7	1	583	
F13	11	2	3	5	1	657	
AY 2013-14	21	2	5	12	2	1,240	3,720
Sp13	13	2	1	8	2	705	
F12	10	2	2	5	1	636	
AY 2012-13	23	4	3	13	3	1,341	4,023
Sp12*	12	2	1	8	1	742	
F11	10	4	2	3	1	595	
AY 2011-12	22	6	3	11	2	1,337	4,011
Sp11	11	3	1	4	3	604	
F10	10	2	1	5	2	634	
AY 2010-11	21	5	2	9	5	1,238	3,714
Sp10	10	2	1	3	4	621	
F09	8	2	1	4	1	596	
AY 2009-10	18	4	2	7	5	1,217	3,651
TOTALS	168	25	30	81	30	10,603	31,809
		14.9%	17.9%	48.2%	17.9%		

* Online sections of PHIL 101, 156, and 201 began being offered in Spring 2012.

TABLE 2.2
PHIL 156: Reasoning & Critical Thinking

	Total Number of Sections Offered	Number of Sections taught by Tenure- Stream Faculty	Number of Sections taught by Full-Time Lecturers	Number of Sections taught by Graduate Student TAs	Number of Sections taught by Part-Time Instructors	21-Day Student Enrollment	Total Student Credit Hours (SCHS) Produced
Sp17	9	-	-	8	1	337	
F16	12	-	1	7	4	439	
AY 2016-17						776	2,328
Sp16	10	-	-	7	3	367	
F15	11	-	1	7	3	425	
AY 2015-16	21		1	14	6	792	2,376
Sp15	10	-	-	10		382	
F14	10	-	-	8	2	378	
AY 2014-15	20			18	2	760	2,280
Sp14	11	-	-	10	1	408	
F13	13	-	-	11	2	572	
AY 2013-14	24			21	3	980	2,940
Sp13	10	-	1	7	2	500	
F12	11	-	-	9	2	513	
AY 2012-13	21		1	16	4	1,013	3,3039
Sp12*	11	-	1	9	1	539	
F11	11	-	-	7	4	486	
AY 2011-12	22		1	16	5	1,025	3,075
Sp11	12	-	1	9	2	513	
F10	11	-	1	8	2	490	
AY 2010-11	23		2	17	4	1,003	3,009
Sp10	11	-	1	9	1	517	
F09	10	-	-	4	6	405	
AY 2009-10	21		1	13	7	922	2,766
TOTALS	173	-	7	130	36	7,710	23,130
			4.0%	75.1%	20.9%		

* Online sections of PHIL 101, 156, and 201 began being offered in Spring 2012.

TABLE 2.3
PHIL 201: Greek Thought

	Total Number of Sections Offered	Number of Sections taught by Tenure- Stream Faculty	Number of Sections taught by Full-Time Lecturers	Number of Sections taught by Graduate Student TAs	Number of Sections taught by Part-Time Instructors	21-Day Student Enrollment	Total Student Credit Hours (SCHS) Produced
Sp17	1	-	1	-	-	67	
F16	2	1	1	-	-	66	
AY 2016-17				-	-	133	399
Sp16	2	1	1	-	-	72	
F15	1	1	-	-	-	35	
AY 2015-16	3	2	1	-	-	107	321
Sp15	1	-	1	-	-	62	
F14	1	-	1	-	-	38	
AY 2014-15	2	-	2	-	-	100	300
Sp14	2	1	1	-	-	130	
F13	1	1	-	-	-	35	
AY 2013-14	3	2	1	-	-	165	495
Sp13	1	1	-	-	-	72	
F12	2	1	1	-	-	115	
AY 2012-13	3	2	1	-	-	187	561
Sp12*	2	2	-	-	-	111	
F11	2	2	-	-	-	72	
AY 2011-12	4	4	-	-	-	183	549
Sp11	2	2	-	-	-	152	
F10** Greek Phil	2	2	-	-	-	154	
AY 2010-11	4	4	-	-	-	306	918
Sp10 Greek Phil	2	1	-	-	1	145	
F09 Greek Phil	3	3	-	-	-	163	
AY 2009-10	5	4	-	-	1	308	924
TOTALS	27	19	7	-	1	1,555	4,665
		70.4%	25.9%		3.7%		

* Online sections of PHIL 101, 156, and 201 began being offered in Spring 2012.

** Prior to Spring 2011, PHIL 201 was titled Greek Philosophy and fulfilled both a Core Curriculum requirement and a requirement for the Philosophy major program. In Spring 2011, the title of PHIL 201 was changed to Greek Thought, and the Department added PHIL 211: Greek Philosophy to its course offerings.

TABLE 2.4
PHIL 202: Descartes to Kant

	Total Number of Sections Offered	Number of Sections taught by Tenure- Stream Faculty	Number of Sections taught by Full-Time Lecturers	Number of Sections taught by Graduate Student TAs	Number of Sections taught by Part-Time Instructors	21-Day Student Enrollment	Total Student Credit Hours (SCHS) Produced
Sp17	2	2	-	-	-	69	
F16	2	2	-	-	-	64	
AY 2016-17			-	-	-	133	399
Sp16	1	1	-	-	-	36	
F15	2	2	-	-	-	72	
AY 2015-16	3	3	-	-	-	108	324
Sp15	1	1	-	-	-	40	
F14	2	2	-	-	-	106	
AY 2014-15	3	3	-	-	-	146	438
Sp14	1	1	-	-	-	67	
F13	2	1	1	-	-	72	
AY 2013-14	3	2	1	-	-	139	417
Sp13	2	2	-	-	-	70	
F12	1	-	-	-	1	51	
AY 2012-13	3	2	-	-	1	121	363
Sp12	1	1	-	-	-	63	
F11	2	2	-	-	-	93	
AY 2011-12	3	3	-	-	-	156	468
Sp11	2	1	-	1	-	121	
F10	2	2	-	-	-	92	
AY 2010-11	4	3	-	1	-	213	639
Sp10	2	2	-	-	-	108	
F09	1	1	-	-	-	55	
AY 2009-10	3	3	-	-	-	163	489
TOTALS	26	23	1	1	1	1,243	3,729
		88.6%	3.8%	3.8%	3.8%		

[TABLE 2.5] Philosophy courses cross-listed with other Departments, as per the current UNM Catalog

Philosophy Course	Cross-Listed Course
PHIL 356: Symbolic Logic	MATH 356: Symbolic Logic
PHIL 361: Modern Christian Thought	RELG 361: Modern Christian Thought
PHIL 365: Philosophy of Religion	RELG 365: Philosophy of Religion
PHIL *415: History & Philosophy of Mathematics	MATH *415: History & Philosophy of Mathematics
PHIL *431: Ch'an and Zen	RELG *431: Ch'an and Zen
PHIL *434: South Asian Mystical Traditions	RELG *434: South Asian Mystical Traditions
PHIL *438: Indian Buddhist Philosophy	RELG *438: Indian Buddhist Philosophy
PHIL 453: Asian Studies Thesis	COMP, POLS, RELG 453: Asian Studies Thesis

[TABLE 2.6] Philosophy courses that have been approved for cross-list since 2008

Philosophy Course	Cross-Listed Course
PHIL 241: Philosophy of Food	SUST 402: Topics in Sustainability Studies
PHIL 341: Aldo Leopold & Land Ethics	SUST 402: Topics in Sustainability Studies
PHIL 341: Liberation Theology	RELG 347: Topics in Religious Studies
PHIL 361: Modern Christian Thought	POLS 300: Political Topics
PHIL 365: Philosophy of Religion	POLS 300: Political Topics
PHIL 390: Latin American Thought	CCS 393: Topics in Chicana and Chicano Studies REGL 347: Topics in Religious Studies SOC 398: Special Topics in Sociology
PHIL *441: Philosophy of Race & Racism	PCST 340: Topics in Peace Studies
PHIL 452: Marx	SOC 398: Special Topics in Sociology POLS 400: Advanced Political Topics

[TABLE 2.7] Courses for which Philosophy has approved a cross-list initiated by another department

Philosophy Course	Home Department & Course
PHIL 341: Power of Place: Globalization and Local Ideas	INTS (International Studies) 499: Power of Place: Globalization and Local Ideas
PHIL 341: Jewish Mysticism & Kabbalah	RELG 347: Jewish Mysticism & Kabbalah
PHIL 341: Queer Theories	WMST (Women's Studies) 336: Queer Theories
PHIL 442: Kierkegaard	RELG 447: Seminar in Religious Studies

2C. Discuss the efficiency and necessity of the unit's mode(s) of delivery for teaching courses.

Due to the importance that all of the Department's instructors grant to encouraging both sustained reflection and discussion among our students, the majority of Philosophy courses are offered as 15-week, face-to-face sections. However, for some of our lower-division courses, we make exceptions. For instance, in Spring 2012 we began to offer on-line sections of three high-demand Core Curriculum courses, namely, PHIL 101, PHIL 156, and PHIL 201. The on-line sections of our Core courses continue to reach enrollment capacity, as do the on-line sections of PHIL 211: Greek Philosophy and PHIL 245: Professional Ethics, which we are able to offer when there is part-time instruction funding available from the College.

In the recent past, we have also offered more 8-week sections of PHIL 101 and PHIL 156, most of which have been on-line offerings funded through the College part-time instruction budget. These courses have been in much greater demand since 2015, when the policies governing the Lottery Scholarship were adjusted. (Students holding that scholarship are now required to earn 15 credit hours per semester, as opposed to 12 credit hours, and many of these students will opt to take second-half 8-week courses if there is a possibility that they will not earn credit for a 15-week course in which they enrolled.)

For similar reasons, we recently began offering 2-week and 3-week Fall Intersession sections of PHIL 101 and PHIL 156 more frequently. (The credits earned through these courses count towards the credit hours for the Fall semester.) Some of these sections, like the second-half 8-week courses, are on-line offerings, and some are taught face-to-face, with all of these are funded through the College part-time instruction budget.

2D. Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula.

The tenure-stream members of the Department have on-going discussions about the strengths and challenges of our current undergraduate and graduate curricula. These discussions take place at least annually (at our Faculty Retreat each August), though it is not uncommon for us to address issues surrounding our curricula at least a few times per academic year as the need arises. The results of our most recent discussions of the Department's strengths and challenges are summarized below. Also, in preparation for the APR, we have reflected this year on how we might simultaneously improve the delivery of our curricula and also improve the training of our graduate student Teaching Assistants (see "Going Forward" below).

Notable Strengths of the Department's Teaching Mission

[1] High quality teaching: Members of the Department have earned eight teaching awards since 2008. Of those, five were awarded to tenure-stream faculty members, two to doctoral students, and one to a Part-Time Instructor.

[2] Diversity in our undergraduate and graduate curriculum: We are a pluralist department that consistently offers our undergraduate and graduate students a very diverse curriculum, one unique among Research-1 Philosophy departments. For instance, semester after semester, we schedule courses that cover Analytic and Continental Philosophy, Contemporary and Historical Philosophy, and Asian and Western Philosophy.

[3] Student access to faculty: Our faculty members are committed to making themselves available to undergraduate and graduate students outside of the classroom. Collectively, we oversee several

undergraduate Honors Theses and supervise a number of independent studies each academic year. Faculty members have also coordinated reading groups with our graduate students, this in addition to being regularly available for consultations during office hours and other arranged meeting times.

Notable Challenges to the Department's Teaching Mission

[1] Setting course enrollment caps that are fitting of our pedagogical priorities: There was a time, roughly five or six years ago, when the Department capped sections of PHIL 101 at 40 students and sections of PHIL 156 at 35 students. We did so in order to give students the opportunity to learn in a setting more conducive to discussion, and to give instructors the opportunity to provide their students the kind of attention that's needed in lower-division courses. In 2009, the Department was pressured to increase these enrollment caps, and currently, sections of PHIL 101 enroll up to 50 students and sections of PHIL 156 up to 45. (The Provost's Office required that we implement these increases in order to remain eligible for part-time instruction funding, which is used to cover the salary of instructors who are assigned to teach additional sections of these high-demand courses.) In an ideal world, the Department could drop the course enrollments to 40 students in PHIL 101 and to 35 students in PHIL 156. However, with several sections each semester funded through part-time instruction funding, the best we can do is to continue to make a case to maintain the current enrollment caps, since any further increases would have a significantly negative impact on the learning experience of the students enrolled in these courses.

[2] Having our courses assigned to rooms that are appropriate to our pedagogical needs: Currently, the Scheduling Office assigns rooms to our courses based solely on course meeting days/times and the course enrollment. Instructors are not given the option to specify the type of room that would be best suited to their pedagogy. For instance, instructors cannot request rooms that have moveable seats, which, for some of our instructors, would be vital to conduct group work and other in-class activities.

Going Forward

[1] The Department will continue to commit itself to providing instruction that enhances the reading, writing, and critical thinking skills of UNM undergraduates, and we will commit more resources to training our graduate students to be more effective teachers. For instance, we will begin conducting annual teaching workshops for our graduate students, which will be led by faculty members who have had success teaching lower-division undergraduate courses. Such workshops will give the graduate students the opportunity to learn about what has worked for others, and to share the techniques they have used to improve student performance.

Criterion 3: Teaching and Learning: Continuous Improvement

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A. Describe the assessment process and evaluation of student learning outcomes for each degree/certificate program by addressing the items below.

The Department's most current Outcomes Assessment Plans are included as the following appendices:

Appendix #9: Outcomes Assessment Plans: B.A. in Philosophy, Pre-Law Philosophy, and English-Philosophy

Appendix #10: Outcomes Assessment Plans: M.A. and Ph.D. in Philosophy

What is included below in 3A.b. is a summary of the more detailed overviews provided in these plans. It's important to note here that the plans we've included are awaiting approval at the College- and Provost-level, and thus, the Department is in a genuine moment of transition with its Outcomes Assessment (OA) process. The mechanisms the Department used to gather OA data in the recent past are described in 3B, since in that section, we are asked to show how the Department has used the OA process to support teaching and learning, and to improve our various degree programs since our most recent APR. These mechanisms provided beneficial information; however, as noted in Section 0, they were not deemed sufficient by the standards of the College- and Provost-level OA committees. The new OA plans we have crafted are meant to address their concerns.

a. Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to learning goals outlined in Criterion 1)?

Below is the complete listing of the Student Learning Outcomes (SLOs) that the Department designated for each of its degree programs in the OA plans that were approved in 2009. There are, for each degree program, clearly defined skills and content knowledge that we expect all students in these programs to develop by completing their degree in Philosophy. These skills focus primarily on written communication, and the content focuses on the Western philosophical tradition. At the undergraduate level, for instance, the Department expects students to demonstrate the ability to represent the formal structure of an argument and to write an analytic philosophical essay that both clearly details and critically engages with a philosophical position. At the graduate level, we expect students to develop the more advanced skill of writing a philosophical paper that critically engages with the current scholarly literature in their chosen field of specialization. In a similar vein, we expect that the knowledge our graduate students have of the History of Western Philosophy, and of the literature in the fields of Ethics, Metaphysics, and Epistemology, be more advanced than what we expect of our undergraduates. At the M.A. level, this knowledge is meant to be foundational for our students' continued study of Philosophy at the graduate level. At the Ph.D. level, this knowledge provides them the basis they need for teaching Philosophy to undergraduate students. With respect to values, we expect our students, across all degree programs, to cultivate their appreciation for the differences, and different argument strategies, that characterize the broader discipline of Philosophy in particular, and of rational discourse in general. To this end, and as communicated by our SLOs, the Department encourages all its students to be both critical and sympathetic as they engage with philosophical arguments.

I. Student learning outcomes (SLOs) for the Undergraduate Major Programs in Philosophy

General student learning outcomes for all Philosophy majors: In measuring the success of our students, we focus on the very knowledge, skills, and values that we want our majors to acquire in the course of their studies. Thus, our student learning outcomes (SLOs) are in general:

1. Students can explain the main problems of metaphysics, epistemology, and ethics.
2. Students can outline the history of philosophy from ancient to modern times, identifying its major periods, movements, and figures.
3. Students can give a general account of the thought of at least one systematic philosopher in the history of philosophy and explain at least some of his/her views in depth.
4. Students can represent the formal structure of an argument.
5. Students can write an analytical philosophical essay, analyzing and critiquing a philosophical idea or argument, evaluating its soundness and persuasiveness, and developing a counter-position.
6. Students can articulate their own thoughts clearly in philosophical discussion and in writing.

II. Student learning outcomes Specific to the Three Major Programs in Philosophy

1. Philosophy Major: The specific goal for our students pursuing a general philosophy degree is to acquire an appreciation of the interplay between the history of philosophy and the problem areas of philosophy. Courses in the history of philosophy, especially PHIL 211: Greek Philosophy and PHIL 202: Descartes to Kant, emphasize outcomes 2 and 3 above. Required courses in metaphysics (PHIL 354), epistemology (PHIL 352), and ethical theory (PHIL 358) emphasize outcome 1. PHIL 356 emphasizes outcome 4. *All* required and elective courses contribute to the achievement of outcomes 5 and 6.

2. Philosophy Major with Pre-Law Concentration (30 or 31 hours): The specific goal for our students pursuing a philosophy degree with a Pre-law concentration is to acquire an appreciation of the interplay between ethical theory, social and legal philosophy, and other areas of philosophy, such as epistemology. Thus, in addition to the general outcomes for all Philosophy majors emphasized in PHIL 156 or 356, 211, 202, 352, and 358, which are also required for the Pre-Law major, Pre-Law majors should be able to explain the nature and function of public law and its relation to moral belief, as well the role of epistemological questions in legal debates. The achievement of this outcome is the emphasis of PHIL 381: Philosophy of Law and Morals. Students pursuing this major should also be able to give an account of the major political theories devised in ancient and modern Western philosophy. This outcome is emphasized in PHIL 371 and 372.

3. English-Philosophy Major (45 hours): The specific goal for our students pursuing a philosophy degree with an English-Philosophy concentration is to acquire an appreciation of the relationship between English literature and Philosophy. Thus, in addition to the general outcomes for all Philosophy majors emphasized in the Philosophy courses recommended for the English-Philosophy major, English-Philosophy majors should be able to articulate how philosophy and literature have mutually informed and influenced each other. The achievement of this outcome is emphasized in PHIL 480: Philosophy and Literature.

III. List of Student Learning Outcomes (SLOs) for the M.A. and Ph.D. in Philosophy

- A.1. Students can explain, both in discussion and in writing, the main problems of metaphysics, epistemology, and ethics in depth, appropriate to a teacher of philosophy at the college level.
- A.2. Students can give, both in discussion and in writing, an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources.
- A.3. Students can formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy or the solution to a particular problem in contemporary philosophy.
- B.1. Students can write a publishable philosophy paper.
- B.2. Students can present a paper at a professional conference, preferably one of the national meetings of the American Philosophical Association.
- B.3. Students can compose a work of original philosophical research built around a clearly articulated thesis and constituting, arguably, a contribution to a particular field of philosophical study.

Note: Given that the goal of the M.A. program is to prepare students to pursue further graduate work in Philosophy, it is not expected that M.A. students will demonstrate the same level of proficiency as Ph.D. students in their achievement of the above SLOs.

IV. Student learning outcome specific to our Ph.D. program:

The specific goal of the Ph.D. program is to prepare students for an academic career in philosophy, and more specifically, to be instructors of philosophy. Thus, we have identified an additional SLO specific to our Ph.D. students:

PhD.1: Students can give a thorough, detailed account of the history of philosophy from ancient to modern times, identifying its major periods, movements, and figures, appropriate to a teacher of philosophy at the college level.

b. Explain how the current direct and indirect program-level assessment methods are used to measure student learning outcomes. Include a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet each student learning outcomes.

The revised OA plans for each of the five Philosophy degree programs (included as Appendices 9 and 10) include streamlined SLOs and detail the future steps that the Department will be taking to measure student learning outcomes. (The revision to our SLOs was encouraged by Todd Ruecker, the current Outcomes Assessment Coordinator for the College of Arts and Sciences.) As already noted, these plans are pending approval from the College of Arts and Sciences and the Provost's Office. (See 3Ac immediately below.) What we include here is a brief summary of what is in those plans. (The methods that the Department has taken in the recent past to measure student learning, and to make curricular changes, are described below in 3Ba and 3Bb.)

Outcomes Assessment at the Undergraduate Level

Under the supervision of the Department's OA Coordinator, we will be gathering data from essays written by students who are at different stages of completing their Philosophy degrees. Ideally, we will have essays from students who have taken no previous Philosophy classes at UNM, students who have previously taken 4 or 5 Philosophy classes at UNM, and students who have taken 8 or more Philosophy classes at UNM. Taking this tack, we will gain some sense of how effectively students are improving

their performance in the designated learning outcomes as they progress through the degree requirements for the undergraduate major programs.

The Department began collecting this data in Fall 2016, and that semester, we evaluated student papers drawn from one section of PHIL 101, and also evaluated student papers from two sections of PHIL 358: Ethical Theory. PHIL 358 is required for two of our three undergraduate major programs, and it is a class that typically enrolls students who have already taken some Philosophy courses at UNM. For instance, by focusing on student performance in PHIL 358 in Fall 2016, we successfully identified an adequately large sample of students who had previously taken 4 or 5 Philosophy classes at UNM, and another adequately large sample of students who had previously taken 8 or more Philosophy classes at UNM.

Going forward, we will evaluate student papers from PHIL 371: Classical Social and Political Philosophy, PHIL 372: Contemporary Social and Political Philosophy, and PHIL 381: Philosophy of Law, because these are required for undergraduates completing the Philosophy Pre-Law degree. We will also evaluate student papers from PHIL *480: Philosophy and Literature, because this class is required for undergraduates completing the English-Philosophy degree.

More details can be found in the OA plans for the three undergraduate Philosophy degrees.

Outcomes Assessment at the Graduate Level

For both the M.A. and Ph.D. programs, there are two primary OA data collection mechanisms that the Department is currently using. One is a survey we will send out to all current graduate students each spring semester that requests from them information about the conference presentations that they have given during the previous year, and that they might be scheduled to give during the spring and summer. Having this updated information will allow the Department to have a direct measure of graduate student performance on SLO B.2, namely, “Students can present a paper at a professional conference, preferably one of the national meetings of the American Philosophical Association.”

The second mechanism is a questionnaire (see below) that faculty members will be asked to complete at the end of each M.A. paper defense and at the end of each Ph.D. dissertation defense. The questionnaire was put together in Fall 2016, and the questions were framed so that they address the five SLOs for our graduate programs that have to do with the writing skills and knowledge of Philosophy. So, for instance, in Fall 2016, we used the data from questions 2 and 4 to evaluate M.A. student performance in these two SLOs:

A.2. Students can give, both in discussion and in writing, an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources.

A.3. Students can formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy or the solution to a particular problem in contemporary philosophy.

As we continue to collect data from these questionnaires, the Department will have a solid set of data by which to evaluate the remaining SLOs for our graduate programs.

Questionnaire for M.A. Paper & Defense, and for Ph.D. Dissertation & Defense

I. Paper

On a scale of 1 to 5, where 1 is “Unsatisfactory” and 5 is “Excellent,” please rate the following items.

1. The grammar and logical structure of the paper/dissertation.

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

2. *How effectively the student's thesis was communicated in the paper/dissertation.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

3. *The contribution the student's project makes to the relevant field of specialization.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

4. *The extent to which the student engages with the relevant primary and/or secondary literature.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

5. *Using a scale of 1 to 5, where 0 is "Not at All" and 5 is "Five times or more," please indicate how frequently the student approached you for substantive feedback on the paper/dissertation prior to the defense?*

0-Not at all 1-One time 2-Two times 3- Three times 4-Four Times 5- Five times or more

II. Oral Defense

On a scale of 1 to 5, where 1 is "Unsatisfactory" and 5 is "Excellent," please rate the following items.

6. *How clearly the student communicated his/her thesis.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

7. *How clearly the student communicated the novelty of his/her thesis.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

8. *How clearly the student communicated the problem that s/he was addressing.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

9. *How clearly the student communicated the importance of his/her project.*

1- Unsatisfactory 2- Below Expectations 3- Satisfactory 4- Good 5- Excellent

10. *Based on the student's performance during the exam, please rate how confident you are in the student's ability to teach Philosophy at the college level. Here use a scale of 1 to 5, where 1 is "Not At All Confident" and 5 is "Extremely Confident."*

1-Not At All Confident 2 3-Confident 4 5- Extremely Confident

c. *How have the program's assessment structure and/or methods evolved or improved?*

As explained in Section 0, the 2009 APR site visit team suggested that the Department streamline our Outcomes Assessment procedures and focus them on the different stages of students' education. We took this charge very seriously, and were especially keen on tracking the progress our students were making toward achieving the designated learning outcomes as they were completing their degrees. Doing so would give us useful information about how we might modify our degree program requirements to enhance student learning.

Over the past few years, the Department has experimented with different ways of assessing the performance of the students in the five Philosophy degree programs. For instance, on different occasions

(and as explained in detail immediately below), we have distributed thoughtfully crafted questionnaires to undergraduates in our different major programs and also to recent alumni from our M.A. and Ph.D. programs. The feedback we received from participating students proved incredibly valuable to the faculty and helped us direct discussions of how we might modify our program requirements to improve student learning. (See 3B below for a summary of how the Department used the data we received to make curricular and program changes.) Unfortunately, while the feedback has been practically beneficial, we have received critical reports from the OA Committees at the College- and Provost-levels, which indicated that the data we provided in our annual OA reports was inadequate (often, not sufficiently quantitative) to track student learning. Revising our OA plans has also been further complicated by new provisions from the Provost's Office, which require, among other things, that each degree program be assessed each year. (At the time of the 2009 APR, we were required to assess each degree program once every three years.)

The revised OA plans for each of the Department's five degree programs (included as Appendices 9 and 10) communicate our best attempt to track student learning while also meeting the Outcomes Assessment requirements that have been set forth by the College of Arts and Sciences and the Provost's Office. The Department has begun collecting the OA data specified in those plans. However, we have not yet fully implemented the procedures detailed in our most current OA plans.

3B. Synthesize the impact of the annual assessment activities each degree/certificate program by addressing the items below.

a. How have the results of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning?

B.A. Programs, AY 2014-15

During 2014-15, the main focus of our review of the B.A. programs was to evaluate the Department's success in preparing our undergraduate majors for the continued study of Philosophy at the graduate level. To this end, we composed a twenty-question survey (see below), and in September 2014, sixty current undergraduate major students were invited to reply. Seventeen invitees submitted replied.

CONFIDENTIAL STUDENT INFORMATION

1. What is your gender? M__ F__
2. In which semester and year did you declare Philosophy as your major?
3. Starting from the semester in which you declared the Philosophy major, how many total semesters do you anticipate it taking you to complete all the course requirements for the major?
4. How many total courses have you taken from the UNM Philosophy Department? (Do not include the courses you're taking in Fall 2014.)
5. What is your minor area of study? Or, if you are a double-major, what is your second major area of study?
6. Why did you choose Philosophy as a major? If you started out pursuing another major before changing to Philosophy, please explain why you switched major programs.

COURSEWORK QUESTIONS

7. Which, if any, of the following required major courses have you already taken?

_____ Phil 211: Greek Philosophy

_____ Phil 202: Descartes to Kant

_____ Phil 352: Theory of Knowledge

_____ Phil 354: Metaphysics

_____ Phil 356: Symbolic Logic

_____ Phil 358: Ethical Theory

8. Do you think any of the courses listed in #7 should NOT be required for the Philosophy Major? If so, please specify which course(s) and explain why not.

9. Are there any other philosophy courses besides those mentioned above that you think should be REQUIRED for the Philosophy Major? If so, please explain why.

10. The UNM Philosophy Department offers the lower-division course Phil 201: Greek Thought. Phil 201 is an “introductory survey of early and classical Greek philosophy, literature, and history” and covers figures such as “the Presocratics, Socrates, Plato and Aristotle; Homer and Sophocles; Herodotus and Thucydides.” Phil 211: Greek Philosophy is a “survey of classical Greek Philosophy.” This course covers figures such as “the Presocratics, Plato, Aristotle, and the Stoics.” And covers concepts such as “nature and culture, theories of the self, concepts of being; happiness, virtue, and the good life.” Do you think that Philosophy majors should have a choice between Phil 201 and Phil 211 to satisfy their degree requirements? Please explain your answer.

11. Based on your experience taking courses in the UNM Philosophy Department, is the workload relatively consistent across courses listed at the same level? For instance, has the workload for 300-level course been roughly the same in terms of number and length of papers required, etc.?

12. Are our course offerings listed in such a way that accurately reflects the difficulty of our courses? For instance, have you found that 400-level courses are substantively more challenging than 200-level courses?

13. Based on your experience taking philosophy courses at UNM, is there anything instructors could do to better facilitate your learning? (Think of, for example, your in-class experience, the readings that have been assigned for your courses, and the types of assignments you’ve completed as part of the course, and the feedback you received on them.)

SKILLS AND KNOWLEDGE

14. Would you like there to be more required writing assignments in your Philosophy courses? If so, which kind of writing assignments (e.g., short essays, longer research projects, etc.) should be added? If not, which kind of writing assignments (e.g., short essays, longer research projects, etc.) should continue to be required?

15. How well have you learned to notice and think about the multiple possible meanings of a philosophical text? In your answer, please comment on the strategy (or strategies) that you have found to be most fruitful when trying to comprehend a philosophical text.

16. If someone were to ask you “What is the difference between Analytic Philosophy and Continental Philosophy?”, how would you answer?

17. In pursuing the Philosophy major, have you gained an understanding of how important figures in the history of philosophy have influenced one another (for instance, how Plato influenced Aristotle, how Descartes influenced Kant, and so on)? Please comment.

DEPARTMENTAL RESOURCES

18. Have you sought undergraduate advisement in the last two years? If so, were you satisfied with the help you received? If not, do you feel like you know how to get advisement or mentorship help from the Philosophy Department, if the need arises?

19. Do you feel sufficiently involved in departmental life? If not, is there anything the Philosophy Department might do to help you feel more involved?

OVERALL ASSESSMENT

20. Please give your overall assessment of the value of the Philosophy Major. Any comments you offer will be helpful, though it would be especially instructive to receive feedback on (a) the advantages and disadvantages of the curriculum of the major; (b) the skill(s) you have most improved by pursuing a Philosophy major; (c) whether there any philosophical topics not currently covered by our course offerings that you would like to see offered on a regular basis; and (d) whether you think completing the major has prepared you for graduate-level study of Philosophy.

Three general themes arose from the replies: (1) a strong interest among our majors to pursue graduate study in Philosophy; (2) a general interest in having more written assignments in upper-division courses; and (3) a repeated suggestion that more might be done to make undergraduate majors aware of departmental events, and to get them involved in the life of the Department. In response to (2), faculty members generally agreed that, when teaching 300-level courses required for the major, and especially when teaching 400-level courses, undergraduate students would be assigned either more or lengthier essays to complete. After some discussion, it was also agreed that, in conjunction with Phi Sigma Tau, the Department would sponsor events geared towards undergraduate majors who are interested in pursuing graduate work in Philosophy. Such events would be led by faculty members who would offer their perspective on pursuing graduate studies as well as advice on how to prepare for the graduate application process and graduate school life more generally.

M.A. Program, AY 2014-15

During 2014-15, the main focus of our review of the M.A. program was to evaluate the Department's programmatic requirements for our M.A. students. Specifically, we aimed to determine whether we might modify our requirements so that our M.A. students are better prepared for continued graduate-level study of Philosophy.

To this end, we contacted four recent graduates of our M.A. program who have continued their graduate study of Philosophy. These four graduates all completed the Plan II (M.A. Paper) degree requirements and are now in doctoral programs at DePaul University, Loyola University – Chicago, the University of Oregon. Each of the four graduates completed a survey that included the following nineteen questions:

Background Information

[1] How many total semesters were you an M.A. student in Philosophy at UNM?

[2a] In the academic year you entered the M.A. program, how many other M.A. students were entering the graduate program?

[2b] In the academic year you entered the M.A. program, how many Ph.D. students were entering the graduate program?

During your time as a graduate student at UNM...

[3] How many graduate-level classes, on average, did you take per semester?

[4] Did you take any graduate-level courses outside of Philosophy? If so, in which department(s)?

[5] Did you pursue any other graduate degrees or certificates while completing your M.A. in Philosophy? If so, in which area(s)?

[6] Did you serve as a grader for any Philosophy courses? If so, how many times and for which courses were you a grader?

[7] Did you teach any classes as the sole instructor? If so, which class(es) did you teach, and how many total sections did you teach during your time as an M.A. student?

[8] How many different full-time tenure-stream Philosophy faculty members did you take a class from? (Or to put this in negative form: How many full-time tenure-stream Philosophy faculty members did you not take a class from?)

[9] Were any of your graduate-level classes in Philosophy seminars that only included graduate students? Or was there a mix of undergraduate and graduate students in all your courses? If you did take any graduate-only seminars, what were the class titles and who was the instructor?

Comparing your experience as a doctoral student with your experience as an M.A. student

[10] Would you say that, in the academic world of Philosophy, your current graduate program is considered stronger, weaker, or equal in strength to the UNM Philosophy graduate program?

[11] How many graduate-level classes, on average, were you taking each semester during your first one or two years as a doctoral student?

[12] Did the majority of your classes include a mix of undergraduate and graduate students, or were the majority graduate-only seminars?

[13] In general, would you say that your current professors are grading the papers you are completing for your seminars by the same standards that were used while you were an M.A. student at UNM? If you detect noticeable differences in standards, please briefly describe those differences. Was something about your writing more or less valued at UNM than in your current program?

[14] As a doctoral student, are you required to teach your own courses? If so, how many classes are you teaching per semester, and what is the enrollment cap for each of your classes?

Questions about the M.A. requirements

The overall goal of the current assessment we are completing of our M.A. program is to evaluate our programmatic requirements for our M.A. students. Specifically, we'd like to determine whether there are ways to modify our requirements so that our M.A. students are better prepared for continued graduate-level study of Philosophy. To that end, we would appreciate your candid replies to the following questions. At the end, we invite you to offer general comments on what you take to be the strengths and weaknesses of our M.A. program.

[15] In the past year, we've made a concerted effort to change the structure of the required Proseminar that is taken by first-year graduate students. In the past, students attended sessions run by different faculty members and were then required to write a short paper about the material covered in one session. Now, we no longer require students to take the Proseminar for credit (so they don't have to pay the tuition for that 1 credit hour), but attendance is still required. We have also dedicated several of the sessions to professional issues, such as publishing papers and presenting talks.

With these changes in mind, can you think of any other ways we might be able to enhance the Proseminar experience for our first-year graduate students? Was there anything you wished we would have done during your Proseminar that we could add? Or perhaps your current program runs a first-year graduate Proseminar in a way that you find especially beneficial?

[16] Generally speaking, there aren't too many classes that our M.A. students are required to take. As per our DRD policy, M.A. students must take 2 courses in the history of philosophy and 2 courses in either Ethics, Metaphysics, or Epistemology. Do you think these requirements were sufficient to prepare you for further graduate study of Philosophy? Or, given your experience as a Ph.D. student, do you think we should have further requirements for our M.A. students?

[17] As you know, the major capstone requirement for our M.A. students is the M.A. paper. Based on your experience completing that paper and passing your defense of the paper, is there any sort of programmatic requirement that would have helped you complete this requirement more effectively? For instance, should we require M.A. students to have selected an M.A. paper topic and an M.A. advisor by, say, his/her third semester in residence?

[18] Now that you have left the UNM graduate program and are a Ph.D. student, your view of the UNM Department and our graduate requirements is probably different than the one you had while you were here. Are there any features of the program that you came to appreciate only after you left, i.e., that you didn't think would help you prepare for Ph.D.-level study of Philosophy but actually has? Are there any features that you thought would help you prepare for your doctoral studies but haven't?

[19] We welcome any additional feedback that you'd like us to consider as we think about how to improve our M.A. program, and specifically, for how we might change our program so that graduates of our M.A. program are better prepared for further graduate study of Philosophy. Please write as much or as little as you please!

At the departmental faculty meeting on 13 August 2015, we focused on the following survey results:

- All four respondents took two to three graduate courses per semester, and three of the four surveyed finished their degrees in two years.
- All four respondents graded for a class at least once, and two of the four taught as a sole instructor at UNM while an M.A. student.
- There was general agreement that they were provided detailed feedback in their UNM Philosophy courses which allowed them to improve their writing.
- There was general agreement that there is more emphasis on researching secondary literature in their current doctoral programs than there was at UNM.
- All four respondents appreciated the exposure they got to different fields by completing the Distribution Requirement Designations (DRDs), though two of the four suggested making them more specific. For instance, it was proposed that we could require an H(A) *and* an H(M), or that we could require an Ethics DRD *and* a Metaphysics or Epistemology DRD.
- Other suggestions: (a) Require study of a formal language, and (b) offer more detailed guidance, such as a sample timeline, for completing the M.A. paper and defense.

Considering these results, and in an effort to strengthen the preparation that our M.A. students have for continued graduate-level study of Philosophy, the faculty decided to revisit how many and which DRDs should be required for Plan II M.A. students. We tabled further discussion of this issue until after the APR. This would allow us to make a more informed decision about these curricular changes, once we had additional information about the requirements at peer M.A. programs, and also feedback from our APR site team.

Ph.D. Program, AY 2014-15

During 2014-15, the main focus of our review of the Ph.D. program was the experience our students have as teaching assistants in the Department. More specifically, we wanted to gauge whether the students' teaching assignments were helping them develop as teachers of Philosophy. (As stated on the Department's OA Plan, this is the learning outcome specific to our Ph.D. Program: To prepare students for an academic career in philosophy, and more specifically, to be instructors of philosophy.)

To this end, we contacted seven recent graduates of our Ph.D. program, six of whom have continued to teach Philosophy at the university-/college-level since earning their doctorates from UNM. (For instance, some are teaching at: Brigham Young University, the University of New Mexico – Gallup, the University of Tennessee – Chattanooga, and Utah Valley University.) Each of the seven completed a survey that included the following fifteen questions:

- [1] How many total semesters were you an Ph.D. student in Philosophy at UNM?
- [2a] In how many of your semesters as a Ph.D. student did you serve as a grader for a class at UNM?
- [2b] For which classes did you serve as a grader?
- [3a] In how many of your semesters as a Ph.D. student did you teach your own class at UNM?
- [3b] Which classes did you teach as the sole instructor?
- [4] It is standard for our Ph.D. students to first teach PHIL 156 and then teach PHIL 101. In which semester in residence did you begin teaching PHIL 101?
- [5] Were there any other classes besides PHIL 156 and PHIL 101 that you taught as a sole instructor at UNM?
- [6] How many of the classes you taught and/or for which you graded in the Department were assigned to you after your T.A. funding had expired?
- [7] During your time as a Ph.D. student, did you gain any teaching experience outside of the UNM Philosophy Department? If so, for which department or school did you teach? And which specific classes were you assigned?
- [8] During your time at UNM, did you attend any workshops sponsored by the Center for Teaching Excellence? If so, which did you attend, and what were the major outcomes of attending?
- [9] How many times, during your time at UNM, was your teaching observed by a tenure-stream faculty member?
- [10] When you first started teaching at UNM, what did you find to be your biggest challenge as a sole instructor?
- [11] What steps did you take to address that challenge?
- [12] Reflecting now on the last time you taught a Philosophy class (whether at UNM or elsewhere), what, currently, do you find to be your most significant challenge as an instructor?
- [13] Which experiences, during your time in the Ph.D. program, helped you develop most as a teacher?
- [14] If you could change **one thing** about our program to help our Ph.D. students become better prepared as teachers, what change would you put in place and why?
- [15] We welcome any additional feedback that you'd like us to consider as we think about how we might change our program so that graduates of our Ph.D. program are better prepared for teaching college-level Philosophy classes. Please write as much or as little as you please!

At the departmental faculty meeting on 13 August 2015, we focused on the following survey results:

- All seven respondents graded for PHIL 101 during their first semesters at UNM.
- All seven respondents taught PHIL 101 and PHIL 156 as sole instructors.
- Three of the seven respondents had the chance to teach classes other than PHIL 101 and PHIL 156 at UNM, including: PHIL 245: Professional Ethics, PHIL 343: Contemporary Continental Philosophy, PHIL 202: Descartes to Kant, and PHIL 333: Buddhist Philosophy
- Six of the seven respondents earned teaching experience at other institutions (such as CNM and BYU) during their time as a Ph.D. student.
- Four of the seven respondents had their teaching observed by a faculty member more than once.
- Common challenges faced by the respondents during the first semester of teaching:
 - Deciding how best to teach PHIL 156; dealing with disciplinary issues in the classroom; asserting authority in the classroom; overcoming the fear of public speaking; preparing lectures and a syllabus.
- Common challenges respondents are now facing as experienced teachers:
 - Keeping students motivated and engaged; motivating students to complete assigned readings; dealing with students who have no interest in learning.
- Suggested changes to how we train our Ph.D. students as teachers:
 - Provide more formal guidance, e.g., dedicate a session of the Proseminar to teaching strategies and have more teaching observations by faculty.
 - Encourage discussion between graduate students about their teaching experience.
 - Ensure Ph.D. students have the opportunity to teach classes other than PHIL 101 and PHIL 156 before going on the job market (because it makes them more competitive candidates for teaching positions).
 - Give Ph.D. students a chance to serve as graders after they've been teaching (because it gives them an opportunity to reflect on their teaching methods).

Considering these results, and in an effort to improve the opportunities our Ph.D. students have to improve their teaching, the faculty decided to commit to two initiatives. First, all Ph.D. students would have their teaching observed by a tenure-stream member of the faculty during both their first and their third year in residence. Ph.D. students could, if they choose, arrange for additional teaching observations by faculty members. Second, the Graduate Director and Graduate Placement Director would coordinate Proseminar sessions that would be specifically focused on pedagogy, and in particular, on the challenges that early career instructors might face when teaching Philosophy at the undergraduate level.

b. How have the results of the program's assessment methods and activities been used for program improvement?

B.A. Program, AY 2014-15

See above for the methods used to collect OA data for the B.A. programs during AY 2014-15. As already noted, three general themes arose from the replies to our twenty-question survey: (1) a strong interest among our majors to pursue graduate study in Philosophy; (2) a general interest in having more written assignments in upper-division courses; and (3) a repeated suggestion that more might be done to make undergraduate majors aware of departmental events, and to get them involved in the life of the Department. In response to (2), faculty members generally agreed that, when teaching 300-level courses required for the major, and especially when teaching 400-level courses, undergraduate students would be assigned either more or lengthier essays to complete. After some discussion, it was also agreed that, in conjunction with Phi Sigma Tau, the Department would sponsor events geared towards undergraduate majors who are interested in pursuing graduate work in Philosophy. Such events would be led by faculty members who would offer their perspective on pursuing graduate studies as well as advice on how to prepare for the graduate application process and graduate school life more generally.

M.A. Program, AY 2014-15

See above for the methods used to collect OA data for the M.A. program during AY 2014-15. Based on discussion of the results of the survey distributed, the Department passed a motion to expand the Ethics DRD to a Value Theory DRD. This would allow students to take graduate-level courses in Aesthetics and the Philosophy of Art to fulfill the distribution requirement. By expanding the requirement in this manner, M.A. students will have the opportunity to earn a broader exposure to different fields of Philosophy that are covered by our current faculty as they complete their degree requirements.

Ph.D. Program, AY 2014-15

See above for the methods used to collect OA data for the Ph.D. program during AY 2014-15. Based on discussion of the results of the survey distributed, the Department decided to revise our policy for when a Ph.D. student is eligible to teach PHIL 101. Namely, our policy is now the following:

- TAs who have entered UNM with an M.A. are eligible to teach PHIL 101 only after they have completed their Background Core and DRD coursework and have been in residence for 4 semesters.
- TAs who have entered UNM without an M.A. are eligible to teach PHIL 101 only after they have completed their Background Core and DRD coursework and have been in residence for 5 semesters.

Moreover, it was decided that, depending on whether a student enters the Ph.D. program having already earned an M.A. in Philosophy, and depending on the Department's curricular needs, students would be given the opportunity to teach classes other than PHIL 156 and PHIL 101 during his/her fourth or fifth year in residence. Such classes might include PHIL 102: Current Moral Problems, PHIL 241: Topics in Philosophy, or an upper-division class in his/her AOS.

c. Overall, how does the program utilize its assessment structure to engage in a coherent process of continuous curricular and program improvement? Include an explanation of how the program monitors the effects and/or impact of its changes.

At least twice a year, the tenure-stream members of the faculty discuss the OA data that's been collected during the previous academic year. Recently, these discussions have taken place each August and September, and have been facilitated by the Department's OA Coordinator. The goal of these discussions is two-fold: to address possible issues concerning the OA data collection process, and to determine whether, based on the OA data that's been collected, any curricular changes might be made to our degree programs. The OA Coordinator is then charged with summarizing the results of these discussions and submitting the required annual reports to the College- and Provost-level OA committees. The OA Coordinator also adjusts the reports accordingly, depending on feedback provided by these OA committees, and in conjunction with the Chair, Graduate Director, and Undergraduate Advisor, the OA Coordinator monitors the impact of the programmatic changes that were made as a result of the OA process.

Since 2008, when Tom Root was charged with overseeing the OA process at UNM, the Department has consistently complied with the OA reporting requests that have been made at the College- and Provost-level. The Department has also made some noteworthy curricular changes to its degree programs as a consequence (see 3B above for examples). But it's not always been easy to be compliant, or to keep our instructors engaged in the OA data collection process, primarily because College- and Provost-level OA policies and procedures continue to change, sometimes at what we find to be an unreasonable pace. The most recent example has to do with the OA procedure we use for our General Education/Core Curriculum Courses. (The OA plan for these courses is included as Appendix 8.)

For roughly eight years, the Department has measured the designated learning outcomes for PHIL 101, PHIL 156, PHIL 201, and PHIL 202 by collecting data from student work twice per semester. We adopted this mechanism so that we could gauge improvement in student performance, and we focused on improvement, because otherwise, we would have no firm evidence that the curriculum of these courses was tied to student performance at all. Namely, if we only measured performance on learning outcomes once a semester, and if these data showed low achievement in these learning outcomes, there was no way to tell whether there was an addressable issue with the course curriculum or whether it was just the case that students entered the class with deficiencies in the skills we were measuring. The Department initiated this two-stage data collection in 2009, with the approval of the Provost's Office. For over eight years, it was deemed acceptable. Indeed, as recently as 2015, when Chris Butler was the OA Coordinator for the College of Arts and Sciences, the Department was getting reports that our General Education OA process had reached maturity, and we were encouraged to keep up the good work. However, in Fall 2016, the new OA Coordinator for the College, Todd Ruecker, informed the Department that it was only necessary to collect data once a semester, and that we had to set a performance benchmark based on this single set of data. (So, for instance, if a student's ability to clearly set out a philosophical position was rated on a 0 to 5 scale, then the Department might say that the SLO was achieved if a student earned 3 or higher.) From the standpoint of the Department, such a process might be less cumbersome, but it is entirely unhelpful, insofar as it would provide no indication at all that the curriculum in the Philosophy General Education courses was effective or ineffective, let alone should be changed. With fear of stating the obvious, it is completely possible that, during a particular year, a single set of OA data could reveal that students in, say, PHIL 101 are earning a 2.5 for clearly setting out a philosophical position, and based on this, we could draw no useful lessons at all about the curriculum or assignments being used by the instructors of PHIL 101. It could simply be taken to show that, during that year, the students enrolling in PHIL 101 are deficient in this skill.

We offer this example to underscore what continues to be one of the most frustrating aspects of UNM's OA process. The Department will do its part to keep up with changes in policy and procedure (as evidenced, we think, by our willingness to draft new OA plans for administrative approval). However, we urge greater consistency at the level of the College and of the Provost. Otherwise, it will become increasingly difficult to keep instructors engaged in the OA process, and for departments and programs to use OA results to support genuine, long-term curricular improvements.

Criterion 4: Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (If applicable, differentiate for each undergraduate and graduate degree certificate program offered by the unit.)

- 4A.** Discuss the unit's admission and recruitment processes (including transfer articulation(s)) and evaluate the impact of these processes on enrollment.

[1] ADMISSION & RECRUITMENT: GRADUATE PROGRAMS

Each spring semester, the Graduate Director solicits volunteers to serve on the Graduate Admissions Committee. All tenure-stream faculty members are eligible to serve, and typically, there are four to five members on the committee each year. (In years with fewer than four volunteers, members of the Graduate Advisory Committee (GAC) are required to serve on the Graduate Admissions Committee.) The committee is charged with reviewing required application materials (namely, writing samples, statements of purpose, CVs, letters of recommendation, GRE scores, and transcripts) and selecting the applicants to whom admission into the Ph.D. and M.A. programs will be extended. These decisions are usually made by February of each year for the Ph.D. program and by March of each year for the M.A. program. (The Department allows for spring semester admission into the M.A. program, and the members of GAC are charged with making these admission decisions.)

The number of M.A. students the Department admits and enrolls each year varies with the number and quality of applications received. (The Department also extends offers of admission into the M.A. program to qualified students who've applied to the Ph.D. program.) M.A. students are not offered funding, though the Department makes a concerted effort to secure the funding necessary to assign grader-ships to at least two M.A. students each semester. The number of Ph.D. students the Department enrolls is currently limited to two per year, because we do not enroll Ph.D. students to whom we cannot offer funding. Ph.D. students entering our program having already earned an M.A. are offered four years of funding, while those who do not already have an M.A. are offered five years of funding. Funded Ph.D. students serve as a grader during their first semester in residence, and after that, they are assigned to teach one section of PHIL 156 each semester until they are eligible to teach PHIL 101, namely, until after they have completed all their Background Core and Distribution (DRD) requirements and have been in residence either four or five semesters (depending on whether they entered the program with an M.A. in Philosophy). They are paid a salary of \$15,820/year and until just recently, they have been awarded tuition remission that covers 6 credit hours (two courses) per semester. Effective in AY 2017-2018, Teaching Assistants who are teaching one 45-student section of PHIL 156, or one 50-student section of PHIL 101, will be awarded tuition remission that covers 12 credit hours (four courses) per semester. (For information on how our funding package compares to what's offered by other Ph.D.-granting Philosophy Departments, see Criterion 8 below.)

For at least the last eight years, the Graduate Director has coordinated on-campus visits for the Department's top two or three prospective Ph.D. students. During these visits, prospective students meet with faculty members with whom they would like to work, attend graduate-level seminars, and have discussions (usually over meals) with current graduate students. (Prior to 2008 there was limited departmental funding for such visits, and decisions about who could be invited to campus was made on a case-by-case basis. Since then, supplemental funding for on-campus visits has been supplied by the Office of Graduate Studies, and this has allowed the Department to host its top two prospective Ph.D. students, assuming they live in the United States. In some cases, such as when a top prospective student is living outside the United States, the Department has brought to campus an applicant to whom an official offer has not yet been extended.)

As noted above in Section 0E, since 2009, eleven visiting students were female, and of those eleven, five (Alapin, Creasy, Greene, Partida, Patel) accepted admission. Of the six female visitors who declined, we are aware that one went to Texas A&M, one to Toronto, one to the University of Virginia to complete an M.F.A in Poetry, and another to the History of Consciousness Department at UC-Santa Cruz. More recently, since 2013, four of the total eleven (male and female) prospective students we have brought to campus have accepted admission into our Ph.D. program. Among the male prospective students who declined admission, some decided either to accept offers from other graduate programs (e.g., at Emory University) or to pursue non-academic career options.

Reflective Question #1 from Senior Leadership, Extension of 4A: *There were a total of 189 applicants to the MA Program from Fall 2005 to Spring 2015. Out of this total number of applicants, 130 were admitted. However, out of the total number that was admitted, 52 actually enrolled in the program. Please explain how the unit could improve the yield of graduate enrollments for the MA Program.*

As noted above, applicants admitted to our M.A. program are not offered funding. In the recent past, the Department has used TA/GA funding to assign grader-ships to at least two M.A. students each semester. However, this position pays only \$3,650/semester and is not accompanied by tuition remission. This means that those who enroll into the terminal M.A. program are accepting a significant financial burden to complete their degrees. If the applicants we accept into the program have the opportunity to accept admission into a different M.A. or Ph.D. program that offers funding, or to take on employment, then without additional TA/GA support from the University, there's little the Department can do to persuade more admitted applicants to enroll in our M.A. program.

Reflective Question #2 from Senior Leadership, Extension of 4A: *There was an average of 38 applicants to the PhD Program from Fall 2006 to Spring 2015. Out of the average number of applicants, an average of 4.4 were admitted and an average of 33.6 were denied admission. Out of the total number that was admitted, an average of 2.7 actually enrolled in the program. Please explain the steps the unit could take to improve enrollment in the PhD program.*

As noted immediately above, and clarified further in Criterion 8A, the Department does not offer admission to applicants to whom we cannot offer funding. And with at most two TA-lines for new Ph.D. students each year, we only extend offers of admission to at most two applicants at a time. If one such applicant declines the offer (and this typically doesn't happen until very close to the 15 April national decision date), then the Department extends an offer to an applicant who has been identified as an alternate by the Graduate Admissions Committee. In a typical year, the Department extends no more than four offers of admission, and enrolls two new students. In the past, the Department had the opportunity to enroll more than two new Ph.D. students per year, because we had the possibility of funding students through the Interdisciplinary TA-ships that are sponsored by the Department of English. These ITA-ships require Ph.D. students to teach English Composition, and they carry a 2/2 teaching load for their four or five years of funding. Such ITA-ships were available to the Department as recently as AY 2013-14, and we enrolled Maya Alapin into the Philosophy Ph.D. program on this sort of TA-line. However, effective in AY 2014-15, the ITA-ships were converted into competitive funding lines and were no longer available for Ph.D. admissions into Philosophy. If the Department would like to improve the number of Ph.D. students it enrolls each year, then we would need more TA funding, either from the College or Provost's Offices or through the sorts of ITA-ships that were recently available.

[2] ADMISSION & RECRUITMENT: UNDERGRADUATE PROGRAMS

It used to be the case that students wanting to declare the major or minor in Philosophy had to consult with Department's Undergraduate Advisor, who would review their transcripts and sign necessary paperwork. However, roughly four years ago, in 2012, the admissions process for departments and

programs in the College of Arts and Sciences has been centralized and taken over by the College Advising Office. Students now consult with a designated professional academic advisor in the College Advising Office (currently, Farah Nousheen for Philosophy), and this advisor completes the coursework review and paperwork that's required to declare a major or minor. Students declaring one of the Philosophy majors or the Philosophy minor are encouraged to consult with the Undergraduate Advisor in Philosophy (currently, Emily McRae) for advice on which courses he/she should take as electives and/or the kind of coursework that might best prepare them for graduate study in Philosophy.

When advising in the College of Arts and Sciences became centralized, the Department's Undergraduate Advisor (then, Anne Baril) worked closely with Farah Nousheen to develop a four-year roadmap to degree for both the General Philosophy Major and the Philosophy Pre-Law Major. (See Appendix 11 for the Four-Year Road Maps that were developed.) These are currently posted on the College Advising web site (URL = <http://artsci.unm.edu/advisement/advisors-by-major.html>) and are used as an advising and recruitment tool for the Department.

The Department's most effective recruitment tools at present are our Core Curriculum courses. As noted above in Criterion 2, each academic year, over 1,000 students take a section of PHIL 101, over 700 take PHIL 156, over 100 take a section of PHIL 201, and another 100 or more take a section of PHIL 202. Instructors of these courses (a great number of which are tenure-stream faculty members) inform students of the requirements for the Department's major and minor programs, and they are directed to the Department's web site for further information about our course offerings and our advisement services. The consistently high number of students declaring the major and the minor each year is solid evidence that the Department is successfully capitalizing on the exposure it has to first- and second-year students through these Core Curriculum courses.

4B. Provide an analysis of the unit's enrollment, persistence/retention, and graduation trends, including an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends.

Table 4.1 summarizes upper-division and graduate-level enrollments in scheduled Philosophy courses since AY 2009-10. (The total enrollment for each semester includes independent study and/or dissertation hours.) NB: The data for 400-level courses include enrollment in *400-level courses, which can be taken for graduate credit by those holding graduate student status.

In recent years, the Department is enrolling roughly 150 fewer students per semester (or 300 fewer students per academic year) than it did eight years ago. This trend is consistent both with the declining enrollments at UNM in general and the more limited funding the Department is receiving for part-time instruction.

Reflective Question #1 from the APR Office, Extension of 4B: *The overall course enrollment of Philosophy Undergraduate and graduate courses has steadily decreased from 1,840 in Fall 2014 to 1,586 in Fall 2015 and from 1,566 in Spring 2015 to 1,409 in Spring 2016. Please explain the steps the unit could take to ensure that there are no further decline in course enrollment in the future.*

The enrollment numbers generated by the APR Office do not match the numbers that the Department collected from the Registrar's web site (<http://registrar.unm.edu/reports--statistics/index.html>). Notice in particular that, according to the Registrar, the Department enrolled a total of 1,740 students in Fall 2014 and 1,644 students in Fall 2015. Moreover, according to the Registrar, the Department enrolled a total of 1,606 students in Spring 2015 and 1,422 students in Spring 2016. It's also the case that enrollment in Philosophy courses increased during AY 2016-17, as noted in Table 4.1, so it seems a bit inaccurate to say that enrollment has "steadily decreased" in the recent past. That said, we acknowledge that there has

been a decline in enrollment since 2009 (as shown in Table 4.1), and this decline, as noted above, is consistent with declining enrollment at UNM in general and in the College in particular. It is also consistent with the declining funding that's available for part-time instructors in Philosophy.

[TABLE 4.1] GENERAL ENROLLMENT DATA FOR THE DEPARTMENT, 2009 to 2017

Refer to Section 2, Tables 2.1 to 2.4 for data on enrollments in our Core Curriculum courses (PHIL 101, PHIL 156, PHIL 201, and PHIL 202).

	Enrollment in 300-level courses	Enrollment in 400-level courses	Enrollment in 500-level courses	Total 21-Day Student Enrollment across all Philosophy Courses (at all levels)	Total Student Credit Hours (SCHS) Produced across all Philosophy Courses (at all levels)
Sp17	352	103	25	1567	
F16	262	72	55	1841	
AY 2016-17	587	175	80	3408	10,224
Sp16	213	75	43	1422	
F15	264	99	30	1644	
AY 2015-16	477	174	73	3066	9,198
Sp15	243	111	21	1564	
F14	248	74	34	1740	
AY 2014-15	491	185	55	3304	9,912
Sp14	239	73	38	1724	
F13	257	85	28	1880	
AY 2013-14	496	158	66	3622	10,866
Sp13	208	185	39	1965	
F12	201	104	43	1842	
AY 2012-13	409	289	82	3807	11,421
Sp12	197	98	74	1853	
F11	225	127	66	1791	
AY 2011-12	422	225	140	3644	10,932
Sp11	277	131	49	1923	
F10	288	154	59	1993	
AY 2010-11	565	285	108	3916	11,748
Sp10	245	88	39	1840	
F09	232	136	32	1834	
AY 2009-10	477	224	71	3674	11,022
TOTALS	3924	1751	675	28,441	85,323

Reflective Question #2 from the APR Office, Extension of 4B: *The Undergraduate student credit hours (SCH) averaged 97% of the total SCH offered by Philosophy. Graduate SCH averaged 3% of the total SCH offered by Philosophy. Are these Undergraduate and Graduate SCH averages typical of a Philosophy Program among peer institutions? Explain.*

As noted in Criterion 8, the Department's peer Philosophy programs offer their funded Ph.D. students full tuition remission, which means that their students take three courses per term. Until just recently (in Spring 2017), funded Ph.D. students in the UNM Philosophy Department have been offered tuition remission that covers only two classes per semester. This, along with the relatively small size of our graduate program, helps explain the lower number of student credit hours that are generated from our graduate-level offerings. The new policy concerning tuition remission – that Teaching Assistants who are teaching one 45-student section of PHIL 156, or one 50-student section of PHIL 101, be awarded tuition remission that covers 12 credit hours (four courses) per semester – should lead to a modest increase in the Department's graduate credit hour production starting in AY 2017-18. More information about the funding and number of students of peer comparison programs can be found under Criterion 8.

[2] ENROLLMENT, RETENTION, GRADUATION: GRADUATE PROGRAMS

As summarized below in Table 4.2, between 2009 and 2017, the Department has admitted twenty-three students (sixteen male, seven female) into its Ph.D. program and forty-eight students (forty-two male, six female) into its M.A. program. Of those twenty-three Ph.D. students, one has graduated with his doctorate, fifteen are currently enrolled and on track to complete their degrees, two will begin their studies in Fall 2017, and five have left the program.

Two of the five students who left the Ph.D. program were admitted in 2009 with funding provided by their employers (CNM in one case, UNM in the other). One of those students had already earned an M.A. in Philosophy and he left the program because he found himself unable to balance his work responsibilities with his doctoral studies. The other student also had difficulty balancing her work responsibilities with the Ph.D. program requirements, and she opted to transfer into our M.A. program. She successfully graduated with her M.A. in Fall 2015. The other three students who left the Ph.D. did so either for personal reasons (one went back to Israel, another was coping with a death in the family) or for professional reasons (in this instance, to pursue training to become a Montessori school teacher).

Of the forty-eight M.A. students who enrolled in our program between 2009 and 2016, twenty-seven successfully graduated with an M.A., thirteen are currently enrolled and on track to complete their degrees, two will begin their studies in Fall 2017, and six have left the program. Five of the six who departed opted to pursue non-academic careers, and one left for medical reasons.

As noted below in Tables 4.3 and 4.4, the Department has graduated thirty-nine students from its M.A. program and fifteen students from its Ph.D. program since Summer 2008. (See Appendix 22 for a listing of the titles of the M.A. papers and Ph.D. dissertations that were defended by these graduates.) Over 50% of the graduates from the Ph.D. program are female. Only 15% of the graduates from the M.A. program are female, which reflects, in large part, the low number of applications the Department receives from female applicants for the M.A. program. In a similar vein, the Department receives very few applications from those who classify themselves as ethnic minorities, which is, in large part, why less than 8% of the graduates from the M.A. program classify themselves as ethnic minorities and why only 20% of the graduates from the Ph.D. program classify themselves as ethnic minorities. Data published by the American Philosophical Association (APA) in 2013 shows that, in 2009, less than 12% of Masters Degrees in Philosophy were awarded to members of Racial/Ethnic Minority Groups, and less than 9% of Doctoral Degrees in Philosophy were awarded to members of Racial/Ethnic Minority Groups. (The APA report focused on degrees awarded in the United States and is included as Appendix 12.) Based on this data, the Department is on par with national trends at the M.A. level and doing much better than the national average at the Ph.D. level.

Some of our currently enrolled graduate students founded a local chapter of Minorities and Philosophy (MAP) in 2015 to support UNM Philosophy students from underrepresented groups (see 4D below for additional information). The Department will continue to remain informed about related initiatives sponsored by the APA so that we might increase the number of applications to our graduate programs from members of Racial/Ethnic Minority Groups.

[TABLE 4.2] PHILOSOPHY GRADUATE APPLICATIONS & ENROLLMENTS, 2009 TO 2017

	2009	2010	2011	2012	2013	2014	2015	2016	2017
TOTAL NUMBER OF APPLICANTS TO THE PH.D. PROGRAM	42	56	58	49	48	48	39	58	57
Number of Applicants Enrolled into the Ph.D. Program	4	4	2	3	2	2	2	2	2
TOTAL NUMBER OF APPLICANTS TO THE M.A. PROGRAM	25	32	24	20	21	20	17	5	3
Number of Applicants Enrolled into the M.A. Program	9	7	6	4	4	3	6	7 (4 from Ph.D. applicants)	2 (both from Ph.D. applicants)
Total Number of Enrolled Ph.D. Students in Philosophy	16	19	21	20	21	19	19	17	16
Total Number of Enrolled M.A. Students in Philosophy	14	21	23	21	15	15	15	13	16
TOTAL NUMBER OF ENROLLED GRADUATE STUDENTS IN PHILOSOPHY	30	40	44	41	36	34	34	30	32

**[TABLE 4.3] PHILOSOPHY GRADUATES BY THE NUMBERS,
Summer 2008 to Summer 2016**

TOTAL GRADUATES PER PROGRAM	GENDER		ETHNICITY						
	Male	Female	White	Hispanic	American Indian	Black or African American	Asian	Multi- Racial	Unknown
B.A. in Philosophy 289	203	86	151	97	9	7	3	5	17
M.A. in Philosophy 39	33	6	31	1	1	-	1	-	5
Ph.D. in Philosophy 15	7	8	11	2	-	-	-	1	1
TOTAL GRADUATES 343	243	100	193	100	10	7	4	6	23

**[TABLE 4.4] PHILOSOPHY GRADUATES IN PERCENTAGES,
Summer 2008 to Summer 2016**

TOTAL GRADUATES PER PROGRAM	GENDER		ETHNICITY						
	Male	Female	White	Hispanic	American Indian	Black or African American	Asian	Multi- Racial	Unknown
B.A. in Philosophy 289	70.2%	29.8%	52.2%	33.7%	3.1%	2.4%	1%	1.7%	5.9%
M.A. in Philosophy 39	84.6%	15.4%	79.4%	2.6%	2.6%	-	2.6%	-	12.8%
Ph.D. in Philosophy 15	46.7%	53.3%	73.3%	13.3%	-	-	-	6.7%	6.7%
TOTAL GRADUATES 343	70.8%	29.2%	56.3%	29.2%	2.9%	2%	1.2%	1.7%	6.7%

[3] ENROLLMENT, RETENTION, GRADUATION: UNDERGRADUATE PROGRAMS

The Department has maintained a very healthy number of declared majors and minors since 2009. Over the past eight years, as summarized below in Table 4.5, our annual total of declared majors has ranged from one hundred thirty-four to one hundred ninety-six students, and our annual total of declared minors has ranged from one hundred thirty-five to fifty-one students.

[TABLE 4.5] DECLARED PHILOSOPHY MAJORS & MINORS, 2009 TO 2016

	2009	2010	2011	2012	2013	2014	2015	2016
Philosophy Major	128	135	149	156	132	110	109	92
Philosophy Pre-Law Major	21	23	24	25	18	17	16	30
English-Philosophy Major	26	19	15	15	7	11	9	21
TOTAL DECLARED MAJORS IN PHILOSOPHY	175	177	188	196	157	138	134	143
TOTAL DECLARED MINORS IN PHILOSOPHY	105	104	123	135	131	128	75	51

The third-semester retention of the students who've declared Philosophy, Pre-Law Philosophy, and English-Philosophy as their majors has been quite strong, especially when compared to the retention rates of the College of Arts and Sciences and of UNM in general. (See Table 4.6, where "Philosophy" includes students majoring in Philosophy and Pre-Law Philosophy, and where the College data reflects the retention of students after they have declared a major in the College.) Only in a few cases are the Department's retention rates lower than that of the College and UNM, and in the cases where our rates are higher, they are significantly higher. Recall that at the time the major is declared, undergraduates have already taken at least two lower-division Philosophy courses (see the Declaration requirements in Section 2A). Our success in retaining these students is thus likely linked to the preparation the students have for more advanced study of Philosophy, as well as to the Department's commitment to ensuring that courses required for the degree are regularly offered and, moreover, to the Department's success in teaching high-quality upper-division courses. (For more on these last two items, see Criterion 5.)

[TABLE 4.6] THIRD SEMESTER RETENTION RATES				
From URLs = https://public.tableau.com/profile/unm.oia#!/vizhome/RetentionbyMajorandCollege/RetentionbyMajor AND = https://dashboard.unm.edu				
	PHILOSOPHY	ENGLISH-PHIL	ARTS & SCIENCES	UNM OVERALL
2009	85.7%	77.8%	64.04%	79.17%
2010	*40%	66.7%	59.85%	78.28%
2011	83.3%	87.5%	67.59%	74.14%
2012	* 66.7%	100%	66.69%	76.61%
2013	71.4%	100%	68.8%	77.7%
2014	80%	75%	66.97%	79.08%
2015	80%	66.7%	N/A	79.54%

* In these two cases, 2010 and 2012, there is an odd trend in the data: when we look at 4th semester retention rates, the values jump dramatically. In 2010, for instance, the 4th semester retention rate is 60%, and in 2012, the 4th semester retention rate is 100%. Given this, it seems reasonable to conclude that several students took leave in the fall semester of the second year and then returned to complete their Philosophy degrees.

Since 2008, the Department has averaged over thirty graduates from the Philosophy undergraduate programs each year. Among those graduating with a B.A. in Philosophy, 70% have been male and 30% have been female (see Table 4.4 above). This corresponds exactly with the current national average, as noted in “Why do Women Leave Philosophy? Surveying Students at the Introductory Level,” by Morgan Thompson, Toni Aldeberg, Sam Sims, and Eddie Nahmias (*Philosopher’s Imprint* Volume 16 (6), March 2016; URL = <http://quod.lib.umich.edu/p/phimp/3521354.0016.006/1>). The authors of the study report that “[a]mong all majors, the only ones with similarly low ratios are economics (31%), physics (19.7%), computer science (22%), and engineering (20%).” Considering that almost 60% of all undergraduate degrees in the United States are awarded to women, the percentage of degrees awarded to women in Philosophy and these other fields are dramatically and unfortunately low. Several initiatives are now underway to study and rectify the situation. For instance, the broad aim of “Why do Women Leave Philosophy” is to understand why women do not declare Philosophy as a major after taking an introductory course. The authors investigate steps that instructors might take to address some of the critical issues they identify. Would including more female philosophers on the syllabi of introductory courses keep women interested in Philosophy? Would having more female instructors of introductory courses have this effect? Members of the Department will continue to stay informed about this on-going research and experiment with ways that we can address the relatively low (though still nationally comparable) percentage of women earning B.A.s in Philosophy at UNM.

If we focus on the percentage of B.A.s in Philosophy that were awarded to students who self-reported as members of Racial/Ethnic Minorities, the Department is having much greater success. Over 45% of our graduates belong to this group, while, according to the APA’s 2013 report (see Appendix 12), under 19% of all B.A.s in Philosophy granted in the United States were awarded to members of Racial/Ethnic Minorities in 2009. Looking at the general make-up of UNM’s student population, the Department is also successfully drawing its undergraduate majors from the wide number of ethnic groups represented on campus. According to the data from Summer 2016, which is available on the Provost’s Dashboard, among all UNM students 39% self-reported as White and 61% self-reported as a Racial/Ethnic Minority. Among those who classified themselves as an ethnic minority, 39% self-reported as Hispanic, 5% as American Indian, 4% as Asian, and 3% as African American.

Reflective Question #3 from Senior Leadership, Extension of 4B: *The Philosophy Undergraduate Program has had a total admitted student enrollment of 284 female and 659 male from Fall 2006 to Fall 2015. Is this admission disparity in gender typical of Philosophy Undergraduate Programs among peer institutions? Explain. Examine and describe the unit's admission process to determine if it is contributing to or impacting the large disparity in the admission of male and female Undergraduate students to the program.*

As noted immediately above, if we focus on the percentage of male (70%) and female (30%) graduates from the Philosophy Undergraduate Programs since 2008, the Department's results correspond exactly with the current national average. In this sense, the gender distribution of our undergraduate majors is typical of Philosophy programs in the United States. The admission process for our Undergraduate Major Programs is detailed above under 4A.2. In brief, to be admitted into one of the Philosophy major programs, students must complete the major declaration requirements (detailed under Criterion 2A above), and then meet with an advisor in the College Advising Office to have the necessary paperwork for declaration completed. From our vantage point, there is nothing about this process that is having any evident impact on the number of males and females we admit into the Philosophy major programs.

4C. Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices (i.e. refer to the outcomes established by the Office of University Advisement and the unit's advising maturity scores, which can be obtained from the unit's designated academic advising manager).

[1] ADVISEMENT: GRADUATE PROGRAMS

As noted in the General Policies and Requirements for the Department's Graduate Programs (included above in Criterion 2 and publicly available on the departmental web site), every graduate student is required to meet with the Graduate Director as soon as possible upon arrival at UNM. The initial individual meeting between the student and the Graduate Director typically takes place immediately following the annual new graduate student orientation, which is coordinated by the Graduate Director and scheduled during the week prior to the start of Fall semester classes.

During the initial meeting, the Graduate Director reviews the coursework already taken by the incoming student and determines, in consultation with the student, (a) which previously completed courses can be used to satisfy the Department's Background Core requirements, (b) which might be transferred to UNM for graduate credit, and (c) whether any transferred courses can be used to satisfy the Department's graduate-level Distribution Requirements (DRDs). The Graduate Director enters this information on the standard Initial Meeting with Philosophy Graduate Director form (see Appendix 13 for the current version of the form). One copy is put in the student's departmental file and another is provided to the student for his/her records. As a note, final decisions about transferring credits towards a student's graduate degree at UNM are made by the Office of Graduate Studies. Such decisions are made official for M.A. students when they submit their Program of Studies form, and for Ph.D. students when they submit their Application for Candidacy form.

Based on the evaluation of a student's previous coursework in Philosophy, the Graduate Director then advises the students on which courses should be completed during the first semester in residence. Prior to registering for courses that will be taken in later semesters, every graduate student must have each semester's course of studies approved by the Graduate Director. (The course of studies form is included below as Appendix 6.)

During the initial consultations, the Graduate Director will also assign each graduate student a faculty mentor who will serve as the student's advisor until he/she forms an MA Exam or Thesis Committee or a Dissertation Committee. Students are also encouraged to consult with other members of the department regarding their course of study. After forming an Exam, Thesis, or Dissertation Committee, the student should have an informal meeting with the director of his or her committee once every semester (excluding summer).

In late April or early May of each academic year, the faculty meets to discuss the performance of all currently enrolled graduate students. Based on this discussion, the Graduate Director composes an annual review letter for each Ph.D. student that details the student's progress towards degree and notes which requirements are still pending. The letter also includes recommendations for areas of performance (e.g., being more outspoken during classes) that the student might consider working on in the years to come. These annual review letters are distributed to current Ph.D. students typically by the end of May.

The Department encourages graduate students to meet with the Graduate Director and/or other faculty members to ensure they complete their degree requirements in a timely fashion. However, we have found that after their first year in residence, students tend to keep themselves less informed about procedures and paperwork that are required by the Office of Graduate Studies. In response to this trend, in 2012, the Graduate Director (then Mary Domski) composed a Frequently Asked Questions section for the departmental web site (URL = <http://philosophy.unm.edu/graduate/faq.html>), which continues to be updated by the current Graduate Director as the Office of Graduate Studies changes its policies and procedures.

[2] ADVISEMENT: UNDERGRADUATE PROGRAMS

As noted above in 4A.2, roughly four years ago, in 2012, the admissions process for departments and programs in the College of Arts and Sciences was centralized and taken over by the College Advising Office (with current Director, Stephanie Hands). Students now consult with a designated professional academic advisor in the College Advising Office (currently, Farah Nousheen for Philosophy), and this advisor completes the coursework review and paperwork that's required to declare a major or minor. Students declaring one of the Philosophy majors or the Philosophy minor are encouraged to consult with the Undergraduate Advisor in Philosophy (currently, Emily McRae) for advice on which courses he/she should take as electives and/or the kind of coursework that might best prepare them for graduate study in Philosophy.

The Department's Undergraduate Advisor holds publicly advertised, regularly scheduled office hours each week and consults with students on a walk-in basis. The Undergraduate Advisor is also available over email to answer students' questions about coursework requirements, course equivalencies, and earning transfer credit for Philosophy courses taken at other institutions. The Undergraduate Advisor is the Department's designee for approving course equivalencies and transfer credits, and coordinates on these matters with the Department's designated professional academic advisor in the College Advising Office.

To improve the advising experience for Philosophy students, three major initiatives were completed in the last several years. [1] In 2011, then Undergraduate Advisor Mary Domski composed a Frequently Asked Questions section for the departmental web site (<http://philosophy.unm.edu/undergraduate/faq.html>), which details the policies and procedures that govern the undergraduate major and minor programs. This section of the web site continues to be updated by the current Undergraduate Advisor as the College Advising Office changes its policies and procedures. [2] Moreover, as already noted above, Anne Baril coordinated with the staff in the College Advising Office to develop four-year roadmaps to degree for both the General Philosophy Major and the Philosophy Pre-Law Major. These are currently posted on the

College Advising web site and are used as an advising and recruitment tool for the Department. [3] Finally, in January 2016, the Department decided that it would have a single Undergraduate Advisor, rather than have one advisor for the Philosophy major and minor programs and another specifically for the English-Philosophy major program. Consolidating the positions has helped streamline the advising process for our students.

4D. Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success.

(a) In addition to the advising services described above, the Graduate Director works in conjunction with the Graduate Placement director to coordinate workshops that address, among other things: submitting papers for publication; crafting pedagogy appropriate to teaching Philosophy to UNM students; delivering a conference paper; and preparing for the academic job market. These sessions are part of the Proseminar that is required for all first-year M.A. and Ph.D. students; however, all current graduate students are invited to attend.

Also, when appropriate, advisors and faculty members in the Department work in conjunction with and/or refer students to UNM on-campus resources such as: Accessibility Resource Center (ARC); Career Services; Center for Academic Program Support (CAPS); Center for Teaching Excellence (CTE); Dean of Students' Office; Global Education Office (GEO); Graduate Resource Center; Lobo Respect Advocacy Center; One Stop and Enrollment Management; Resource/Ethnic Centers; and Student Health and Counseling (SHAC).

(b) The Department has a TA/PHIL 156 Coordinator (currently Kelly Becker) who advises all instructors of PHIL 156: Reasoning & Critical Thinking on the specific curriculum that must be covered in that course (which, recall, fulfills UNM's Writing & Speaking Core). The TA/PHIL 156 Coordinator reviews proposed syllabi for the course; completes observations of Teaching Assistants who are teaching PHIL 156 for the first time; and arranges for TAs to be observed by other tenure-stream faculty members in the Department once every two years. Doing so ensures that our Teaching Assistants receive regular feedback on their teaching methods and, moreover, that they have a solid set of observation reports on file before going on the academic job market.

(c) The Department continues to fund the Gwen J. Barrett Memorial Fellowship, which is a dissertation-completion fellowship for which eligible Ph.D. candidates may apply. Applications are due in early May of each academic year, and the Department's guidelines for eligibility, and for selecting an awardee, are publically available on the Graduate Program section of our web site and included herein as Appendix 17.

(d) All current Philosophy graduate students are eligible to apply for Philosophy Travel Awards. These awards were made available beginning in 2013 and they are meant to provide financial assistance to graduate students who are speaking at professional conferences. The standard Travel Award is \$500, with priority given to graduate students who have not previously been granted a Travel Award. The selection and eligibility guidelines for these Travel Awards are publically available on the Graduate Program section of our web site, and are included herein as Appendix 14.

(e) The Department offers a limited dossier service for doctoral candidates who are pursuing academic employment. The Department's Administrative Assistant collects the candidates' confidential letters of recommendation, and then, upon the request of the candidates, submits the confidential letters on their behalf to the programs to which they are applying. This service saves our job candidates the expenses that they would incur if they used dossier services such as Interfolio, which charges between \$4 and \$6 for each letter that is electronically delivered to potential employers. (The savings here is non-trivial. If a candidate has four letters to be submitted to fifty potential employers, the total cost to submit their letters

with Interfolio would be between \$800 and \$1,200.)

(f) Phi Sigma Tau, the International Honor Society in Philosophy, is open to graduate and undergraduate students on campus who are studying Philosophy as one of their major interests and who meet the minimum qualifications for membership. Paul Livingston has served as the faculty advisor for the local chapter of Phi Sigma Tau since 2010 and has helped students involved in the society to recruit new members, coordinate membership, and organize Society-sponsored events (such as movie screenings and roundtable discussions).

(g) Minorities and Philosophy (MAP) is sponsored by the Marc Sanders Foundation and, as per the description on their web site, it is “a grassroots program specifically designed to help address the underrepresentation of women and minorities in philosophy.” Currently, MAP is comprised of “a collection of working groups in philosophy departments that aim to address the problems women and minority students face in their developing careers as philosophers. MAP funds talks, seminars, mentorship events, workshops, and more.” As of 2016, MAP has 60 chapters in the US, UK, Canada, Australia, and New Zealand. The local UNM chapter was initiated in 2015 by a group of Ph.D. and M.A. students, and the current faculty advisor for the group is Emily McRae.

(URL = <http://www.marcsandersfoundation.org/programs/women-minorities-and-philosophy/>)

4E. Discuss the success of graduates of the program by addressing the following questions:

- Where are graduates typically placed in the workforce?
- Are placements consistent with the program’s learning goals?
- What methods are used to measure the success of graduates?
- What are the results of these measures?

The Department continues to make a solid effort to gather reliable and up-to-date information about our graduates. We have been most successful in maintaining updated records of the placement information of the graduates of the Ph.D. program and the academic placement information of the graduates of the M.A. program. This information is publicized on the Department’s web site and updated as new information becomes available. It has been more difficult to maintain information about the graduates of our B.A. programs, because we rely on self-reporting from our alumni. Information we have recently collected from this group of alumni is included below.

Placement of the graduates from the Department’s Ph.D. Program

Between Summer 2008 and Spring 2017, there have been fifteen graduates from the Department’s Ph.D. program. Of these fifteen, seven (46.7%) have secured tenure-track positions (two of whom have already earned tenure); two have secured full-time, non tenure-track positions as Visiting Assistant Professors (both in 2016); and three are currently adjunct instructors of Philosophy (Claxton, Denison, Thomas). The remaining three graduates (Hagerman, Kennedy, McLoughlin) did not seek academic employment after earning their doctorates. Based on the information available on the UNM History Department’s web site, Philosophy’s rate of tenure-track employment is on par with the achievements of their much larger program: Of History’s forty-three Ph.D. graduates since 2010, fifteen (or 34.9%) have secured tenure-track academic employment. (Placement information from the UNM Departments of English and of Foreign Languages and Literature is not currently available on their web sites.)

Listed below are the names of the twelve alumni who have graduated from the Philosophy Ph.D. program since 2010 and secured academic employment, along with their current positions (if known).

[1] Christian Wood, graduated Summer 2010

Visiting Assistant Professor, Department of French, Centre College
Earned a Ph.D. in French at UNM after earning his Ph.D. in Philosophy.

[2] Teresa Blankmeyer-Burke, graduated Spring 2011

Associate Professor (with tenure), Department of Philosophy, Gallaudet University

[3] Ethan Mills, graduated Spring 2013

Assistant Professor (tenure track), Department of Philosophy & Religion,
University of Tennessee, Chattanooga

[4] Laura Guerrero, graduated Summer 2013

Assistant Professor (tenure track), Department of Philosophy, Utah Valley University

[5] Tanya Whitehouse, graduated Fall 2013

Philosophy Instructor (with tenure), Riverland Community College (Austin, Minnesota)

[6] Kristian Simcox, graduated Fall 2013

Assistant Professor of Philosophy (tenure track), University of New Mexico, Gallup

[7] Stephen Harris, graduated Spring 2014

Assistant Professor (tenure track), Department of Comparative Philosophy,
Leiden University, The Netherlands

[8] Susanne Claxton, graduated Spring 2015

Adjunct Philosophy Instructor, Southern New Hampshire University COCE

[9] Joseph Spencer, graduated Spring 2015

Visiting Assistant Professor, Department of Ancient Scripture, Brigham Young University

[10] Carolyn Thomas, graduated Fall 2015

Adjunct Instructor, Department of Philosophy, University of New Mexico

[11] Phillip Schoenberg, graduated Spring 2016

Assistant Professor (tenure track) in English and Philosophy, Western New Mexico University
Adjunct Instructor, Department of Philosophy, University of New Mexico

[12] Jaime Denison, graduated Summer 2016

Adjunct Instructor of Philosophy, Central New Mexico Community College
Tutor, TRIO Student Support Services - JMMC, Central New Mexico Community College

In February 2017, at the time the Self-Study was being composed, the Department was delighted to learn that one of its Ph.D. candidates, Kaitlyn Creasy, was offered a tenure-track position at Butler University. This placement is not included with our current data, because Ms. Creasy will not graduate until Summer 2017. She defended her dissertation in May 2017 and will begin her appointment at Butler in August 2017. We were equally delighted to learn in March 2017 that Philip Schoenberg was offered a tenure-track position at Western New Mexico University that will begin in August 2017. Dr. Schoenberg's placement is noted above.

Academic placement of the graduates from the Department's M.A. Program

Since Summer 2008, thirteen of the thirty-eight graduates from the Department's M.A. program were successfully placed in Ph.D. programs. Eleven graduates were accepted into Philosophy Ph.D. programs with funding, one was accepted into a Ph.D. program in Religious Studies, and another was accepted into a Forestry Ph.D. program. Listed below are the names of the thirteen students, along with the programs into which they were accepted and their current positions (if known).

[1] John Hartnett, graduated Summer 2008

Accepted to the Philosophy Ph.D. program at UC-San Diego (declined)

Current Position: Left academia

[2] Binita Vinod Mehta, graduated Spring 2010

Accepted to the Religious Studies Ph.D. program at the University of Iowa in 2006 (accepted);

Earned Ph.D. from Iowa in 2012

Current Position: Senior Lecturer in Philosophy & Religion, Texas State University

[3] Nora Brank, graduated Spring 2011

Accepted to the Philosophy Ph.D. program at the New School (declined)

Current Position: Left academia

[4] Sean Petranovich, graduated Spring 2011

Accepted to the Philosophy Ph.D. program at University of Loyola-Chicago (accepted)

Current Position: A.B.D. at University of Loyola-Chicago

[5] Russell Duvernoy, graduated Summer 2011

Accepted to the Philosophy Ph.D. program at the University of Oregon (accepted)

Current Position: A.B.D. at Oregon

[6] Joseph Spencer, graduated Spring 2012

Accepted to the Philosophy Ph.D. programs at Emory University (declined) & UNM (accepted);

Earned Ph.D. from UNM in 2015

Current Position: Visiting Assistant Professor, Department of Ancient Scripture, BYU

[7] Corbin Casarez, graduated Summer 2012

Accepted to the Philosophy Ph.D. program at University of Loyola-Chicago (accepted)

Current Position: Still at University of Loyola-Chicago

[8] Jennifer Gammage, graduated Spring 2014

Accepted to Philosophy Ph.D. programs at DePaul University (accepted) and Emory University (declined)

Current Position: Still at DePaul

[9] Patrick Kelly, graduated Summer 2014

Accepted to the Forestry Ph.D. program at the University of Montana (accepted)

Current Position: Still at Montana

[10] Sarah Fayad, graduated Spring 2015

Accepted to the Philosophy Ph.D. program at Emory University (accepted)

Current Position: Still at Emory

[11] John Preston, graduated Summer 2015

Accepted to the Philosophy Ph.D. program at University of South Florida (accepted)

Current Position: Still at South Florida

[12] Jorge Lizarzaburu Zeballos, graduated Spring 2016

Accepted to the Philosophy Ph.D. programs at Emory University (accepted), UNM (declined), and Duquesne (declined)

Current Position: Still at Emory

[13] Tyler Haulotte, graduated Spring 2017

Accepted to the Philosophy Ph.D. program at Purdue University (accepted)

Current Position: Beginning at Purdue in Fall 2017

Additional Placement Information

The Department sent an online survey to individuals who had graduated from UNM with a Philosophy degree sometime since 2007. At the advice of Maria Wolfe in the UNM Alumni Association Office, we sent, via snail mail, a letter signed by the Chair of Philosophy to over 300 alumni roughly two weeks before the survey was to open. We were limited by the number of working email addresses obtainable from the UNM Alumni Association, and consequently, as per the report from the UNM Foundation, the invitation to complete the survey (which was sent three times) was received by 190 of the over 300 alumni who received the letter from the Chair. (In the letter, recipients were encouraged to contact the Alumni Association to ensure an up-to-date email address was on file, and they were also informed that those who completed the survey would be eligible to win one of six Amazon gift cards – two valued at \$50 and four valued at \$25 – that the Department was offering as an incentive for participation.) The survey was open for a month (from 1 November until 30 November 2016), and we received a total of 51 replies (for a response rate of just over 25%). (See Table 4.7 below for a complete summary of the data received.)

Of the 44 who responded to Question 5, 28 (63.6%) earned a B.A. in Philosophy from UNM, 14 (31.8%) earned an M.A., and 9 (20.5%) earned a Ph.D. We asked respondents to answer questions about their current employment status, and of the 50 who answered this question, 28 (56%) reported being employed full-time, and 12 (24%) reported being full-time students. We also asked respondents to report on the field in which they are working, and of the 40 who answered this question, 21 (52.5%) reported working in some area of education: 14 (37.5%) reported working in Post-Secondary Education and 6 (15%) additional respondents reported working in some other field of Education. There were 5 (12.5%) who reported working in a government-related field and 4 (10%) who reported working for non-profit organization. Moreover, 17 (37%; N = 46) reported working in a field related to Philosophy.

We also asked respondents whether they were working inside or outside of New Mexico, and of the 35 who answered this question, 19 (52.8%) reported working inside New Mexico. Also, based on our analysis of the data, of the 28 graduates from the B.A. program who completed the survey, 5 (17.9%) reported earning a Masters degree not in Philosophy and 3 (10.7%) reported earning a JD since 2009.

Though working with limited data, the results overall are not particularly surprising. The primary learning outcomes for all of our degree programs are focused on developing the critical thinking, analytic writing, and general communication skills that are required for success in any professional field. That our graduates are pursuing careers in areas such as Education, Law, Government, Administration, and Philosophy is to be expected. That so many of them (over 40%) are currently doing so outside of New Mexico is also not surprising, given the State's current economic climate and the stagnating job growth in recent years.

TABLE 4.7: Summary of Replies to Philosophy Alumni Survey, Fall 2016

<i>Q1: Which of the following best describes your current employment status? (50 replies)</i>		
I am currently employed full time		28 (56%)
I am currently employed part time		3 (6%)
I have secured a position to start on a future date		1 (2%)
I am not employed at this time and am seeking employment		3 (6%)
I am not employed at this time and am not seeking employment		2 (4%)
I am not employed because I am retired		1 (2%)
I am a full-time student (e.g., in a professional or graduate program)		12 (24%)
<i>Q2: If you are currently employed, what is the general field in which you are working? (40 replies)</i>		
Post-Secondary (University or College) Education		14 (37.5%)
Secondary Education		4 (10%)
Elementary Education		1 (2.5%)
Education (other)		1 (2.5%)
Health Care		1 (2.5%)
Publishing		1 (2.5%)
Government (local, state, or federal)		5 (12.5%)
Non-profit (religious, arts, social, etc)		4 (10%)
Business/Administration/HR		4 (10%)
Law/Legal		2 (5%)
Retail		2 (5%)
Real Estate		1 (2.5%)
<i>Q3: Are you currently working (or seeking work) in a field related to Philosophy? (46 replies)</i>		
Yes		17 (37%)
No		29 (63%)
<i>Q4: If you are employed, please indicate whether you are working inside or outside of NM. (35 replies)</i>		
Employed inside NM		19 (52.8%)
Employed outside NM		16 (44.4%)
Locations listed by those working outside of NM: Salt Lake City, UT; Los Angeles, CA; State College, PA; Rochester, NY; Provo, UT; Redwood City, CA; Shreveport, LA; Danville, KY; St. Paul, MN; Washington, D.C.; Austin, MN; Den Haag, The Netherlands; Stony Brook, NY; Chicago, IL; Pullman, WA		
<i>Q5: Which degrees in Philosophy did you earn at UNM? Please select all that apply. (44 replies)</i>		
B.A.		28 (63.6%)
M.A.		14 (31.8%)
Ph.D.		9 (20.5%)
<i>Q6: What is the highest degree in Philosophy (whether at UNM or elsewhere) that you have earned? (45 replies)</i>		
B.A.		27 (60%)
M.A.		9 (20%)
Ph.D.		9 (20%)
<i>Q7: What is the highest college degree (whether in Philosophy or some other field) that you have earned? (43 replies)</i>		
Bachelors (B.A., B.S., etc.)		17 (39.5%)
Masters (M.A., M.S., M.S.W., etc.)		14 (32.5%)
Doctoral (Ph.D., Ed.D., etc.)		9 (21%)
J.D.		3 (7%)
<i>Q8: What is your current educational status? (41 replies)</i>		
I am currently pursuing additional higher education.		3 (7.3%)
I have committed to begin an educational program at a future time.		3 (7.3%)
Currently, I do not have any plans to pursue additional education.		19 (46.4%)
If you are or will be pursuing additional higher education, in which degree and field will your terminal degree be awarded? (M.A. in History, Ph.D. in Psychology, etc.)		16 (39%)
Write-in answers to the final question	Ph.D. in Philosophy (5 responses); M.A. in Philosophy & J.D.; Ph.D. in South Asian Studies; M.A. in History; Doctor of Medicine; Ph.D. in English; J.D.; Joint J.D. & M.B.A.; M.S. in Biochemistry; Doctorate of Physical Therapy; M.A. in Teaching	

Reflective Question #4 from Senior Leadership, Extension of 4E: *An average of 2.2 PhD students graduated from Fall 2010 to Spring 2016, with an average time-to-degree of 8 years. Is an average of 2.2 graduates typical of a Philosophy PhD Program among peer institutions? Explain. Is a time-to-degree of 8 years typical of a Philosophy PhD Program among peer institutions? Explain. Please explain the steps the unit could take to not only improve the average number of students that graduate but also decrease the time-to-degree in the PhD program.*

As noted in Reflective Question #2 from Senior Leadership, the Department is, on average, enrolling 2.7 students into its Ph.D. program each year. With 2.2 graduating each year, this means that, on average, we are graduating the same number of Ph.D. students we are enrolling. If we look at the enrollment and graduation rates of peer programs, the UNM Philosophy Department is performing very well. As detailed under Criterion 8, our peer Philosophy Ph.D. programs enroll at least 5 new Ph.D. students each year (some enroll as many as 7 or 8 each year), and, on average, these programs graduate between 1 and 4 Ph.D. students per year.

[TABLE 4.8] Comparative Graduation Rates		
Program	Total Graduates 2008-2016	Average Graduates Per Year
Kentucky Philosophy Ph.D.	24	2.7
Texas A&M Philosophy Ph.D.	10	1.1
Oregon Philosophy Ph.D.	34	3.8
UC – Riverside Philosophy Ph.D.	30	3.3

In general, the national average for time-to-degree in Philosophy Ph.D. programs is somewhere between seven and eight years. That said, the time-to-degree varies widely, and depends in large part on the particular circumstances of the students in the Ph.D. program. For instance, in our own Department, we had one Ph.D. student (who graduated in Fall 2013) who took almost 11 years to complete his degree requirements. In this instance, his progress was delayed because of what he endured after the murder of his brother in 2009. In another case, a Ph.D. student who graduated in Fall 2015 was, for at least two years (from 2011 to 2013) commuting back and forth from New Mexico to St. Louis to care for an ill parent. For financial reasons, two other recent graduates from our Ph.D. program accepted full-time teaching appointments in Philosophy (one in Minnesota, the other in Vermont) before their dissertations were defended, and another graduate gave birth to a child while she was A.B.D. Personal circumstances such as these are beyond the control of the Department, and we mark at as a sign of our students' determination that even when faced with challenging circumstances, they successfully completed and defended their dissertations.

Reflective Question #3 from the APR Office, Extension of 4E: *The Core courses offered by Philosophy reflect 79% of the 97% total Undergraduate SCH offered per semester. Is this Core course percentage of the total Undergraduate SCH typical of other programs at UNM that offer Core courses and/or reflective of Philosophy Programs among peer institutions? Explain.*

At our request, the APR Office staff supplied the percentage of student credit hours that are generated by the Core courses offered by six other UNM departments and programs, namely, Classics, English, Geography, History, Political Science, and Religious Studies. We have summarized the data they supplied in Table 4.9 below.

[TABLE 4.9] Percentage of total Student Credit Hours (SCHs) Generated from Core Courses								
	Department/ Program	# Core Courses	Fall 2014	Spring 2015	Combined F14 & S15	Fall 2015	Spring 2016	Combined F15 & S16
1	Classics	3	88%	57%	70%	91%	45%	65%
2	English	10	75%	71%	73%	75%	69%	72%
3	Geography	4	56%	63%	59%	68%	51%	59%
4	History	6	55%	45%	50%	49%	44%	47%
5	Philosophy	4	70%	67%	69%	77%	73%	75%
6	Political Science	3	34%	37%	36%	44%	41%	43%
7	Religious Studies	3	69%	66%	68%	70%	64%	67%

Based on this sample from two academic years, Philosophy generates a greater percentage of student credit hours from our four Core courses than other departments and programs in the College of Arts and Sciences. This makes sense given that each semester, and including our online courses, we tend to offer between 7 and 8 sections of PHIL 101 and between 7 and 8 sections of PHIL 156. The Department does so because, in general, we take these courses to make an essential contribution to UNM's undergraduate curriculum. There are three more specific reasons that the Department offers a large number of sections of our Core courses during each academic year.

First, in addition to contributing to the Core curriculum, PHIL 101, PHIL 156, PHIL 201, and PHIL 202 are courses that students must take both to declare the major in Philosophy and, in the case of PHIL 201 and PHIL 202, to complete the degree requirements for the major and minor in Philosophy. PHIL 156 is also a course that can be taken to complete the degree requirements for the Philosophy minor and the Pre-Law Philosophy major. Consequently, so that students can progress towards their degrees in a timely fashion, the Department sees it as imperative to offer multiple sections of PHIL 101 and PHIL 156 each semester, and to offer at least one section of PHIL 201 and one of PHIL 202 each semester.

Secondly, many sections of PHIL 156 and of PHIL 101 are taught each semester by our graduate student Teaching Assistants. As noted above, in their first years in residence, TAs are assigned to teach sections of PHIL 156, and then, one eligible, they are assigned sections of PHIL 101. We make these assignments because, in teaching these two courses, our Teaching Assistants are given the opportunity to reflect on teaching introductory material (often to first-year students) as they develop their personal teaching styles and the pedagogical approach to Philosophy. Moreover, their experience teaching these courses, which are courses taught in every Philosophy department across the country, gives them an advantage when they go on the job market.

Finally, as noted under Criterion 2, we have designated the Core courses in Philosophy as “service” courses for the tenure-stream members of the faculty, and we have done so to ensure that early career students taking PHIL 101, and especially PHIL 201 and PHIL 202, have the opportunity to take a course from veteran members of the UNM faculty. As indicated in Tables 2.1, 2.3, and 2.4, since 2009, 14.9% of the sections of PHIL 101, 70.4% of the sections of PHIL 201, and 88.6% of the sections of PHIL 202 have been taught by tenure-stream members of the Philosophy Department.

- 4F. Discuss the unit's strategic planning efforts going forward to improve, strengthen and/or sustain its structures, processes, and/or rates for recruiting, retaining, and graduating students.

Strengths of the Department's Enrollments, Student Support, and Student Achievements

[1] Consistently high number of undergraduate majors: The Department is proud of its success in attracting students to the Philosophy major and minor programs, especially during a period in higher education when study in the Humanities is seen as less practical than study in STEM disciplines. Our success can be attributed, we think, to the Department's steadfast commitment to high-quality instruction at both the graduate and undergraduate levels. Our course offerings provide students a wide range of opportunities to develop their skills in critical thinking, analytic writing, and oral communication, and we expose them to arguments and ideas concerning (among other things) society, citizenship, knowledge, and morality, all of which continue to have contemporary relevance in general and in their engagement with the world more specifically. That so many UNM students recognize the value of the unique course of study the Department offers is a testament to the mature (even enlightened) perspective they bring to their college education.

[2] Graduate student achievement: We are just as proud of the Department's achievements in graduate education and especially proud of the success earned by our students. For instance, in the last seven years alone, our Ph.D. students have won two teaching awards and three Bilinski Foundation (dissertation completion) Fellowships. In that same period, six graduates from our Ph.D. program have secured tenure-track positions, and eight graduates from our M.A. program have continued their graduate studies at top Ph.D. programs in Continental Philosophy such as DePaul, Emory, Loyola-Chicago, and Oregon.

Challenges for the Department's Recruitment Efforts

[1] Limited financial support from UNM/The College of Arts and Sciences for our graduate program: As noted earlier in Section 0, the Department was granted additional funds for Teaching Assistantships in 2014. These TA lines were meant to compensate for the loss of revenue that the Department was generating through its on-line course offerings. However, even with those additional funds, most of which was earmarked for advanced Ph.D. students who would teach a 2/2 load, we are still only able to enroll two Ph.D. students per each admissions cycle. (As mentioned above, the Department does not admit Ph.D. students to whom we cannot offer funding.)

[2] Recruitment of graduate students: For several reasons, this is by far our greatest challenge.

[a] As noted above, we offer our incoming Ph.D. students a TA-ship of \$15,820/academic year, plus tuition remission and health insurance. For this stipend, they teach one class per semester. Given the cost of living in Albuquerque, this is a fair stipend, and we pay more than other departments at UNM (for instance, Ph.D. students in English get a comparable stipend but teach two classes per semester). However, in recent years, we have found that many of our potential Ph.D. students are being offered more funding by other Philosophy programs (e.g., at the University of Toronto and Emory University). This makes it difficult for our offer to remain competitive. (See Criterion 8 for specific information about how the funding we offer compares to what's currently offered by comparable Ph.D. programs in Philosophy.)

[b] Given the policies of UNM's Office of Graduate Studies, our Teaching Assistants have, until very recently (in Spring 2017), only been offered six hours (or two classes) of tuition remission each semester. This is because of the 1/1 teaching load our TAs are assigned. Other departments, such as English, assign their students a 2/2 teaching load, and as a result, for doing more work,

their TAs earn twelve hours (or four classes) of tuition remission each semester. The faculty has been hesitant to require that our TAs teach an additional course, though we have offered the TAs this option. (No current TA has opted for additional teaching to earn more tuition remission.) As a consequence of the Graduate Studies policy, our potential Ph.D. students see our offer as less competitive than those from other schools, where TAs teach a 1/1 and earn twelve hours of tuition remission. At the least, these potential students realize that either they will have to pay for any additional classes they might want to take or they will commit to slower progress toward their degree.

Recently, there has been progress on the tuition remission policy. After discussions between then Chair Mary Domski and Dean Peceny, and in consultation with Julie Coonrod, Dean of Graduate Studies, it will be the case that, effective in AY 2017-18, Teaching Assistants who are teaching one 45-student section of PHIL 156, or one 50-student section of PHIL 101, will be awarded tuition remission that covers 12 credit hours (four courses) per semester. The Department was informed of this change in March 2017, which allowed the Graduate Director to inform our prospective Ph.D. students that the funding package was improved.

[c] Our difficulties recruiting Ph.D. students can also be linked to the small size of our program. Being able to enroll only two students per year, there are far fewer graduate students in our program than in other Philosophy departments. And there are fewer locally in Albuquerque than there have been in the past, because several of our advanced Ph.D. students have opted, for a variety of personal reasons, to move from New Mexico after finishing their coursework and have completed their dissertations elsewhere. This has made the program appear even smaller to the potential students we bring to campus for recruitment.

[d] Because of the small size of our graduate program, it is only very rarely (roughly once or twice a year) that we can offer grad-only seminars. As a result, many of our graduate-level offerings are cross-listed with 400-level courses for advanced undergraduates. Quite reasonably, potential Ph.D. students have had a more favorable view towards programs that have a larger number of grad-only seminars each semester.

Going Forward

As noted at the end of Criterion 1, one of the Department's priorities going forward will be to find ways to improve our visibility and, specifically, to increase national and international recognition of the UNM Philosophy Department as a center for study of the History of Philosophy, Metaphysics & Epistemology, Continental Philosophy, and Asian Philosophy. To this end, we will, in the near future, distribute up-to-date flyers about our graduate program to Graduate Directors and Chairs in other Philosophy departments, and, resources permitting, we will also put together an annual newsletter that highlights the achievements of members of the Department, which would be posted on our web site. Improving our visibility and status in this way will bolster our efforts to attract more applications from members of groups that are underrepresented in Philosophy. It will also improve the placement opportunities for the graduates of our M.A. and Ph.D. programs, and of the graduates of our B.A. programs as well. (See Criterion 8 below for further discussion of how the Department compares to peer programs with similar research strengths.)

Criterion 5: Faculty

The faculty (i.e., continuing, temporary, and affiliated) associated with any of the unit's degree/certificate program(s) should have appropriate qualifications and credentials. The faculty should be of sufficient number to cover the curricular requirements of each degree/certificate program. Also, the faculty should be able to demonstrate sufficient participation in relevant research and service activities. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 5A.** After completing the *Faculty Credentials Template* (see Appendix G), discuss the composition of the faculty and their credentials. Include an overall analysis of the percent of time devoted by each faculty to the relevant degree/certificate program(s) and his/her roles and responsibilities.

The research specializations of the tenure-stream members of the current Philosophy faculty can be categorized under five major headings (with faculty listed in more than one category when appropriate):

1. Continental Philosophy: Adrian Johnston, Brent Kalar, Paul Livingston, Ann Murphy, Iain Thomson
2. Analytic Metaphysics and/or Epistemology: Kelly Becker, Barbara Hannan, Paul Livingston
3. Ethics and/or Social and Political Philosophy: Adrian Johnston, Emily McRae, Ann Murphy
4. Asian Philosophy: John Bussanich, Emily McRae, John Taber, Pierre-Julien Harter (beginning August 2017)
5. History of Western Philosophy: John Bussanich, Mary Domski, Adrian Johnston, Brent Kalar, Iain Thomson

All twelve tenure-stream members of the faculty have earned their doctorates from programs with long-standing traditions of rigorous training in their areas of specialization. Among those working in Continental Philosophy, for instance, some have doctorates from SUNY-Stony Brook and the University of Memphis, both of which are known for their training in this field, and others from schools such as Harvard, UC-Irvine, and UC-San Diego, which have established reputations for training in the History of Philosophy more broadly. The same can be said for those working in areas such as Ethics and the History of Western Philosophy: These faculty members earned their doctorates from the University of Wisconsin-Madison, Stanford University, and Indiana University. A complete listing of each faculty member's educational background is found on the Faculty Credential Template (included as Appendix 15).

In light of the broad-ranging expertise of the faculty, the Department can continue to offer its undergraduate and graduate students intensive training in foundational areas of: contemporary Analytic Philosophy (such as Epistemology and Metaphysics), Continental Philosophy (with courses in this area focused on topics ranging from Nietzsche to contemporary Phenomenology and Psychoanalytic Theory), and the history of both Eastern and Western Philosophy. (Our seminars in History of Philosophy have covered classic material from Plato, Descartes, Hume, and Kant as well as topics in Asian Philosophy, such as The Self in Indian Philosophy.)

The courses that faculty members are assigned to teach are correlated with their areas of research and teaching specialization. Table 5.1 provides a summary of the undergraduate and graduate courses that have been taught by each faculty member since Fall 2013, and a rough estimate of the percentage of teaching time that each faculty member devotes to: (1) Lower-division offerings (including the Core Curriculum courses); (2) 300-level courses required for the undergraduate major programs; (3) undergraduate elective courses; and (4) advanced undergraduate/graduate-level seminars. (Though they have resigned, we include the courses taught by Baril and Hazlett to highlight the range of courses that the Department has offered in recent years.)

**[TABLE 5.1]
COURSES TAUGHT BY TENURE-STREAM FACULTY IN PHILOSOPHY SINCE FALL 2013**

Faculty Member	Recent Undergraduate Courses	Recent Advanced UG/ Graduate Courses	% Time: Lower-division (incl. Core Curric)	% Time: 300-level Courses required for UG majors	% Time: UG elective courses	% Time: Advanced UG/ Graduate-level seminars
Anne Baril	PHIL 341: Epistemic Value & Virtue PHIL 358: Ethical Theory PHIL 368: Biomedical Ethics PHIL 371: Classical Social & Political Philosophy	Phil *441.001 Applied Ethics Phil 458/558.001 The Good Life		60%	20%	20%
Kelly Becker	PHIL 101: Intro to Philosophy PHIL 352: Theory of Knowledge PHIL 356: Symbolic Logic	PHIL 454/554: Anti-Individualism PHIL 454/554: Perception PHIL 454/554: Singular Thought PHIL *455: Phil of Mind	15%	45%		40%
John Bussanich		PHIL *434: South Asian Mystical Traditions PHIL *441: Mysticism & Phil PHIL 457/557: Plato PHIL 457/557: Plato & Neo-Platonism PHIL 457/557: Plato's <i>Republic</i> PHIL *480: Phil & Literature				100% (includes PHIL *480, which is required for English-Phil major)
Mary Domski	PHIL 101: Intro to Philosophy PHIL 202: Descartes to Kant	PHIL 410/510: Kant PHIL 452/552: Descartes	60%		40%	
Barbara Hannan	PHIL 202: Descartes to Kant PHIL 352: Theory of Knowledge PHIL 354: Metaphysics PHIL 356: Symbolic Logic PHIL 358: Ethical Theory PHIL 381: Phil of Law		25%	75%		
Allan Hazlett	PHIL 101: Intro to Philosophy PHIL 341: Skepticism PHIL 352: Theory of Knowledge PHIL 354: Metaphysics PHIL 356: Symbolic Logic	PHIL 452/552: Hume & Reid PHIL 454/554: Social Epist of Honesty PHIL *480: Phil & Literature	10%	40%	10%	40%

Faculty Member	Recent Undergraduate Courses	Recent Advanced UG/ Graduate Courses	% Time: Lower-division (incl. Core Curric)	% Time: 300-level Courses required for UG majors	% Time: UG elective courses	% Time: Advanced UG/ Graduate-level seminars
Adrian Johnston	PHIL 202: Descartes to Kant PHIL 343: Contemp Continental PHIL 372: Modern Social & Political Philosophy	PHIL *411: Hegel PHIL *441: Existentialism & Materialism PHIL 457/557: Schelling & Hegel PHIL 468/568: Later Lacan PHIL 469/569: Realism & Materialism PHIL 568: Freud	20%	20%	10%	50%
Brent Kalar	PHIL 201: Greek Thought PHIL 202: Descartes to Kant PHIL 358: Ethical Theory	PHIL *414: Nietzsche PHIL *444: 19 th Century Phil PHIL *467: Phil of Art & Aesthetics PHIL 466/566: Beauty PHIL 469/569: Hermeneutics	25%	25%		50%
Paul Livingston	PHIL 201: Greek Thought PHIL 211: Greek Philosophy	PHIL *415: History & Philosophy of Mathematics PHIL *422: Wittgenstein PHIL *455: Phil of Mind PHIL 454/554: Language & Consciousness PHIL 469/569: Subjectivity & Presence PHIL 486/586: Deleuze PHIL 557: The One & The Many	50%			50%
Emily McRae	PHIL 108: Intro to Asian Phil PHIL 333: Buddhist Philosophy PHIL 336: Chinese Philosophy PHIL 341: Feminist Philosophy PHIL 358: Ethical Theory	PHIL 458/558: Moral Psychology		20%	55%	25%
Ann Murphy	PHIL 358: Ethical Theory PHIL 372: Modern Social & Political Philosophy PHIL 381: Phil of Law	PHIL *441: Phil of Gender PHIL *441: Phenomenology of Merleau-Ponty PHIL 486/586: Judith Butler		60%		40%
John Taber	PHIL 201: Greek Thought PHIL 211: Greek Philosophy PHIL 334: Indian Philosophy PHIL 352: Theory of Knowledge	PHIL *438: Indian Buddhist Phil PHIL 426/526: The Self in Indian Philosophy PHIL 670: Sanskrit Phil Texts PHIL 679: Vedanta	30%	10%	20%	40%
Iain Thomson	PHIL 101: Intro to Philosophy PHIL 244: Intro to Existentialism	PHIL *421: Early Heidegger PHIL *423: Later Heidegger PHIL *441: Love, Art, Technology PHIL *480: Phil & Literature PHIL 486/586: Derrida PHIL 486/586: Heidegger on Art PHIL 557: Middle & Later Heidegger	50%			50%

Reflective Question #5 from Senior Leadership, Extension of 5A: A total of 17.6% of the lower-division Undergraduate courses offered by Philosophy are taught by tenured or tenure-track faculty. Is this percentage of tenured or tenure-track faculty teaching at the lower-division typical of a Philosophy Undergraduate Program among peer institutions? Explain.

At peer programs that offer the Ph.D. in Philosophy (such as UC-Riverside, Oregon, and Northwestern), tenure-stream faculty members are in general assigned fewer lower-division courses to teach than in the UNM Philosophy Department. The reason, as we cover under Criterion 8 below, is because in those programs, there are more graduate-level offerings each term than at UNM, and there are more because (1) our peer programs tend to have more graduate students, and (2) the funded graduate students in those programs earn tuition remission that allows them to take more graduate-level classes per semester. It's also the case, as described above in Section 2 and also immediately below in 5B, that the UNM Philosophy Department is committed to having its tenure-stream faculty members teach our Core courses, namely, PHIL 101, PHIL 201, and PHIL 202. This makes the Philosophy Department unique among its peers, but also at UNM, where, in other departments and programs, such lower-division classes are more typically assigned to graduate student TAs, Lecturers, or Adjunct Instructors. Having tenure-stream faculty teaching early-career students in these courses provides us an opportunity to recruit more undergraduates into the Philosophy major programs, and moreover, as noted under Criterion 6, this commitment to having tenure-stream faculty members teach lower-division courses allows the Department to ensure its Core courses are well covered even as part-time instruction funding continues to decline at UNM.

5B. Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e., how does the unit determine faculty assignment to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught).

As stated in II.B of the Department's By-Laws (included as Appendix 1):

1. The standard teaching load of tenure-stream members of the Department faculty with a 1.0 FTE appointment is two three credit hour courses per semester.
2. Half of the courses taught during an academic year will normally be "service" courses, i.e., either lower division courses or 300-level courses that are required for one of the Department's undergraduate major programs.
3. Each academic year, tenure-stream members of the Department with a 1.0 FTE appointment normally rotate their teaching schedules between a MWF schedule and a TR schedule.

With these policies in place, the Department is able to ensure that, twice per academic year, faculty members are teaching either lower-division Core Curriculum courses or courses required for the major programs, while still maintaining robust course offerings at the advanced undergraduate and graduate levels. For instance, each semester since 2013 the Department has offered at least one section of PHIL 101, PHIL 201, PHIL 202, and PHIL 358, and each academic year since 2013 the Department has offered at least one section of PHIL 352, PHIL 354, PHIL 356, PHIL 381, PHIL *480, and either PHIL 371 or PHIL 372. Also, with the rotation between MWF and TR teaching schedules, the Department can ensure that the courses required for the undergraduate major programs, and for the graduate programs, are offered at non-conflicting times, which allows our students to progress towards their degrees in a timely fashion.

At the graduate level, half of the current faculty members teach a 400/500-level seminar during

the fall semester, and half teach such a seminar during the spring semester. The other “non-service” course that a faculty member is assigned is either a 300-level or a *400 course. A faculty member may, upon request and/or based on the Department’s curricular needs, defer teaching advanced undergraduate and/or 400/500-level courses in order to devote more of her/his teaching time to “service” courses. The Chair is responsible for coordinating the teaching schedules of all instructors in the Department, with deadlines for submitting the schedule dictated by UNM’s Scheduling Office. (Typically, the class schedule for the Fall semester is due by mid-January, the class schedule for the Spring semester is due by mid-September, and the class schedule for the Summer semester is due by mid-November.)

	Total Tenure- Stream Faculty in Philosophy (by FTE)	Total 21-Day Student Enrollment	Total Student Credit Hours (SCHS) Produced	Faculty to Enrolled Student Ratio	Faculty to SCHS Ratio	Faculty to Declared UG Major Ratio	Faculty to Current Grad Students Ratio
AY 2016-17	12.5	3357	10,071	1 : 269	1 : 806	1 : 11.4 (143 majors)	1 : 2.4 (30 students)
AY 2015-16	12.5	3066	9,198	1 : 245	1 : 736	1 : 10.7 (134 majors)	1 : 2.7 (34 students)
AY 2014-15	11	3304	9,912	1 : 300	1 : 793	1 : 12.5 (138 majors)	1 : 3.1 (34 students)
AY 2013-14	11	3622	10,866	1 : 329	1 : 988	1 : 14.3 (157 majors)	1 : 3.3 (36 students)
AY 2012-13	11	3807	11,421	1 : 346	1 : 1038	1 : 17.8 (196 majors)	1 : 3.7 (41 students)
AY 2011-12	11	3644	10,932	1 : 331	1 : 994	1 : 17.1 (188 majors)	1 : 4 (44 students)
AY 2010-11	11	3916	11,748	1 : 356	1 : 1068	1 : 16.1 (177 majors)	1 : 3.6 (40 students)
AY 2009-10	13	3674	11,022	1 : 283	1 : 848	1 : 13.5 (175 majors)	1 : 2.3 (30 students)

Reflective Question #6 from Senior Leadership, Extension of 5A: *The demographic profile of the unit’s continuing tenured/tenure-track faculty from 2006 to 2015 was 100% Caucasian with a male-to-female ratio of 7-to-4. Is this profile of continuing faculty typical of a Philosophy Program among peer institutions? Explain. Given the historical profile of the field, what competitive advantages could stem from UNM distinguishing itself by diversifying the faculty in the unit?*

Currently, the male-to-female ratio of tenure-stream faculty members is seven to four, which is a dramatic improvement to the eleven to two ratio that the Department had at the time of the 2008 APR. As noted above in Section 0, the Department was urged by our last APR review team to improve the gender diversity of the faculty, and we have successfully hired three tenure-stream faculty members since then (though one has now resigned from the faculty). According to Demographics in Philosophy, a group established in 2015 to track gender diversity trends in the U.S. academic community, our recent proportion of female tenure-stream faculty members (38.5%, which included Baril) ranked the UNM Philosophy Department as 13th out of the 99 programs that Demographics in Philosophy analyzed. (Our recent proportion ranked the Department 20th out of 98 for the proportion of women on the faculty in general.) In a November 2016 email sent to Mary Domski (then Chair) by a researcher involved in Demographics in Philosophy, it was reported that: “Out of the 99 departments we evaluated, none, in 2015, had 50% women and the total proportion of women was about 23%. There was also a clear pyramidal

shape to the discipline. Women are most well represented as Assistant Professors, less well represented as Associate Professors, and least well represented as Full Professors.” With Baril’s departure, in the UNM Philosophy Department there is now one female Assistant Professor, two female Associate Professors, and one female Full Professor.

According to the most recent data from the National Center for Education Statistics (published in 2011), of the 13,000 full-time and part-time faculty members and instructional staff teaching Philosophy at a degree-granting institutions in 2003, there was the following distribution in race/ethnicity:

88.9%	White, Non-Hispanic
2.3%	Black, Non-Hispanic
1.0%	Hispanic
4.0%	Asian/Pacific Islander
2.0%	American Indian/Alaskan

Source: URL = http://nces.ed.gov/programs/digest/d11/tables/dt11_270.asp

Currently, in the UNM Philosophy Department, there is one Asian tenure-stream faculty member (Mary Domski, who has been a member of the faculty since 2005). This means that the tenure-stream members of the Department are currently 91.7% White, Non-Hispanic and 8.3% Asian/Pacific Islander. In 2014 and 2015, the Department requested approval to hire a tenure-stream faculty member who specializes in Latin American Philosophy. The justification we provided in the 2015 hiring plan speaks to the “competitive advantage” that this hire (which was not approved) would offer the Department:

A job search in Latin American Philosophy would attract applicants from underrepresented groups. Indeed, we expect that the vast majority of applicants would be of Hispanic or Latin American descent, giving the Department of Philosophy the opportunity to enhance the diversity of faculty in the Department and across UNM more generally. Currently, among the thirteen full-time, tenure-stream faculty members we will have on staff beginning in August 2015, there is only one minority faculty member (Mary Domski), who is Asian.

Beyond adding diversity to our faculty, welcoming a colleague who specializes in Latin American Philosophy would enable the Department to collaborate with UNM’s Latin American and Iberian Institute and partner with UNM’s Latin American Studies Program. For instance, the Latin American Studies Program currently offers their M.A. students the option of pursuing a Human Rights concentration, which is strongly connected with the research areas that currently dominate Latin American Philosophy (such as heritage, identity, and immigration).

Having a specialist in Latin American Philosophy would also provide us a special opportunity to attract more Hispanic and Latin American students to the study of Philosophy, a field that is in need of greater minority representation. At UNM, we have the potential to make an especially significant impact on the make-up of the general philosophical community, given our large population of Hispanic and Latin American undergraduate students.

Adding a colleague who specializes in Latin American Philosophy would also enhance our research profile, since this is field that is quickly emerging as an important facet of the philosophical mainstream in North America. (The American Philosophical Association is actively encouraging more English-speaking research in this area through special initiatives, such as its annual essay prize in Latin American Thought.)

Moreover, a scholar of Latin American Philosophy would complement the Department’s research strength in 19th and 20th Century Continental Philosophy. As noted above, five of our thirteen full-time, tenure-stream faculty members work in some area of Continental Philosophy, and many of them focus on the social-political philosophies associated with this tradition. By adding a

specialist in Latin American Philosophy to our faculty, we would be able to expose our students to sophisticated, critical confrontations with the social-political ideals that characterize Western European philosophy. With issues such as colonization, imperialism, and globalization, as well as heritage, identity, and immigration, at the heart of much current Latin American Philosophy, our students would have the unique opportunity to broaden their understanding of the history and development of 20th and 21st century philosophy. Also, by diversifying our current graduate and undergraduate course offerings, our students would be exposed to an alternative approach to the contemporary study of psychoanalysis and phenomenology, epistemology and ontology, and gender and feminism – all of which are research areas in which our current faculty members are engaged.

5C. Discuss and provide evidence of the professional development activities for faculty within the unit including how these activities particularly have been used to sustain research-related activities, quality teaching, and support students learning and professional development at the undergraduate and graduate level.

The Department's tenure-stream faculty members have an established track record of regularly giving invited talks and participating in professional conferences. In just the last five years alone (between 2012 and 2016), the tenure-stream members of the Department (including Baril and Hazlett) made one hundred and two conference and workshop presentations and delivered ninety-two non-conference talks. These conference papers have been delivered at venues such as the Eastern Division Meeting of the American Philosophical Association (APA), the Pacific Division Meeting of the APA, the Central Division Meeting of the APA, and the annual Society for Phenomenology and Existential Philosophy (SPEP) conference. (See Appendix 3 for more on the venues at which faculty papers have been presented.) Delivering such talks allows our faculty members to showcase the cutting edge research being done at UNM. Just as importantly, it provides them vital opportunities to get feedback on their current research from scholars working their areas of specialization, and in turn, to enhance the content and manner in which they present scholarly material in their undergraduate and graduate courses. The same is, of course, true of the international grant and fellowship work that our faculty members have recently completed. In one instance, Paul Livingston collaborated, for months at a time (in 2007, 2009, and 2013-2014), with scholars at Freiburg University in Germany as an Alexander von Humboldt Research Fellow. In another instance, John Taber was in residence in Paris (in 2017) to collaborate with scholars at the Sorbonne, the University of Paris, and the University of Vienna to complete translation work that is being sponsored by the National Endowment for the Humanities (NEH).

In addition, several of our faculty members are involved in the governance of various professional philosophical societies, and several more play active roles in the organization of professional conferences. For instance, Kelly Becker served on the Program Committee for the Pacific Division Meeting of the American Philosophical Association (APA) from 2005 until 2008, and Ann Murphy served on the Program Committee for the Eastern Division Meeting of the APA from 2012 until 2014. Moreover, Mary Domski continues to co-organize the Southwest Seminar in Early Modern Philosophy (which she co-founded in 2005 and which has twice been held at UNM); Iain Thomson is a founding member of the Advisory Board for the Southwest Seminar in Continental Philosophy (the inaugural meeting of which was held at UNM in 2010); Anne Baril organized the Southwest Epistemology Workshop, a two-day event that was held at UNM in August 2014; and Ann Murphy is currently organizing the 2017 meeting of the Merleau-Ponty Circle (which will be held at UNM in October 2017). Hosting these conferences in Albuquerque provides our undergraduate and graduate students exposure to current trends in philosophical scholarship, and offers them the possibility of building professional relationships with scholars who they might not otherwise have the opportunity to meet.

Locally, the Department's faculty members have maintained their professional development by attending workshops sponsored by the Center for Teaching Excellence and by Ombuds, UNM's resource for dispute resolution services.

5D. Discuss and provide evidence of the adequacy of the research/creative work of faculty within the unit.

There is probably no better evidence of the Department's commitment to the creation, application, and dissemination of new knowledge and creative works than the publication record of our current faculty members. As already noted under Criterion 1, in just the past five years alone, the tenure-stream members of our faculty (including Baril and Hazlett) produced eight single authored books, one co-authored book, five edited collections, one hundred and twenty-four journal articles, book chapters, and encyclopedia articles, and thirty-five book reviews. (See Appendix 3 for a summary of the faculty's Scholarly Productivity.) The books by our faculty members have appeared with some of the most highly regarded academic presses in Philosophy, including Cambridge University Press, Northwestern University Press, Routledge, SUNY Press, and Oxford University Press. The articles they have published have been included in top tier, competitive journals such as: *American Philosophical Quarterly*, *Australasian Journal of Philosophy*, *History of Philosophy Quarterly*, *Hypatia*, *Inquiry*, *Journal of Philosophy*, *Philosophy East and West*, *Philosophy & Phenomenological Research*, *philoSOPHIA*, *Southern Journal of Philosophy*, and *Synthese*. Several faculty members have also contributed entries to the highly regarded *Stanford Encyclopedia of Philosophy*, and many more have contributed book chapters to handbooks and companions produced by Cambridge University Press, Oxford University Press, and Routledge.

Combining the numbers of publications with the quality of the venues in which our works are appearing, there's no question that the tenure-stream members of the Department have surpassed mere adequacy in the category of Research/Scholarly Works. Collectively, we have achieved the sort of excellence in scholarship that would be more reasonably expected from a Department with more faculty members, more resources, and more external support. (See Criterion 8 below for an analysis of the Department's productivity in relation to the productivity of faculty in comparable Philosophy departments.)

5E. Explain and provide evidence of the efforts and strategies by the unit to involve faculty in student retention and ensure students' academic success.

As noted under Criterion 2, the Department places a premium on high-quality teaching, and among the current members of the faculty, four have earned one or more UNM teaching awards. In addition, and as noted immediately above in 5A, the Department remains committed to having faculty members teach advanced undergraduate and graduate-level courses that are linked with their areas of research specialization. By adopting this strategy, the Department ensures that our students are learning from scholars with proven expertise in the relevant fields. Moreover, given the wide range of research areas in which our faculty members are engaged, this strategy allows us to maintain a diverse curriculum that appeals to a wide range of students. Outside of the classroom, our faculty members are committed to making themselves available to undergraduate and graduate students, as demonstrated by the fact that faculty members supervise several Honors Theses and undergraduate- and graduate-level independent studies each academic year.

Faculty members also play an active role in the professional development of the Department's graduate students more generally. As noted above under Criteria 2 and 4, all incoming graduate students are required to participate in a first-year Proseminar that meets six or seven times during

the year. Several of the Proseminar sessions are led by a current faculty member, who introduces students to his/her research program and also discusses various issues related to the profession. Other sessions, which are coordinated by the Graduate Director and Graduate Placement Director, are run as workshops that address issues vital to the professional success of our students. The topics of these workshops have included: submitting papers for publication; crafting pedagogy appropriate to teaching Philosophy at UNM; delivering conference papers; and preparing for the academic job market. Though officially part of the Proseminar, these professional development sessions are open to all current graduate students.

5F. Provide an abbreviated vitae (two pages or less) or summary of the educational background and professional experiences of each faculty member. (If the unit has this information posted on-line, then provide links to the information.)

PHILOSOPHY FACULTY ON-LINE PROFESSIONAL PROFILES	
Tenure-Stream Faculty Member	URL of Faculty Profile Web Site
Kelly Becker	http://philosophy.unm.edu/people/faculty/profile/kelly-becker.html
John Bussanich	http://philosophy.unm.edu/people/faculty/profile/john-bussanich.html
Mary Domski	http://philosophy.unm.edu/people/faculty/profile/mary-domski.html
Barbara Hannan	http://philosophy.unm.edu/people/faculty/profile/barbara-ellen-hannan.html
Pierre-Julien Harter	http://philosophy.unm.edu/people/faculty/profile/pierre-julien-harter.html
Adrian Johnston	http://philosophy.unm.edu/people/faculty/profile/adrian-johnston.html
Brent Kalar	http://philosophy.unm.edu/people/faculty/profile/brent-kalar.html
Paul Livingston	http://philosophy.unm.edu/people/faculty/profile/paul-livingston.html
Emily McRae	http://philosophy.unm.edu/people/faculty/profile/emily-mcrae.html
Ann Murphy	http://philosophy.unm.edu/people/faculty/profile/ann-murphy.html
John Taber	http://philosophy.unm.edu/people/faculty/profile/john-taber.html
Iain Thomson	http://philosophy.unm.edu/people/faculty/profile/iain-thomson.html

FULL PROFESSORS

Kelly Becker (University of California, San Diego, Ph.D., 1999): Professor Becker's research focuses primarily on issues in Epistemology, specifically reliabilist, modal epistemology, and Philosophy of Mind and Language, with a special interest in anti-individualism. Since joining the UNM faculty in 2002, Professor Becker has served, at various times, as the Department's Undergraduate Advisor, Graduate Director, and Graduate Placement Director, and for thirteen years (since 2003), he has held to post of PHIL 156/TA Coordinator. Professor Becker is also the recipient of the 2006-2007 Gunter Starkey Teaching Award, which was awarded by the College of Arts and Sciences in recognition of his outstanding achievements in teaching at UNM.

Select Publications:

- *The Sensitivity Principle in Epistemology* (Cambridge UP, 2012). An anthology of new essays on (Nozickian) sensitivity, edited by Kelly Becker and Tim Black.
- *Epistemology Modalized* (Routledge, 2007). A monograph that critically assesses extant versions of modalized epistemology and defends the thesis that knowledge is reliably formed, sensitive true belief.
- "Epistemology without Certainty or Necessity," *Journal of Philosophical Research*, 2016.
- "Why Reliabilism Does not Permit Easy Knowledge," *Synthese* 190:17, November, 2013.
- "Epistemic Luck and the Generality Problem," *Philosophical Studies* 139:3, June, 2008.
- "Reliabilism and Safety," *Metaphilosophy* 37:5, October, 2006.
- "Is Counterfactual Reliabilism Compatible with Higher-Level Knowledge?" *Dialectica* 60:1, February, 2006.
- "On the Perfectly General Nature of Instability in Meaning Holism," *Journal of Philosophy* 95:12, December, 1998.

John Bussanich (Stanford University, Ph.D., 1982): Professor Bussanich's research focuses on conceptions of wisdom, philosophy as a way of life, and mystical themes in the Presocratics, Socrates, Plato, and the Neoplatonists. Other research interests include comparative philosophy, and philosophy and mysticism in South Asia. For nine years (2005-2014), Professor Bussanich served on the Executive Committee of the International Society for Neoplatonic Studies, and for the past twenty-eight years (since 1988), he has been Co-Editor and Reviews Editor for *Ancient Philosophy*. Professor Bussanich was Chair of Philosophy from 2009 until 2011, and he is currently Director of UNM's Program in Religious Studies, a post he has held since 2012.

Select Publications:

- *The Bloomsbury Companion to Socrates*, ed. John Bussanich and N.D. Smith, 448 pages, January 2013.
- *The One and its Relation to Intellect in Plotinus: A Commentary on Selected Texts*, Philosophia Antiqua Vol. 49, E.J. Brill, Leiden, 1988. 258p.
- "Ethics in Ancient India" in *Grundlagen der Antiken Ethik / Foundations of Ancient Ethics*, ed. J. Hardy and G. Rudebusch, Vandenhoeck & Ruprecht, January 2014.
- "Socrates' Religious Experiences," pp. 276-300, in *The Bloomsbury Companion to Socrates*, ed. John

Bussanich and N.D. Smith, January 2013.

- "Rebirth Eschatology in Plato and Plotinus," pp. 243-288, in *Philosophy and Salvation in Greek Religion*, ed. Vishwa Adluri, De Gruyter, April, 2013.

- "Plotinus on the Being of the One," *Metaphysical Patterns in Platonism: Ancient, Medieval, Renaissance, and Modern*, ed. John Finamore and Robert Berchman, University Press of the South, (2007): pp. 57-72.

- "Socrates and Religious Experience," *The Blackwell Companion to Socrates*, ed. R. Kamtekar, Blackwell (2006), pp. 200-213.

Barbara Hannan (University of Arizona, J.D., 1982; Ph.D., 1989): Professor Hannan's research and teaching interests are in Metaphysics, Philosophy of Mind, Philosophy of Science, Logic, Epistemology, and Philosophy of Law. Since 1990, and most recently in 2009, she participated in three NEH summer institutes and seminars (on Metaphysics and Mind, Naturalism, and Supervenience). Professor Hannan has a long record of service at UNM: she was elected to serve two two-year terms on UNM's Academic Freedom and Tenure Committee (2009-2013), has been a member of the Faculty Senate Undergraduate Committee (2012-13), and is currently, since 2015, serving on the Faculty Senate Policy Committee.

Select Publications:

- *A Riddle of the World: A Reconsideration of Schopenhauer's Philosophy*. Oxford University Press, 2009.

- *Subjectivity and Reduction: An Introduction to the Mind-Body Problem*. Westview Press, 1994.

- "Another Set of Notes from Underground," *Journal of Modern Wisdom*, Spring 2013.

- "To Choose or Not to Choose: Locke and Lowe on the Nature and Power of the Self," *Philosophy* 86 (2011): 59-73.

- "Depression, Responsibility, and Criminal Defenses." *International Journal of Law and Psychiatry* 28 (2005): 321-333.

Adrian Johnston (State University of New York, Stony Brook, Ph.D., 2001): Professor Johnston's research focuses on 19th and 20th Century European philosophy, contemporary Continental Philosophy, Freudian-Lacanian Psychoanalysis, Political Theory, and the neurosciences. Currently, he is co-editor, with Todd McGowan and Slavoj Žižek, of the book series *Diaeresis* at Northwestern University Press, and is also an Advisory Board Member for both the Working Group on Contemporary Materialism and the Dialectical Materialism Collective. Additionally, Professor Johnston is an Editorial Board member for: *Continental Philosophy Review*, *Frontiers in Psychoanalysis and Neuropsychanalysis*, *International Journal of Žižek Studies*, *Theoria and Praxis: Journal of Interdisciplinary Thought*, and the *Speculative Realism* book series produced by Edinburgh University Press. Since joining the UNM faculty in 2006, Professor Johnston has served at various times as the Department's Speakers Coordinator and Graduate Placement Director, and at the University-level, he has served on several committees, including both the College of Arts and Sciences Junior and Senior Promotion Committees and a Working Group for the National Endowment for the Humanities Challenge Grant for the University of New Mexico Humanities Center. In August 2017, he will take up the position of Chair of Philosophy.

Select Publications:

- *Prolegomena to Any Future Materialism, Volume Two: A Weak Nature Alone* (Northwestern University Press, forthcoming 2018).
- *A New German Idealism: Hegel, Žižek, and Dialectical Materialism* (Columbia University Press, forthcoming 2017).
- *Adventures in Transcendental Materialism: Dialogues with Contemporary Thinkers* (Edinburgh University Press, 2014).
- *Prolegomena to Any Future Materialism, Volume One: The Outcome of contemporary French Philosophy* (Northwestern University Press, 2013).
- *Self and Emotional Life: Philosophy, Psychoanalysis, and Neuroscience*, co-authored with Catherine Malabou (Columbia University Press, 2013).
- *Badiou, Žižek, and Political Transformations: The Cadence of Change* (Northwestern University Press, 2009).
- *Žižek's Ontology: A Transcendental Materialist Theory of Subjectivity* (Northwestern University Press, 2008).
- *Time Driven: Metapsychology and the Splitting of the Drive* (Northwestern University Press, 2005).

Paul Livingston (University of California, Irvine, Ph.D., 2002): Professor Livingston works on the Philosophy of Mind, Philosophy of Language, Phenomenology, Metaphysics, and Political Philosophy from a perspective grounded in the history of twentieth-century philosophy, analytic and continental. Professor Livingston has been an Alexander von Humboldt Research Fellow at Freiburg University, Germany (in 2007, 2009, and 2013-2014), and recently he was awarded a £6,000 grant from the New Directions in the Study of the Mind program at the University of Cambridge. Currently, he is an Editor of the *Routledge Encyclopedia of Philosophy* (in the area of Twentieth-Century Philosophy) and an Editor for philpapers.org (in the area of Continental Philosophy). Professor Livingston is also an Advisory Board member for the journal *Philosophical Inquiries* and for the book series *Critical Perspectives on Theory, Culture, and Politics*, produced by Rowman & Littlefield Press. Since joining the UNM faculty in 2009, Professor Livingston has served at various times as the Department's Graduate Placement Director and Undergraduate Advisor, and for the past five years, he has been the Faculty Advisor for the local chapter of the Phi Sigma Tau Honor Society.

Select Publications:

- *Beyond the Analytic-Continental Divide: Pluralist Philosophy in the Twenty-First Century* (anthology co-edited with Jeffrey Bell and Andrew Cutrofello) (Routledge, 2015)
- *The Problems of Contemporary Philosophy: A Critical Guide for the Unaffiliated* (co-authored with Andrew Cutrofello) (Polity, 2015)
- *The Politics of Logic: Badiou, Wittgenstein, and the Consequences of Formalism* (Routledge, 2012)
- *Philosophy and the Vision of Language* (Routledge, 2008)
- *Philosophical History and the Problem of Consciousness* (Cambridge University Press, 2004)

- “Husserl and Schlick on the Logical Form of Experience.” *Synthese* 132:2 (2002): 239-72.
- “Thinking and Being: Heidegger and Wittgenstein on Machination and Lived-Experience.” *Inquiry* 46:3 (2003): 324-45
- “Agamben, Badiou, and Russell.” *Continental Philosophy Review* 42:3 (2009): 297-325.

John Taber (University of Hamburg, Ph.D., 1983): Professor Taber is a historian of Indian Philosophy, especially the Brahmanical and Buddhist traditions of the classical period (from the second to the eleventh century C.E.). He works primarily on Sanskrit sources, which he attempts to bring into conversation with current philosophical debates in metaphysics and epistemology. Recently, in 2015, Professor Taber was awarded a multi-year grant through the National Endowment for the Humanities (NEH) to translate a portion of Dharmakīrti’s *Pramanavarttika*, in collaboration with Vincent Eltschinger (the Sorbonne), Isabelle Ratié (University of Paris), and Michael Torsten Wieser-Much (University of Vienna). Since joining the UNM faculty in 1986, Professor Taber has, at various times, served as the Department’s Chair (2005-2009), Graduate Director, and Undergraduate Advisor, and from 2003 until 2012, he was Co-Director (with Richard Hayes) of the UNM Summer Seminar on Buddhism. At the University-level, he has served as a Faculty Senator and has been a member of a number of committees, including the Faculty Senate Policy Committee, the Academic Freedom and Tenure Committee, the Provost’s Tenure and Promotion Committee, and the Religious Studies Committee. Due to his outstanding achievements in teaching, research, and service at UNM, the College of Arts and Sciences awarded Professor Taber the title of Regents’ Professor in 2015.

Select Publications:

- *Can the Veda Speak? Dharmakīrti Against Mīmāṃsā Exegetics and Vedic Authority: An Annotated Translation of PVS 164,24 – 176,16.* (2012), Co-authored with Vincent Eltschinger and Helmut Krasser. Austrian Academy of Sciences, Vienna.
- *A Hindu Critique of Buddhist Epistemology: Kumāṛila on Perception* (2005). Routledge Curzon, London.
- *Transformative Philosophy: A Study of Śāṅkara, Fichte, and Heidegger* (1983). University of Hawaii Press.
- “What Did Kumāṛilabhaṭṭa Mean By ‘Svataḥ Prāmāṇya’?,” *Journal of the American Oriental Society* 112, 204-221, 1992.
- “Dharmakīrti Against Physicalism” (Discussion of Eli Franco, *Dharmakīrti on Compassion and Rebirth*), *Journal of Indian Philosophy* 31, 479-502, 2003.
- “Is Indian Logic Nonmonotonic?,” *Philosophy East and West* 54, 143-170, 2004.
- “Studies in Yogācāra Idealism I: the Interpretation of Vasubandhu’s *Viṃśikā*,” with Birgit Kellner, *Asiatische Studien/Études Asiatiques*, December, 2014.
- “Uddyotakara’s Defense of a Self,” in *Hindu and Buddhist Ideas in Dialogue*, ed. Irina Kuznetsova, Jonardon Ganeri, and Chakravarthi Ram-Prasad (Farnham: Ashgate, 2012), pp. 97-114.

Iain Thomson (University of California, San Diego, Ph.D., 1999): Professor Thomson's research focuses on 19th and 20th Century Continental philosophy, and especially the work of Martin Heidegger. He has published on topics such as ontotheology, technology, nihilism, the philosophy of art, and the philosophical significance of death, and he has examined the significance of these issues in the works of figures such as Heidegger, Levinas, and Derrida. Professor Thomson was the recipient of a Research Fellowship from the National Endowment for the Humanities in 2007-2008, and in 2002-2003, he earned the Gunter Starkey Teaching Award, which was awarded by the College of Arts and Sciences in recognition of his outstanding achievements in teaching at UNM. Currently, he is an Advisory Board member for The Philosophical Gourmet Report and also an Editorial Board member for the *Journal of Posthuman Studies* and for the books series *New Heidegger Research*, produced by Rowman and Littlefield. He is also a founding member of the Southwest Seminar in Continental Philosophy. Since joining the UNM faculty in 2000, Professor Thomson has served at various times as the Department's Graduate Director, Undergraduate Advisor, and Honors Advisor, and at the University-level, he has served on several committees, including the Provost's Tenure and Promotion Committee, the College of Arts and Sciences Junior Tenure and Promotion Committee, and the European Studies Committee.

Select Publications:

- *Heidegger, Art, and Postmodernity* (Cambridge University Press, 2011).
- *Ontotheology: Technology and the Politics of Education* (Cambridge University Press, 2005). Translated into Turkish in 2012.
- "Heideggerian Phenomenology and the Postmetaphysical Politics of Ontological Pluralism," in S. West Gurley and Geoffrey Pfeifer, eds, *Phenomenology and the Political* (London: Rowman & Littlefield, forthcoming October 2016), pp. 19-42.
- "The Failure of Philosophy: Why Didn't *Being and Time* Answer the Question of Being?" In Lee Braver, ed., *Division III of Heidegger's Being and Time: The Unanswered Question of Being* (Cambridge, MA: The MIT Press, 2015), pp. 285-310.
- "Death and Demise in *Being and Time*," in Mark A. Wrathall, ed., *The Cambridge Companion to Heidegger's Being and Time* (New York: Cambridge University Press, 2013), pp. 260-90.
- "In the Future Philosophy will be neither Continental nor Analytic but Synthetic: Toward a Promiscuous Miscegenation of (All) Philosophical Traditions and Styles," *Southern Journal of Philosophy* 50:2 (2012), pp. 191-205. Solicited (and refereed) contribution for a special 50th anniversary issue of the *Southern Journal of Philosophy* on the topic: "Continental Philosophy: What and Where Will It Be?"
- "Rethinking Levinas on Heidegger on Death," *The Harvard Review of Philosophy*, Vol. XVI (Fall 2009), pp. 23-43.
- "Heidegger on Ontological Education, or: How We Become What We Are," *Inquiry* 44:3 (2001), pp. 243-68.

ASSOCIATE PROFESSORS

Mary Domski (Indiana University, Ph.D., 2003): Professor Domski works on the history of early modern philosophy, and specifically, the history of early modern philosophy of science and mathematics. Her research focuses primarily on the intersection of science, mathematics, method, and metaphysics during the seventeenth and eighteenth centuries, and she has published papers on figures such as Descartes, Locke, Newton, and Kant. She is currently serving as an Associate Editor for *Studies in History and Philosophy of Science, Part A*, and was recently elected to serve first as Vice President (2017-2018) and then as President (2019-2020) of the International Society for the History of Philosophy of Science (HOPOS). Since joining the UNM faculty in 2005, Professor Domski has earned four major teaching awards, including UNM's highest honor for teaching: the 2014-16 Presidential Teaching Fellowship. She recently concluded a four-year term (2013-2017) as Chair of Philosophy, and before then, she served, at various times, as the Department's Undergraduate Advisor, Graduate Director, Graduate Placement Director, Speakers Coordinator, and Outcomes Assessment Coordinator.

Select Publications:

- "Laws of Nature and the Divine Order of Things: Descartes and Newton on Truth in Natural Philosophy." Forthcoming in *Laws of Nature: Metaphysics and Philosophy of Science* (Oxford University Press), edited by Walter Ott and Lydia Patton.
- "Newton's Mathematics and Empiricism." Forthcoming in *The Oxford Handbook of Newton* (Oxford University Press), edited by Eric Schliesser and Chris Smeenk. Published online first, February 2017. DOI: 10.1093/oxfordhb/9780199930418.013.7
- "Kant and Newton on the A Priori Necessity of Geometry." *Studies in History and Philosophy of Science, Part A* (2013) 44/3: 438-447.
- "Observation and Mathematics." In *The Oxford Handbook of British Philosophy in the Seventeenth Century* (Oxford University Press, 2013), edited by Peter Anstey, pp. 144-168.
- "Newton and Proclus: Geometry, Imagination, and Knowing Space." *The Southern Journal of Philosophy* (2012) 50/3: 389-413.
- "Locke's Qualified Embrace of Newton's *Principia*." In *Interpreting Newton: Critical Essays* (Cambridge University Press, 2012), edited by Andrew Janiak and Eric Schliesser, pp. 48-68.
- "Descartes' Mathematics." *Stanford Encyclopedia of Philosophy*. (Winter 2015 edition; first published Winter 2011), Edward N. Zalta (ed.), URL = < <http://plato.stanford.edu/archives/win2015/entries/descartes-mathematics/> >.
- "The Constructible and Intelligible in Newton's Philosophy of Geometry." *Philosophy of Science* (2003) 70 (5): 1114-1124.

Brent Kalar (Harvard University, Ph.D., 2003): Professor Kalar's research focuses on issues in Aesthetics (including the history of aesthetics), Hermeneutics, and Philosophy of Culture. Since joining the UNM faculty in 2002, he has served on various committees, including the University-Wide UK Scholarships Committee and the College of Arts and Sciences Mid-Probationary Review Committee. Also, at the departmental level, Professor Kalar has held the positions of Undergraduate Advisor, Speakers Coordinator, and Outcomes Assessment Coordinator.

Select Publications:

- *The Demands of Taste in Kant's Aesthetics*. Continuum, 2006.
- "Aesthetic," Forthcoming in *The Cambridge Kant Lexicon* (Cambridge University Press).
- "Cavell on the Human Interest of Art and Philosophy," in James Loxley and Andrew Taylor (eds.), *Stanley Cavell: Philosophy, Literature, and Criticism* (Manchester University Press, 2012).
- "The Naive and the Natural: Schiller's Influence on Nietzsche's Early Aesthetics." *History of Philosophy Quarterly*, 25:4, 359-377, October 2008.

Ann Murphy (University of Memphis, Ph.D., 2002): Professor Murphy's research focuses on issues in the Philosophy of Gender, 20th Century Continental Philosophy, and Social and Political Philosophy (especially philosophies of violence and non-violence). In October 2016, Professor Murphy was elected to serve on the Executive Committee of the Society for Phenomenology and Existential Philosophy (SPEP), and since joining the UNM faculty in 2013, she has earned two major teaching awards: UNM's New Teacher of the Year Award and the College of Arts and Sciences Award for Teaching Excellence. She also served a four-year term as the Department's Graduate Director (2013-2017), and is currently a member of the Women's Studies Executive Board as well as a member and Chair of the Faculty Senate Ethics and Advisory Committee.

Select Publications:

- *Violence and the Philosophical Imaginary*. SUNY Series in Gender Theory. 2012.
- "Founding Foreclosures: Violence and Rhetorical Ownership in Philosophical Discourse on the Body." Special issue of *Sophia* on "Violence, Metaphor, and Philosophy." Forthcoming, 2016.
- "Wild Love: Willett's Biosocial Eros Ethics." *philoSOPHIA: a journal of continental feminism*. Spring 2015.
- "Critique, Power and Ontological Violence" in *Between Levinas and Heidegger*. Eds. John Drabinski and Eric Nelson. Albany: SUNY Press. 2014. (pp. 15-31)
- "Corporeal Vulnerability and the New Humanism" in *Hypatia: A Journal of Feminist Philosophy. Special Issue on the Ethics of Embodiment*. Eds. Debra Bergoffen and Gail Weiss. Volume 26, No.3. 2011. (pp. 575-590)
- "'Violence is Not an Evil:' Ambiguity and Violence in Simone de Beauvoir's Early Philosophical Writings" in *philoSOPHIA: a journal of continental feminism*. Volume 1, no.1. 2010. (pp. 29-44)
- 'All Things Considered: Sensibility and Ethics in the Later Merleau-Ponty and Derrida' in *Continental Philosophy Review*. Volume 42. No. 4. 2010. (pp. 435-447).

ASSISTANT PROFESSORS

Pierre-Julien Harter (University of Chicago, Ph.D., 2015): Professor Harter specializes in the Buddhist Philosophy of India and Tibet (particularly from the 13th to 15th century), as well as in Indian Philosophy more broadly. Given his interest in the way Buddhist philosophers reflected upon their own philosophical activity, his research focuses on themes in ethics, metaphysics, and epistemology, and on the way in which these diverse concerns are articulated into a coherent system. Professor Harter pursues a philosophical methodology that blends philology, history, and exegesis, and he frequently aims to put Buddhist Philosophy into dialogue with the Western canon, especially classic Greek and Latin Philosophy but also contemporary Continental

Philosophy. Professor Harter's hire as an Assistant Professor was finalized in February 2017, and he will join the Department in August 2017 as the Robert H. N. Ho Family Foundation Professor of Philosophy in Buddhist Studies.

Select publications:

"*Mārga*: the path." Forthcoming in *Oxford Bibliographies*. Buddhism section.

"Spiritual Exercises and the Buddhist Path: an Exercise in Thinking with and against Hadot." Forthcoming in David Fiordalis and Luis Gómez, eds. *Thinking through Buddhism with Pierre Hadot*. Berkeley, CA: Mangalam Research Center for Buddhist Languages.

"Une histoire intellectuelle et exégétique de l'interprétation de *L'Ornement des Réalisations* (*Abhisamayālaṃkāra*): réflexions sur l'idée de tradition philosophique." *Revue d'Histoire des Religions*, 231/3 (2014) 349-383.

"Doxography and philosophy: usage and significance of school denominations in Tibetan doctrinal literature." *Revue d'Études tibétaines*, 22 (2011) 93-119.

Emily McRae (University of Wisconsin, Madison, Ph.D., 2011): Professor McRae specializes in Tibetan Buddhist Philosophy, Ethics, Moral Psychology, and Feminism. Much of her work is devoted to issues regarding the emotions, morality and contemplative practices such as meditation. Professor McRae joined the UNM faculty in 2015, after four years on the faculty of the University of Oklahoma, and since 2016, she has served both as the Department's Undergraduate Advisor in Philosophy and as the Faculty Advisor for the local chapter of Minorities and Philosophy (MAP).

Select Publications:

- "The Psychology of Moral Judgment and Perception in Indo-Tibetan Buddhist Ethics." Forthcoming in *Oxford Handbook of Buddhist Ethics*.

- "Detachment in Buddhist Ethics: *Apatheia*, *Ataraxia* and *Equanimity*." Forthcoming in *With or Without Self: Personal and Impersonal Ethics in Western and Asian Thought*, edited by Dr. Gordon Davis.

- "Empathy, Compassion, and "Exchanging Self and Other" in Indo-Tibetan Buddhism," *Routledge Handbook of the Philosophy of Empathy* (January, 2017).

- "Equanimity and the Moral Virtue of Open-mindedness," *American Philosophical Quarterly* (January 2016).

- "Buddhist Therapies of the Emotions and the Psychology of Moral Improvement," *History of Philosophy Quarterly* 32:3, April 2015.

- "Metabolizing Anger: A Tantric Buddhist Solution to the Problem of Moral Anger," *Philosophy East and West* 65:3, July 2015.

- "Equanimity and Intimacy: A Buddhist-feminist Approach to the Elimination of Bias," *Sophia: An International Journal of Philosophy of Religion* 53:3, 2013: pp. 447-462.

- "Emotion, Ethics and Choice: Lessons from Tsongkhapa," *Journal of Buddhist Ethics*, 22 pp. Volume 19, 2012.

5G. Discuss the unit's strategic planning efforts going forward to improve, support, and/or optimize its faculty.

In all areas of performance, the Department's faculty is flourishing, and our collective achievements in teaching, research, and service to the Department and the profession offer strong evidence of the effectiveness we are having as scholar-teachers at UNM and in the field at large.

Nonetheless, there will be an increased strain on the current tenure-stream members of the faculty if we are not able to fill the vacancy left by Anne Baril's resignation, as well as the vacancy that will be created once John Bussanich retires at the end of Spring 2018. Our first priority would be to hire a scholar who combines strengths in Ethical Theory or Social and Political Philosophy so that the Department would be well positioned to maintain some of its essential undergraduate course offerings, namely, PHIL 358: Ethical Theory, PHIL 371: Classical Social & Political Philosophy, and PHIL 381: Philosophy of Law. All three courses are required for the Pre-Law Philosophy concentration, and over the past several years, with Baril, Emily McRae, Ann Murphy, and Barbara Hannan on staff, we have been able to offer PHIL 358 each semester and PHIL 381 once each academic year, with each section taught by a tenure-stream member of the faculty. PHIL 371 has been taught every other fall semester, and in an effort to help our Pre-Law majors complete their degree requirements in a more timely fashion, we planned to have PHIL 371 offered every fall semester when we expected to have both Baril and Pierre-Julien Harter on the faculty. (Harter has extensive graduate-level training in Greek Philosophy.) Moreover, adding to the Department a scholar with an active research interest in either Ethics or Social and Political Philosophy would allow us to maintain our graduate-level offerings in these areas, both of which in high demand among our graduate students and also in higher demand as areas of specialization and competence on the Philosophy job market. The Department requested approval for this search in the three-year Hiring Plan that was submitted to the College in May 2017. We proposed that the person hired into this position hold a .25 FTE appointment in the BA/MD Program and teach the Ethics, Medicine, & Health course that is required for the undergraduate students in that program. Greg Martin, Director of the BA/MD Program, has already committed to offer bridge funding for this hire. Namely, the BA/MD Program would cover the first-year salary of the new faculty member, and beginning in the second year, the BA/MD Program would cover 25% of the new faculty member's salary. The Department has coordinated these sorts of joint hires with the BA/MD Program in the past, which allowed us to add Paul Katsafanas, Anne Baril, and Ann Murphy to the faculty.

As also noted in the Department's three-year Hiring Plan, our second priority is to replace Bussanich and hire a full-time, tenure-stream faculty member who specializes in Ancient Philosophy. The Department requires all M.A. and Ph.D. students to complete several courses in the history of philosophy, one of which is in the area of Ancient Philosophy. Once Bussanich retires, Pierre-Julien Harter will be able periodically to teach such graduate-level courses, given his extensive graduate training in Greek Philosophy. However, Harter was hired as a specialist in Buddhist Philosophy and currently has no plans to pursue an active research program in Western Greek Philosophy. It thus becomes imperative that we hire a specialist in Ancient Philosophy, both so that we can regularly offer the seminars in that area that are required for our graduate students, and, more generally, so that we can maintain the Department's credibility as a Ph.D.-granting program. There is no reputable Ph.D.-granting Philosophy Department in the United States that does not have a specialist in Ancient Philosophy on staff, precisely because it is expected that Philosophy graduate students receive rigorous training in the philosophies of Plato and Aristotle as they complete their degree requirements.

Beyond the resources needed for hiring, and as noted in other sections of the Self-Study, the Department is in need of additional financial support by the College of Arts and Sciences and the Provost's Office. We realize that we are not unique in this regard, and that other units are vying for the limited resources of the College. However, while our faculty has demonstrated an ability to do well with diminishing support from the University, our productivity and effectiveness will remain difficult to sustain if basic professional needs, such as travel funding and equipment replacement, aren't more adequately addressed.

We'd also suggest that, if possible, the College expand on teaching release opportunities for faculty members. For at least the last fifteen years, the College has offered newly hired Assistant Professors the opportunity to apply for a pre-tenure Research Semester, which grants them a one-semester release from teaching so that they can commit time to improving their publication records. More recently, in November 2014, the College began to offer Associate Professors the opportunity to apply for a Career Advancement Semester (CAS). Up to four Career Advancement Semesters are being awarded per academic year to Associate Professors in the College, and the awards are accompanied by a release from teaching and reduced service during one semester as well as reimbursement of up to \$4,000 in travel and material expenses. According to the College web site, "The purpose of this program is to assist faculty in advancing to the rank of Professor." We fully support this effort by the College to address the struggles of faculty members who have not yet been promoted to the rank of Professor. We would urge that a similar effort be made to acknowledge the work of those who have already earned the rank of Professor, and to consider a program that would award Professors either a teaching release or additional travel funding so that they can maintain, or possibly improve, their current scholarly productivity.

We would also encourage the Office of Academic Affairs to dedicate additional resources to internal grant funding programs that are available to UNM faculty members working in the Humanities. As we note below under Criterion 6, two of our faculty members recently submitted applications for grants from the UNM Research Allocations Committee. Both were proposals for projects that would have a significant impact on the teaching and research mission of faculty and graduate students, both in Philosophy and across the University. One project was focused on bias and testimony, and attempts to address the experience of hunger, in New Mexico and in general. Neither project earned any funding through the RAC initiative. We understand that there is significant competition for limited resources. This is why we encourage the Office of Academic Affairs to bolster their efforts to support more projects. Doing so would put UNM in a position to capitalize on the initiative and creativity of faculty members in the Humanities.

Criterion 6: Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

- 6A. Explain how the unit engages in resource allocation and planning that are effective in helping it carry out its mission and achieve its goals. If the unit has an advisory board, describe the membership and charge and discuss how the board's recommendations are incorporated into decision-making. Include a discussion of how faculty research is used to generate revenue or apply for grants. How is the revenue gained from research being distributed to support the unit and its degree/certificate programs?

The Department is focused on allocating funds toward initiatives that bear directly on our mission to sustain faculty research, graduate student training, and instructional excellence at all levels. In this respect, what we take to be our essential expenses are those that are essential to maintaining an academic atmosphere directed at the intellectual and pedagogical flourishing of all of its members. The faculty as a whole determines the general areas of spending for the Department, with specific allocation decisions made by the Chair.

In recent years, because of the available revenue from on-line courses, the Department's essential expenses have been as follows. (An explanation of our annual revenue is included in 6B below.)

Basic operating expenses: \$9,500/academic year
(This includes expenses associated with the Department's copier and phones as well as the general office supplies that are needed by faculty, students, and staff.)

Annual convocation ceremony: \$500/academic year
(The College of Arts and Sciences does not sponsor a College-level graduation ceremony, which leaves each department and program responsible for hosting its own ceremony in May of each year. In addition to the ceremony, we host a reception for graduates and their guests.)

Honorarium for Graduate Student Conference \$250/academic year
(The majority of the funding for this conference comes from student organizations at UNM. The Department's \$250 contribution allows the graduate students to offer their external keynote speaker a modest honorarium.)

Barrett Undergraduate Essay Prize \$250/academic year

Faculty travel: \$12,000/academic year
(Each faculty member, aside from the Chair (who is supplied a separate annual discretionary fund of \$3,000 from the College of Arts and Sciences), is typically allotted \$1,000 from the Department's Barrett Fellowship Account to put towards professional travel. Other research expenses, such as book purchases, are sometimes funded, but priority is given to travel. Since AY 2015-16, the College has made available to each faculty member an additional \$500/year of travel funding, which has made it possible during the past two years to allocate \$1,500/year to each faculty member for his/her professional travel.)

Graduate student conference travel: \$2,500/academic year
(In August 2013, the Department initiated Student Travel Awards for our current graduate students. Each award is roughly \$500, and since August 2013, over \$10,000 has been put towards graduate student travel to professional conferences. See Appendix 18 for a complete listing of the travel that has been funded through this initiative.)

Speaker series and annual O'Neil Lecture: \$8,000/academic year
(In recent years, the Department has covered the travel, lodging, meal, and honorarium expenses of three external speakers as well as the travel, lodging, meal, and honorarium expenses of the O'Neil Lecturer. The O'Neil Lecturer is offered an honorarium of \$1,000, and invited colloquium speakers are offered an honorarium of \$250. The Department also sponsors a reception for the O'Neil Lecturer, which is open to all members of the Department and costs roughly \$900.)

Prospective Ph.D. Student Recruitment Visits: \$2,000/academic year
(This expense is substantially less in years where the Department secures recruitment funding from the UNM Office of Graduate Studies. When this funding is available, Graduate Studies contributes \$800 toward each recruitment visit.)

In addition to the above expenses, the Department also continues to fund the Gwen J. Barrett Memorial Fellowship, which is a dissertation-completion fellowship for which eligible Ph.D. candidates may apply. Applications are due in early May of each academic year, and the Department's guidelines for eligibility, and for selecting an awardee, are publically available on the Graduate Program section of our web site. (See Appendix 17 for the Barrett Selection and Eligibility Guidelines.) Recent awardees of the Barrett Fellowship have been:

Spring 2011: Ethan Mills
No students applied for AY 2011-12
Spring 2013: Laura Guerrero
Fall 2013: Stephen Harris
No students applied for AY 2014-15
Spring 2016: Jaime Denison
Spring 2017: William Barnes

The value of a one-semester award is \$8,500, which includes a stipend of \$7,950 and tuition remission that covers six credit hours of PHIL 699: Dissertation.

External Grant Funding

Since 2009, three faculty members have successfully secured external grant funding:

Mary Domski, Principal Investigator on a grant from the Robert H. N. Ho Family Foundation, administered by the American Council of Learned Societies (ACLS). Application submitted in January 2016; decision reported in May 2016. The award of roughly \$250,000 serves as seed funding to establish a new professorship in Buddhist Philosophy in the Department. The job search to fill this new vacancy was conducted during AY 2016-17, and the new faculty member, Dr. Pierre-Julien Harter, will join the UNM faculty in August 2017.

Paul Livingston, Principal Investigator on a grant from the New Directions in the Study of the Mind program at the University of Cambridge. Application submitted in August 2016; decision reported in September 2016. The award of £6,000 will fund Professor Livingston's continuing work on the project "Consciousness and Presence: The Phenomenology and Ontology of Conscious Intentionality" during Spring and Summer 2017.

John Taber, Principal Investigator on a multi-year grant (January 2016 to December 2017) through the National Endowment for the Humanities (NEH) Scholarly Editions

and Translations Program. Application submitted in December 2014; decision reported in July 2015. The award of \$160,000 is funding Professor Taber's collaboration with Vincent Eltschinger (the Sorbonne), Isabelle Ratié (University of Paris), and Michael Torsten Wieser-Much (University of Vienna) to translate a portion of Dharmakīrti's *Pramanavarttika*, which will be accompanied by a scholarly commentary.

Emily McRae also secured funds to participate in the NYC Wisdom Seminar during June 2017. The seminar is funded through the Templeton Religion Trust, and is being organized by Professor Stephen Grimm of Fordham University. Professor McRae applied in October 2016, and was informed in December 2016 that she was one of fifteen applicants selected (from a pool of one hundred and forty-nine) to participate in the seminar.

Several other faculty members continue to apply for external grants, and for internal UNM funding, to support their research. For instance, in the last several years, Kelly Becker applied for a Lecturing Grant sponsored by the Fulbright Scholars Program, Anne Baril and Iain Thomson each applied for funding from Templeton-sponsored programs, and Allan Hazlett applied for two UNM-sponsored grants: a grant from the UNM Research Allocations Committee in Spring 2016 and a Teaching Allocation Grant in Fall 2016. Moreover, Ann Murphy has applied for an NEH summer research grant (totaling \$6,000) to support her project "Hunger and Human Experience."

Among the three grants recently awarded to members of the Department, only one is accompanied by Facilities and Administration (F&A) revenue: Professor Taber's NEH grant. Given the current distribution model used by the Office of the Vice President for Research (OVPR) and the College of Arts and Sciences, the Department will, on a conservative estimate, earn roughly \$6,000 from the grant, with half of this (\$3,000) allocated to Professor Taber for him to use for his own research expenses. With the tight budget situation that the Department faces in the years to come (see 6B and 6E below), the remaining \$3,000 will very likely have to be put towards essential expenses associated with our speaker series and/or faculty and graduate student travel.

6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources. Include a discussion of how alternative avenues (i.e., external and grant funding, summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.

The Department's annual expenses are, in general, covered by two primary sources: the annual Operating/Instruction & General (I&G) funds from the College of Arts and Sciences and the Barrett Fellowship Account. Combined, these sources provide the Department roughly \$27,000 each year. Six years ago, the total revenue from these sources was closer to \$40,000; however, as part of two College-wide recissions, the Department's I&G allocation was cut by \$5,000 in AY 2011-12 and by another \$1,490 in AY 2017-18 (which will go into effect on 1 July 2017). Also, the annual disbursement from the Barrett Fund is roughly \$4,000 lower than it was in 2010.

The Department has been able to cover its recent annual expenses because of the revenue that was generated through its robust, and very popular, on-line course offerings. As already noted in previous sections, from AY 2010-11 until AY 2013-14, the College had in place a revenue-sharing model that supplied departments and programs additional I&G funds based on the enrollments of their on-line courses. In an effort to balance the College budget, this revenue-sharing model was discontinued at the end of AY 2013-14. Below are tables that show how much the Department has received from each of its revenue sources over the last nine years.

The roughly \$340,000 that the Department earned from its on-line course enrollments was used to cover essential expenses, such as those associated with faculty travel and the colloquium series. The on-line course revenue was also used to fund additional TA-ships and part-time instruction. The largest portion of these earnings (over \$200,000) was dedicated to three major initiatives:

- In AY 2012-13, each faculty member was allotted \$5,000 to put towards research and travel expenses. Faculty members were also granted funds (\$2000/each) for computer replacements, because these were no longer being funded by the College of Arts and Sciences. In addition, the two staff computers and the four computers in the graduate student offices were replaced. The total allotment for this initiative was roughly \$100,000.

- In AY 2013-14, the Department transferred roughly \$40,000 of these I&G funds to a Plant Fund. Doing so ensured that each faculty member would have a \$2,000 allowance for his/her next computer replacement. It also ensured that the two staff computers and the four computers in the graduate student offices could be replaced when needed. Once a faculty member uses his/her Plant Fund allocation, there are currently no funds available in the Department budget for his/her future equipment replacement, and there is currently no indication that the College will have any such funding available in the foreseeable future.

- In AY 2013-14, the Department earmarked \$60,000 of these I&G funds to cover the first-year salary of a new faculty member working in either Asian Philosophy or Metaphysics and Epistemology. An additional \$6,000 was set aside for recruitment expenses associated with the job search. (At present, the College contributes only \$1,000 towards job searches, which leaves departments and programs responsible for the bulk of this expense.) Dean Peceny approved the search for this new hire, with the understanding that the College would fund the salary of the new faculty member beginning in year two of his/her appointment. The job search was successfully completed during AY 2014-15 when the Department hired Emily McRae.

Operating/I&G (Index: 901047) Annual Allocation from the College of Arts & Sciences (adjusted to reflect the \$3,000 dedicated to the Chair's Discretionary Fund)	
AY 2017-18 / FY 18	\$11,719.00*
AY 2016-17 / FY 17	\$12,209.00**
AY 2015-16 / FY 16	\$13,209.00
AY 2014-15 / FY 15	\$13,209.00
AY 2013-14 / FY 14	\$10,316.00***
AY 2012-13 / FY 13	\$13,209.00
AY 2011-12 / FY 12	\$13,209.00
AY 2010-11 / FY 11	\$18,761.00
AY 2009-08 / FY 10	\$18,761.00
AY 2008-09 / FY 09	\$18,761.00

* In March 2017, Dean Peceny announced that, effective FY18, permanent reductions would be made to the I&G allocations of departments and programs in the College. Philosophy's I&G allocation is being reduced by \$1,490.

** In March 2017, the Department was required to contribute \$1,000 towards the College's budget shortfall for FY17. This contribution was taken from our annual I&G allocation for FY17.

*** During AY 2012-13, there was a mass salary adjustment to address salary inequities among staff members in the College. As a result of the adjustment, the Department Administrator in Philosophy received an increase of \$2,893 to her salary. Initially, this expense was to be covered by revenue from the Department's on-line course enrollments; however, after the College discontinued its revenue-sharing model, the cost of the salary increase was transferred to the College.

TA/GA Salaries Annual Allocation from the College of Arts & Sciences		
AY 2017-18 / FY 18	\$188,620.00*	11 TA-ships: \$15,820/year 4 Graders: \$3,650/semester
AY 2016-17 / FY 17	\$189,220.00	11 TA-ships: \$15,820/year 4 Graders: \$3,800/semester
AY 2015-16 / FY 16	\$189,220.00	11 TA-ships: \$15,820/year 4 Graders: \$3,800/semester
AY 2014-15 / FY 15	\$189,220.00**	11 TA-ships: \$15,820/year 4 Graders: \$3,800/semester
AY 2013-14 / FY 14	\$126,000.00	8 TA-ships: \$15,750/year
AY 2012-13 / FY 13	\$126,000.00	8 TA-ships: \$15,750/year
AY 2011-12 / FY 12	\$126,000.00	8 TA-ships: \$15,750/year
AY 2010-11 / FY 11	\$126,000.00	8 TA-ships: \$15,750/year
AY 2009-08 / FY 10	\$126,000.00	8 TA-ships: \$15,750/year
AY 2008-09 / FY 09	\$126,000.00	8 TA-ships: \$15,750/year

* As part of the College recession that goes into effect in FY18, the Department reduced its annual TA/GA allocation by \$600. The result is that each of the Department's four MA-student graders will earn \$3,650 each semester instead of \$3,800 each semester.

** The additional \$63,220 in the Department's annual allocation was the result of Mary Domski's negotiation with Dean Peceny to increase the TA/GA funding to accommodate for the Department's loss of on-line course revenue. The additional funds were granted with the understanding that: one new TA-ship would be used to admit a new Ph.D. student (who teaches a 1/1 load); one new TA-ship would be used to fund an advanced Ph.D. student who has exhausted his/her initial funding to teach a 2/2 load; and one new TA-ship would fund an advanced Ph.D. student who would, as part of his/her 2/2 load, teach a section of PHIL 156 that contributes to the PHIL 101/PHIL 156 Freshman Learning Community that the Department runs each fall semester. The final TA-ship would be used to fund four MA-student graders each academic year.

Extended University Revenue/I&G (Index: 901094) Annual allocations from the College of Arts & Sciences (based on enrollment in on-line Philosophy courses)	
AY 2016-17 / FY 17	\$0
AY 2015-16 / FY 16	\$0
AY 2014-15 / FY 15	\$0
AY 2013-14 / FY 14	\$106,901.24
AY 2012-13 / FY 13	\$116,115.80
AY 2011-12 / FY 12	\$108,106.45
AY 2010-11 / FY 11	\$10,445.21
AY 2009-08 / FY 10	\$0
AY 2008-09 / FY 09	\$0

Barrett Fellowship Account (Index: 901032) Annual Revenue (disbursed in quarterly installments by the UNM Foundation)	
AY 2016-17 / FY 17	\$15,623.00
AY 2015-16 / FY 16	\$16,849.26
AY 2014-15 / FY 15	\$16,531.89
AY 2013-14 / FY 14	\$15,748.72
AY 2012-13 / FY 13	\$15,910.12
AY 2011-12 / FY 12	\$17,046.05
AY 2010-11 / FY 11	\$18,849.75
AY 2009-08 / FY 10	\$20,676.86
AY 2008-09 / FY 09	\$22,001.25

Other departmental UNM Foundation Accounts:

The O'Neil Lecture Account was established in 1987 by the friends, students, and colleagues of the late Brian O'Neil to fund an annual lecture series in the History of Philosophy. The revenue from this account is put towards the \$1,000 honorarium of the invited lecturer. Given the fund's modest earnings, the Barrett fund is used to supplement the honorarium expense (when necessary), and the Barrett is used to cover all of the additional travel, lodging, meal, and reception expenses associated with this annual event.

O'Neil Lecture Account (Index: 901033) Annual Revenue (disbursed in quarterly installments by the UNM Foundation)	
AY 2016-17 / FY 17	\$632.12
AY 2015-16 / FY 16	\$681.70
AY 2014-15 / FY 15	\$668.89
AY 2013-14 / FY 14	\$635.49
AY 2012-13 / FY 13	\$642.00
AY 2011-12 / FY 12	\$687.84
AY 2010-11 / FY 11	\$760.62
AY 2009-08 / FY 10	\$832.87
AY 2008-09 / FY 09	\$886.23

The Paul F. Schmidt Fellowship Account was established in 2003 by the former UNM Philosophy faculty member, Paul F. Schmidt. Since its inception, the revenue from this account has been used to fund three major departmentally sponsored events, namely:

The 2010 Southwest Seminar in Early Modern Philosophy (\$3,000)
The 2010 Southwest Seminar in Continental Philosophy (\$3,000)
The 2017 Annual Meeting of the Merleau-Ponty Circle (\$3,000)

Schmidt Fellowship Account (Index: 901088)	
Annual Revenue	
(disbursed in quarterly installments by the UNM Foundation)	
AY 2016-17 / FY 17	\$728.52
AY 2015-16 / FY 16	\$785.70
AY 2014-15 / FY 15	\$770.90
AY 2013-14 / FY 14	\$734.38
AY 2012-13 / FY 13	\$741.90
AY 2011-12 / FY 12	\$794.87
AY 2010-11 / FY 11	\$878.98
AY 2009-08 / FY 10	\$964.16
AY 2008-09 / FY 09	\$723.48

- 6C. Discuss the composition of the staff assigned to the unit and their responsibilities (including titles and FTE). Include an overall analysis of the sufficiency and effectiveness of the staff in supporting the mission and vision of the unit.

Until October 2016, the Department had been assigned two staff members, both of whom held 1.0 FTE appointments. One staff member was an Administrative Assistant II and the other is a Department Administrator I. Since the last APR, the Department has had three different Department Administrators: Theresa Lopez, Frances Salas, and, currently, Mercedes Nysus. Ms. Lopez departed in July 2014 due to personal reasons, and Ms. Salas departed in July 2015 to become the Supervisor of Fiscal Services in UNM's Physical Plant Department.

From March 2012 until August 2015, Ms. Nysus was the Administrative Assistant in the Department, and she assumed the Department Administrator role in August 2015. (Ms. Nysus was not eligible to be hired as the Department Administrator after Ms. Lopez's departure in July 2014; she became eligible after the UNM Department of Human Resources modified the minimum qualifications for the position during AY 2014-15.) Helga Gonzales filled the Administrative Assistant position in October 2015, and she left the Department in October 2016, after accepting the position of Administrative Assistant III in UNM's Department of Molecular Genetics and Microbiology.

At the time of Ms. Gonzalez's departure, UNM had a moratorium on staff hiring in place; it went into effect on 21 September 2016 and, at that time, it was announced that the moratorium would extend until at least March 2017. Currently, the moratorium is still in place, and the UNM Administration has given no indication of when it will be lifted. As a consequence, there has been no possibility of filling the Administrative Assistant vacancy in the Department, which has meant that the essential duties assigned to Ms. Gonzales have been redistributed to Ms. Nysus, and also to some members of the faculty. There has been a more severe consequence, resulting from how the moratorium was implemented: The salary line for the Department's Administrative Assistant II has been removed from our annual budget. This means that when the hiring moratorium is lifted, the Department will have to make an argument to Academic Affairs that

reinstating and filling the Administrative Assistant position is essential to the function of the Department. Given the increased professional activities of our faculty and students, and the heavy burden that's now being placed on our Department Administrator, it is evident to us that the position must be filled for the Department to flourish, and to be a place that offers a healthy work environment for all of our members.

The standard duties that had been assigned to our two staff members all serve to maintain the Department's efficiency and functionality, and in general, to support the Department's general mission to maintain the academic and pedagogical flourishing of all its members. To this end, responsibilities were distributed between the Administrative Assistant and the Department Administrator to ensure that members of the Department have a clear source of administrative support for each aspect of their professional lives. When there were two staff members in the Department, the primary responsibilities are distributed as follows:

Department Administrator I

- Oversees all departmental accounts (tracks expenses and balances, etc.)
- Processes all contracts (for faculty, Teaching Assistants, and part-time instructors)
- Processes all travel (including flight purchases and reimbursements for faculty, visiting speakers, and on-campus job candidates)
- Processes the schedule of classes (three times per academic year) and schedules rooms for colloquium talks and other events
- Oversees the administrative aspects of faculty and staff hiring (coordinates job postings and advertising, and serves as the Search Coordinator for faculty and staff hires)
- Processes annual Catalog changes
- Collects teaching evaluation forms and compiles data

Administrative Assistant II

- Maintains the Department's web site and oversees the advertising of events
- Each semester, collects course descriptions and office hours from instructors and publicizes them on the web site
- Processes the Department's annual inventory report
- Administrative support for the Graduate Program
 - Assists current graduate students with the processing of paperwork for graduation
 - Serves as a liaison between current students and the Office of Graduate Studies
 - Ensures student records are kept up-to-date
 - Collects and distributes confidential letters of recommendation for Ph.D. students seeking academic employment
 - Assists the Graduate Director with the annual New Student Orientation and the administrative aspects of the graduate admissions process
- Administrative support for Outcomes Assessment
 - Assists the Outcomes Assessment Coordinator by collecting data from instructors (each semester), sending surveys to students (when necessary), and compiling reports that summarize the data received
- Administrative support for the Undergraduate Program
 - Assists the Undergraduate Advisor with the departmental orientation for newly declared Philosophy majors

6D. Discuss and provide evidence of the adequacy of the library resources that are available and/or utilized to support the unit's academic and research initiatives.

UNM University Libraries (UL) is a member of the Association of Research Libraries and is composed of four separate branch facilities: Zimmerman Library; Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. In addition to the University Libraries, UNM students and faculty also have access to the Health Sciences Library & Informatics Center and the Law Library, both of which are located on north campus. The UL has in its collection over 3 million volumes (a milestone it celebrated in April 2013), as well as over 200 online databases and over 35,000 current journals. Borrowing of materials not held at UNM is done through the Inter-library Loan system, an especially effective service that is free of charge to UNM students, faculty, and staff. (UNM belongs to a consortium of libraries that allows it to provide electronic copies of requested journal articles and book chapters typically within 24 to 48 hours. Books tend to arrive within four days of request.)

The UL has approximately 250 journals and 20,000 print books directly related to Philosophy. These journals and books are held in Zimmerman Library, with additional materials related to Philosophy found in other locations. For instance, several works in the History of Science and Mathematics are housed in Centennial Science and Engineering Library, and works related to Latin American Philosophy are part of the UL's Latin American Collections. The UL purchases extensive electronic resources relating to Philosophy, including: The Philosopher's Index, The Stanford Encyclopedia of Philosophy, Academic Search Complete, Humanities International Complete, JSTOR, Project Muse, American Periodicals, Early English Books Online, etc. The UL also continues to make an increasing number of electronic books available to faculty and students through its catalog.

There is one staff member in the UL, Sever Bordeianu, who is designated to work with the Department of Philosophy. He is the direct contact person for the Department and accepts inquiries about acquiring new books and expanding the UL's Philosophy holdings.

At present, the vast majority of our graduate students and faculty members use the Interlibrary Loan system more frequently than the collections that are physically housed in Zimmerman. This is not because the physical holdings are inadequate. To the contrary, it's because UL recently expanded their electronic chapter/article delivery system to include chapters from books, and articles from journals, that the UL includes in its physical collection. Adding in the other electronic resources that UL has available through its consortium with libraries across the globe, the Interlibrary Loan system provides members of the Department access to a world-class collection of resources.

6E. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff.

Clearly, without additional support from the College or the Provost's Office, the Department will not be able to sustain its most recent annual expenditures in the years to come. And clearly, we need to make adjustments with a great deal of thoughtfulness about the Department's priorities so that we do not diminish our ability to fulfill our teaching and research missions.

Some reduction in our spending has already been instituted. During her time as Chair, Mary Donski renegotiated the service contract with Ricoh to reduce our annual copying and printing

expenses, and she also had the staff order supplies from Staples instead of the UNM Bookstore. These two changes reduced the Department's annual operating expenses from roughly \$11,000 to \$9,500. When these decisions were made, there was a clear and specific goal in mind: to ensure that the Department's annual I&G budget could be used to cover annual graduate student travel expenses into the foreseeable future. This remained a priority when the Department faced the more recent cut of \$1,490 to its annual I&G allocation (which goes into effect on 1 July 2017): Domski decided in March 2017 to discontinue the lines associated with the Department's fax machine and the phone she had as Chair. Cancelling these two phone lines will make available \$500/year, which could fund one graduate student travel grant. Of course, should the Department's I&G allocation be reduced any further, it's not evident that we will be able to properly fund this important initiative, which is a crucial source of support for our graduate students, especially as their funding opportunities from the Office of Graduate Studies, and also from the Office of Career and Professional Services, become more limited.

It's also important to note that our current I&G allocation is not adequate for the Department to cover any expenses on the "Instruction" side of "Instruction and General." For instructional expenses, we have relied on the part-time funding that is available through the College of Arts and Sciences. In recent years, we have consistently had twelve sections per year covered by the College, for a total allocation of roughly \$50,000/academic year. (This includes classes offered in the fall, fall intersession, spring, and summer semesters.) The vast majority are on-line offerings (of PHIL 101 and PHIL 156) that enroll between 40 and 50 students per section. In general, our requests for part-time instructional funding have been much more modest than they would have otherwise been if it weren't the case that tenure-stream faculty members annually teach multiple 130-student sections of PHIL 101, and also multiple 35-student sections of PHIL 201 and PHIL 202. (The enrollment data for the sections of PHIL 101, PHIL 201, and PHIL 202 are included under Criterion 2.)

There's no escaping the fact that the members of the Department will have to explore options for curtailing spending so that we can achieve long-term financial sustainability while still maintaining our teaching and research missions. These conversations will be difficult, precisely because it is difficult to call any of our current expenses as "excessive." Indeed, the best-case scenario would be to have our annual I&G allocation restored to the level it was at during our APR in 2009. As the cost of basic expenses continue to rise (and here we can include the cost of paper as well as the cost of flights and lodging), the consequences of losing \$7,000/year is more and more severe, and with the decreasing revenue from the Barrett account, the loss of I&G funds becomes more and more difficult to address.

There has been some discussion in the past of putting a hiatus on the Barrett Dissertation Fellowship to ensure that faculty travel expenses can be covered. However, in light of the challenge that the Department faces with graduate student recruitment, this might not be the wisest tack to take. As alternatives, we might consider making the O'Neil Lecture a bi-annual event or reducing the annual speaker series to just one or two visitors per year. We may also find ourselves initiating a fund-raising campaign, in collaboration with the UNM Foundation, to create new revenue streams for the Department. We will give due consideration to the feedback from the APR site team as the Department establishes its priorities for future spending.

Of course, none of these initiatives will make up for the current strain on our Department Administrator, and we urge Academic Affairs to reinstate the modest salary line (of roughly \$27,000/year) that would allow us to hire a 1.0 FTE Administrative Assistant II. If this line is not reinstated, the progress we have won in creating an environment in which faculty, students, and staff are supported will become impossible to sustain.

Criterion 7: Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

- 7A.** Provide an updated listing from UNM's current space management system of the spaces assigned to your unit. Discuss the evolution and sufficiency of the amount of space your unit has been assigned by category (e.g., offices, support spaces, conference rooms, classrooms, class laboratories, computing facilities, research space, specialized spaces, etc.).
- Include an analysis of the square footage-to-student ratio and square footage-to-faculty ratio.
 - Explain if the unit has any spaces outside or in other locations that are not documented in UNM's space management system.

The Philosophy Department occupies the west wing of the fifth floor of the Humanities Building, a five-story 60,744 square-foot building that was built in 1974 and which is centrally located on main campus, directly south of Zimmerman Library and directly west of the Student Union Building. The Department's assigned facilities consist of the following areas, all of which are documented in UNM's space management system (see Appendix 18):

	Room Number	Designated Use	Square Footage	Current Occupant(s)
1	518 Humanities	Seminar Room	377	Max occupancy: 18
2	509 Humanities	Mail & Supply Room	208	
3	515 Humanities	Copy Room & Graduate Computer Pod	119	
4	508 Humanities	Supply Closet	19	
5	519 Humanities	Department Library	584	
6	535 Humanities	Department Lounge	280	
7	513 Humanities	Front Office	231	Administrative Assistant
8	517 Humanities	Staff Office	141	Mercedes Nysus
9	523 Humanities	Faculty Office	124	Iain Thomson
10	525 Humanities	Faculty Office	147	Emily McRae
11	527 Humanities	Faculty Office	137	Kelly Becker
12	531 Humanities	Faculty Office	124	Mary Domski
13	529 Humanities	Faculty Office	137	John Taber
14	547 Humanities	Faculty Office	131	Ann Murphy
15	549 Humanities	Faculty Office	131	Brent Kalar Carolyn Thomas (Fall 2017)
16	551 Humanities	Faculty Office	138	Paul Livingston
17	555 Humanities	Faculty Office	147	John Bussanich
18	553 Humanities	Faculty Office	113	Pierre-Julien Harter
19	557 Humanities	Faculty Office	124	Adrian Johnston
20	561 Humanities	Faculty Office	144	Barbara Hannan
21	563 Humanities	Faculty Office	117	Joachim Oberst (Lecturer)
22	521 Humanities	TA/PTI Office	129	Graham Bounds (TA); Maya Alapin (TA, Fall 17); Zac Turnbull (TA)
23	533 Humanities	TA/PTI Office	124	David Liakos (TA); Michael Rubio (TA); Brian Gatsch (PTI)
24	559 Humanities	TA Office	147	Emily Pearce (TA); Idris Robinson (TA); Simon Walter (TA)
25	565 Humanities	TA Office	145	Marcel Lebow (TA); Cara Greene (TA); Maria Partida (TA)

Square footage to graduate student ratio = 1 graduate student/PTI : 45.4 square feet

Square footage to faculty ratio = 1 faculty member : 131.8 square feet

The faculty offices are adequate in size, ranging from 113 square feet to 147 square feet. The mail and supply room, the copy room, the Department Library, and the Department Lounge are all also adequate in size for their designated uses. The 377 square foot Seminar Room is also sufficient in size to hold smaller-sized classes (such as smaller 400/500-level courses and 500-level seminars). In general, however, the Department, like other UNM programs, is in critical need for additional office space. Indeed, at present, and even after renegotiating the designated use of some areas, the Department is reaching its maximum capacity.

In 2015, when Allan Hazlett joined the faculty, the space that was formerly designated as a graduate student computer pod was reassigned as his office. The computer pod has been reduced to a single publically available computer that is located in the Department's copy room. (The former computer pod had three computers for use by M.A. and Ph.D. students.) After Hazlett announced his resignation, his office was assigned to Joachim Oberst, the Department's .5 FTE Lecturer. Dr. Oberst was reassigned from the Religious Studies Program to Philosophy in Fall 2013, but his office remained in Religious Studies (on the fourth floor of Humanities) until Summer 2017.

At present, the Department is able to assign office space to Teaching Assistants and some part-time instructors only because three of them have not requested space in the Department. (Of those three, one is TA who has an office located in the Women Studies Program, another is a part-time instructor who lives in Santa Fe and is exclusively teaching on-line courses, and the third is a part-time instructor who simply prefers holding her office hours in the Student Union Building.) Without additional space assigned to the unit, we expect that, very soon, we will no longer be able to make office space available to all of our part-time instructors or possibly even to all our Teaching Assistants.

7B. Discuss the unit's ability to meet academic requirements with the current facilities. Explain the unit's unmet facility needs.

- If applicable, describe the facility issues that were raised or noted in the last APR. What were the outcomes, if any?

The Department has been assigned one seminar room (518 Humanities), which, by the Fire Marshall's standards, has a maximum capacity of 18 people. As such, this room can be used for smaller-sized classes, such as 400/500-level courses that have fewer than 18 students enrolled and the Department's 500-level, graduate-only seminars, which have a maximum enrollment of 15 students. Consequently, we are able to assign 518 Humanities to only one or two courses each semester. Given the large number of 35- and 50-student courses we offer each semester (which include the courses required for the Department's undergraduate major and minor programs), it would be a great benefit to the Department to have an additional room assigned to the Department, so that we could ensure that these courses are offered on alternating days and at non-conflicting times. With UNM's Scheduling Office consistently overburdened with classroom requests (and also, we recognize, consistently understaffed), having a 35- to 50-person classroom would provide the Department more flexibility in scheduling. Ideally, the room would have a capacity of 75, so that we would have a departmentally controlled venue which we could use to hold our colloquium talks and annual convocation ceremony.

7C. Discuss any recent space management planning efforts of the unit relative to the teaching, scholarly, and research activities of the faculty associated with the unit. Include an explanation of any proposed new initiatives that will require new or renovated facilities.

The Department was fortunate to receive in March 2005 a \$100,000 grant from the New Mexico State Legislature that was earmarked for renovations, repairs, and equipment replacement. With those funds, the Department, under the supervision of then Chair John Taber, was able to replace all faculty, staff, and graduate student computers; replace the furniture used by its staff members; and purchase new furnishings for the Department's library and lounge. In addition, new flooring was installed in the lounge and new carpeting was installed the library, as well as in the public areas of the Department, including the front office and hallways.

However, the Department had insufficient funds from the grant to update the carpet or furnishings in the seminar room. The conditions in the room became worse when, in AY 2009-10, the Scheduling Office was given control of the seminar room to accommodate classroom needs during the renovation of Mitchell Hall. Due to the higher level of traffic in the room that year, the electrical outlets, carpeting, and furniture are all in need of replacement, and faculty members no longer wished to use the space for their courses. In AY 2013-14, then Chair Mary Domski submitted a Minor Capital Improvement Request to the College of Arts and Sciences and solicited \$10,000 to update the seminar room. The request was denied. However, in Spring 2015, Domski was able to secure \$10,000 for these updates through her counter-offer negotiation with Dean Peceny. With \$10,000 made available to the Department from the College Plant Fund, during AY 2015-16 Domski oversaw the renovation of the seminar room and also updated the mail room to make it a more functional space. (In the mailroom, the flooring was replaced and lateral filing cabinets were added.)

With the grant from 2005, the Department was also unable to replace the carpeting in all the faculty and graduate student offices, and at present, this is the most critical improvement that is needed for the interior of the Department. (The last time those carpets were replaced was over 20 years ago, around 1985.)

The exterior areas of the Department are also in critical need some improvement. When it rains, water seeps into the carpeting of several offices, particularly those on the north and east sides of the building. Each time this occurs, cleaning staff from UNM's Physical Plant Department kindly steam clean the affected spaces. However, until the drainage issues on the balconies of the Humanities Building are fixed, the already worn carpets in the affected offices will continue to take a beating. (The inadequate drainage of the building is a well-known and chronic problem, which has impacted the fourth floor – and the UNM Department of English in particular – much more severely than the fifth floor. Just last year, several faculty members and graduate students in English were displaced from their offices for several months because of severe flooding in their unit. It's unclear to us why the engineering staff from UNM's Physical Plant Department cannot find a way to alter the drainage on the balconies of Humanities and permanently fix to this on-going problem.)

- 7D.** Discuss the unit's facility goals and priorities for the future and the timelines associated with them. Include a description of short-term goals (1 – 3 years) (e.g. renovation requests) and long-term goals (4 – 10 years) (e.g. new facilities) and how they align with UNM's strategic planning initiatives.

- Explain the funding strategies associated with any of the unit's facility goals.

Short-Term Goals (Renovation requests in the next 1-3 years)

As noted above, the Department's highest priority is to get the carpets replaced in the faculty and graduate student offices. There are 16 such offices that need new carpeting (517 and 525 Humanities had new carpeting installed in 2005). Assuming that the cost for carpet replacement would be between \$600 and \$800 per office, the total cost for this update would be between \$9,600 and \$12,800.

Minor capital requests are submitted during the spring semester of each year, and at present, decisions about which projects receive funding are made at the level of the Provost's Office. The Department will continue to submit a minor capital request to address the flooring in our offices. We may coordinate with the Department of Linguistics, which shares the fifth floor of Humanities with Philosophy. The carpeting in their hallways and offices is in need of replacement as well, and there may be some overall savings if the Physical Plant Department replaced all the worn down carpeting on the fifth floor of Humanities at one time.

Criterion 8: Peer Comparisons

The degree/certificate program(s) within the unit are of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

- 8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the *Peer Comparison Template* provided as Appendix H. Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs:
- at any of UNM's 22 peer institutions
 - at other peer institutions identified by the unit; and
 - designated by relevant regional, national, and/or professional agencies.

The Department selected a total of thirteen Philosophy programs for comparison, all of which are housed at research universities. As noted above in Section 0, members of the 2008 APR review committee suggested we select comparison programs that have comparable faculty research profiles and graduate program strengths. Following their recommendation, we have chosen as our "peer" Philosophy programs those at: UC-Riverside, Northwestern, Texas A&M, and Texas Tech (due to their combined research strengths in both History of Philosophy and Analytic Philosophy), the University of Kentucky and the University of Oregon (due to their research strength in Continental Philosophy), the University of Hawaii, Manoa (due to its research strength in Asian Philosophy), and the University of Oklahoma and UT-Austin (due to their combined research strengths in Asian Philosophy and Analytic Philosophy). The other four programs that we selected for comparison (Arizona, Florida International, Houston, New Mexico State) are considered "peers" by UNM.

Three of the comparison programs are at universities that, like UNM, have been officially designated Hispanic Serving Institutions (Florida International, Houston, UC-Riverside), twelve are at public institutions, and only one (Northwestern) is at a private institution. Among the thirteen, two grant only an undergraduate degree (B.A.) in Philosophy, seven offer a terminal M.A. in Philosophy, and nine offer the Ph.D. in Philosophy. More complete information about the degrees offered at these comparison programs can be found immediately below in Table 8.1, which is the Peer Comparison template that was provided in the APR manual. See Appendix 19 for the staff members who supplied data for these programs.

[TABLE 8.1] PEER COMPARISON TEMPLATE								
		Total University Enrollment	Unit Undergraduate Degrees/ Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/ Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Rank/ Comparison (i.e., program goals, curriculum, faculty, and students, etc.)
	Peer Institutions							
¹	University of New Mexico	27,353	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * B.A. in English-Philosophy * Minor	* 92 majors across all degree programs * 51 minors	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 16 M.A. students * 16 Ph.D. students	12 (effective Fall 2017)	Hispanic Serving Institution; Public Research University
²	Florida International University	55,000	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 162 majors across all degree programs * 25 minors	None		8	Hispanic Serving Institution; Public Research University
³	New Mexico State University	15,490	* B.A. in Philosophy * Minor	* 28 majors * 20 minors	None		6	Public Research University

4	Northwestern University	20,955	* B.A. in Philosophy * Minor	* 30 majors * 16 minors	* Ph.D. in Philosophy	* 41 Ph.D. students	18	Private Research University
5	Texas A&M University	58,577	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 110 majors across all degree programs * 50 minors	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 5 M.A. students * 20 Ph.D. students	23	Public Research University
6	Texas Tech	36,551	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 77 majors across all degree programs * 55 minors	* Terminal M.A. in Philosophy	* 17 M.A. students	9	Public Research University
7	University of Arizona	40,621	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 253 majors across all degree programs * 92 minors	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 7 M.A. students * 41 Ph.D. students	26	Public Research University
8	University of California, Riverside	21,539	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 144 majors across all degree programs * 9 minors	* Ph.D. in Philosophy	* 40 Ph.D. students	17	Hispanic Serving Institution; Public Research University
9	University of Hawaii (Manoa)	18,865	* B.A. in Philosophy * B.A. in Pre-Law Philosophy * Minor	* 50 majors across all degree programs	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 6 M.A. students * 25 Ph.D. students	11	Public Research University
10	University of Houston	42,704	* B.A. in Philosophy * Minor	* 117 majors * 37 minors	* Terminal M.A. in Philosophy	* 22 M.A. students	10	Hispanic Serving Institution; Public Research University
11	University of Kentucky	30,131	* B.A. in Philosophy * Minor	* 61 majors * 50 minors	* Ph.D. in Philosophy	* 23 Ph.D. students	15	Public Research University
12	University of Oklahoma - Norman	31,250	* B.A. in Philosophy * Minor	* 50 majors * 35 minors	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 9 M.A. students * 24 Ph.D. students	14	Public Research University
13	University of Oregon	24,125	* B.A. in Philosophy * Minor	* 98 majors * 108 minors	* Terminal M.A. in Philosophy * Ph.D. in Philosophy	* 11 M.A. students * 36 Ph.D. students	13	Public Research University
14	University of Texas - Austin	50,950	* B.A. in Philosophy * Minor	* 273 majors	* Ph.D. in Philosophy	* 57 Ph.D. students	26	Public Research University

Curricular Comparison: Undergraduate Programs

Each of the peer programs requires that undergraduates complete a broad range of coursework to earn a B.A. in Philosophy. (See Appendix 22 for a complete listing of the undergraduate Philosophy degree requirements for the thirteen peer programs. Table 8.2 summarizes the number of Philosophy courses that these programs require for each degree.) Like UNM, all of these programs require that courses be taken in the History of Philosophy, Logic, and Ethics/Value Theory, with most specifying that undergraduates must take courses in both Ancient Philosophy and Early Modern Philosophy. (Programs that do not have the same History requirement as UNM are: (1) New Mexico State, which specifies that students must take a course either in Ancient Philosophy or in Modern Philosophy; (2) Arizona, which specifies that students must take two courses in either Ancient, Medieval, or Early Modern Philosophy; and (3) Florida International and UC-Riverside, both of which have a general History of Philosophy requirement that does not specify the time periods these history courses must cover. The University of Kentucky requires students to complete coursework in both Ancient and Early Modern Philosophy prior to declaring the

major.)

Four of the thirteen peer programs have a distinctive coursework requirement for their undergraduate majors: Hawaii requires one course in Asian Philosophy or Philosophy of Religion; New Mexico State requires one course in Applied Ethics; Oregon requires one course in Gender, Race, Class, and Culture; and Texas A&M requires one course in Classical American Philosophy or Recent British/American Philosophy or Philosophy of Language.

The seven programs that offer a Pre-Law Philosophy degree similar to UNM's all require coursework in Social and Political Philosophy, Ethics, and Philosophy of Law. Texas A&M is unique in that it additionally requires a course in American Philosophy. The Texas Tech curriculum is also distinctive in that it requires students pursuing the Ethics Concentration to take three courses in Applied Ethics, namely, in Biomedical Ethics, Business Ethics, and Environmental Ethics.

[TABLE 8.2] CURRICULAR COMPARISON WITH PEER PROGRAMS: COURSEWORK REQUIRED FOR EACH PHILOSOPHY DEGREE						
	Peer Institutions	MINOR, PHILOSOPHY Number of Philosophy Courses Required	B.A., PHILOSOPHY: Number of Philosophy Courses Required	B.A., PRE-LAW PHILOSOPHY: Number of Philosophy Courses Required	M.A., PHILOSOPHY: Number of Graduate-Level Philosophy Courses Required	PH.D., PHILOSOPHY: Number of Graduate-Level Philosophy Courses Required
1	University of New Mexico	6	10	10	8	11
2	Florida International University	5	11	11	-	-
3	New Mexico State University	6	12	-	-	-
4	Northwestern University (Quarter system)	8	13	-	-	12 (plus 6 at 300/400-level)
5	Texas A&M University	5	10	10	8	11
6	Texas Tech	6	10	10	8	-
7	University of Arizona	6	11	Determined by UG Advisor	10	12
8	University of California, Riverside (Quarter system)	6	14	9	-	15
9	University of Hawaii (Manoa)	5	10	8	10	10
10	University of Houston	5	9	-	10	-
11	University of Kentucky	6	9	-	-	12
12	University of Oklahoma - Norman	6	10	-	12	12
13	University of Oregon (Quarter system)	6	13	-	12	19*
14	University of Texas - Austin	6	9	-	-	12

* The Oregon Department of Philosophy has an extensive set of distribution requirements in Philosophy; however, as per their publicized policy, courses may simultaneously satisfy two distributions. For instance, one course may satisfy both a Metaphysics and a History of Philosophy distribution requirement.

Curricular Comparison: Graduate Programs

Like the UNM Department of Philosophy, the seven peer programs that offer the terminal M.A. in Philosophy require graduate students pursuing this degree to complete a range of courses that cover the History of Philosophy, Ethics/Value Theory, and Metaphysics and Epistemology. Hawaii is unique in

that it also requires M.A. students to fulfill a language requirement. As stated on their web site:

Also required for the MA degree are four semesters (or the demonstrated equivalent) of at least one philosophically significant foreign language, typically: classical Greek, Latin, French, German, Arabic, classical Chinese, Japanese, Sanskrit, or Pali. (NB: If a student finishes all philosophy course work requirements for the MA in three semesters—as opposed to the usual four—the student in question will only be required to complete three semesters’ worth of language courses.)

URL = <http://hawaii.edu/phil/graduate/ma-requirements/>

The nine peer programs that offer Ph.D. in Philosophy have a curriculum very similar to the one at UNM, namely, they require their doctoral students to complete a range of courses that cover the History of Philosophy, Ethics/Value Theory, and Metaphysics and Epistemology, and also to demonstrate proficiency in a foreign language or skills area (such as advanced logic) that is relevant to their research. Four programs supplement these requirements in the core areas of Philosophy with coursework in other areas. These include: Arizona, which requires that Ph.D. student take a course in Logic, Language, and Science; Kentucky, which requires that Ph.D. student take a Proseminar in Teaching Methods; and Texas A&M, which requires that Ph.D. student take one course in Continental Philosophy and also one course that is designated as “New Perspectives on the Canon or non-European Philosophy.” The fourth such program is Oregon, which has the most extensive list of coursework requirements for its Ph.D. students:

Eight courses:	Two courses from each of the four philosophical traditions: Continental Philosophy, Analytic Philosophy, American Philosophy, Feminist Philosophy
Two courses:	Society & Value
Two courses:	Knowledge, Rationality & Inquiry
Two courses:	Metaphysics
Four courses:	One course from each of the four historical periods: Ancient & Medieval, Modern, 19 th Century Philosophy and 20 th & 21 st Century Philosophy
One course:	Asian Philosophy OR Philosophy of Race OR Native American Philosophy OR Latin American Philosophy

Though nineteen courses are required, it is stated on the Oregon Philosophy web site that one course may fulfill two distribution requirements. Thus, in principle, it would be possible for a Ph.D. student to complete these distribution requirements by taking ten courses. (See Appendix 21 for a complete listing of the coursework requirements for the peer programs offering the M.A. in Philosophy and the Ph.D. in Philosophy.)

Funding Comparison: Graduate Programs

The UNM Department of Philosophy does not have any sort of Teaching Assistant funding available for its M.A. students. When possible, the Department hires M.A. students to serve as graders for high enrollment courses. In such instances, the M.A. students are required to attend all sections of the course he/she is assigned, hold regularly scheduled office hours, and grade the essays, exams, and quizzes of roughly seventy undergraduate students. Effective in Fall 2017, graders will earn a salary of \$3,650/course, which does not include tuition remission. In the recent few years, the Department has used some T.A. and course buy-out funding to hire between two and three M.A. students as graders per semester. (With several advanced doctoral students being awarded Bilinski Foundation Fellowships, the T.A. funds have been used without negatively impacting the funding situation for advanced doctoral students who have exhausted their initial funding.) Before the College discontinued its revenue-sharing model for on-line course enrollments, the Department was able to use revenue from its on-line courses to fund M.A. student graders. In the more distant past (prior to 2010), M.A. student graders were hired using part-time instruction funding supplied by the College and/or Provost’s Office. Currently, part-time instruction funding for graderships is much more difficult to secure, because the College and/or Provost’s

Office are giving priority to adding courses (primarily on-line courses) to the class schedule when their funding decisions are made.

Among the seven peer programs that offer the terminal M.A. in Philosophy, four currently offer their incoming M.A. students robust funding packages; however, staff in the Texas A&M Department of Philosophy reported that this program will likely not be able to continue funding M.A. students. (See Table 8.3 below.)

[TABLE 8.3] PHILOSOPHY M.A. FUNDING COMPARISON			
	Peer Institutions	Number of Funded M.A. Students Admitted per Year	Standard Funding Package offered to In-coming M.A. students
1	Texas A&M University	No information supplied	\$10,500/year for 20 hours per week of work (1/1 teaching load). Includes insurance benefits and may pay tuition and fees at the in-state rate for up to 9 credits. (Department anticipates this funding will be going away in coming years.)
2	Texas Tech	9 to 10	\$13,000/year. Teaching Assistantships also include tuition and fee waivers that cover over 80% of the entire cost of registration. Duties of a teaching assistant are to grade papers, hold office hours, and sometimes to lead discussion sections. During their second year, teaching assistants may be given full responsibility for teaching a class.
3	University of Houston	5 to 6	\$12,000/nine months as TA (\$1350 for health insurance); grades papers and tutors students
4	University of Oklahoma	1 to 2	\$16,000-assistantship + health insurance + tuition waiver (may be awarded to up to 2 MA students per year); 1/1 teaching load

In the recent past, Ph.D. students entering the UNM Philosophy doctoral program have been offered Teaching Assistant positions that are accompanied by a stipend of \$15,820/year, health insurance, and tuition remission that covers 6 credit hours (two courses) per semester. The TA-ships require that doctoral students serve as a grader during their first semester in residence (typically for a large section of PHIL 101), and then teach a 1/1 load for the remainder of the funding period. Starting in the spring term of their first year, funded Ph.D. students are assigned to teach one (45-person) section of PHIL 156 each semester. They become eligible to teach (50-person) sections of PHIL 101 after they have completed all their Background Core and Distribution (DRD) requirements and have been in residence either four or five semesters (depending on whether they entered the program with an M.A. in Philosophy). Ph.D. students who enter the program having already earned an M.A. are offered four years of funding, whereas those who do not already have an M.A. are offered five years of funding.

For the last several years, the Department has offered incoming Ph.D. students the option of teaching a 2/2 load rather than a 1/1 load so that they can earn tuition remission for 12 credit hours (four courses) per semester. In such a case, the Chair would assign the Ph.D. students two sections that have reduced enrollment. (For instance, instead of teaching one 45-person section of PHIL 156, the Ph.D. student could teach two 23-person sections of PHIL 156.) No in-coming Ph.D. student have pursued this option.

As explained under Criterion 4, recently there has been progress on the tuition remission policy. After discussions between then Chair Mary Domski and Dean Peceny, and in consultation with Julie Coonrod, Dean of Graduate Studies, it will be the case that, effective in AY 2017-18, Teaching Assistants who are teaching one 45-student section of PHIL 156, or one 50-student section of PHIL 101, will be awarded tuition remission that covers 12 credit hours (four courses) per semester. This new policy puts us on par with all nine of the peer programs that offer funding to their Ph.D. students. All of them provide their funded Ph.D. students full tuition remission, which covers at least three courses per term (whether per semester or per quarter), and eight of the nine programs requires funded students to teach a 1/1 load to

earn this tuition remission. (The one exception is Kentucky, which requires its Ph.D. students to teach two courses per semester.)

In comparison with the nine peer programs that offer funding to their Ph.D. students (see Table 8.4 below), the \$15,820/year stipend offered at UNM is slightly lower than the mean funding of \$16,790/year. Focusing on particular programs, UNM's funding is higher than the stipends offered by Oregon, Texas A&M, and UT-Austin; on par with the stipends offered by Arizona, Hawaii, Kentucky, and Oklahoma; and significantly lower than those offered by Northwestern and UC-Riverside.

[TABLE 8.4] PHILOSOPHY PH.D. FUNDING COMPARISON			
	Peer Institutions	Number of Funded Ph.D. Students Admitted per Year	Standard Funding Package offered to In-coming Ph.D. students
1	University of New Mexico	2	\$15,820/year with health insurance and tuition remission. If teaching a 1/1 load (minimum requirement), tuition remission is 6 credit hours/semester. (Effective Fall 2017, tuition remission will be for 12 credit hours/semester beginning in the spring of Year 1.) Four years of funding if entering w/ an M.A.; five years of funding if entering w/out an M.A..
2	Northwestern University	6 (on average)	\$23,000/year stipend. Students teach in years 2, 3, and 4, and teach two classes (over two quarters) each year.
3	Texas A&M University	6 (on average)	\$13,000/year for 20 hours per week of work (1/1 teaching load). Includes insurance benefits and may pay tuition and fees at the in-state rate for up to 9 credits.
4	University of Arizona	5 to 7	\$15,700/year for TA-ships (1/1 teaching load). Includes \$29,300 tuition waiver and \$2300 health insurance
5	University of California, Riverside	5 to 8	\$24,000/year stipend (rough estimate for students eligible for in-state tuition). Each funded student receives a 5-year financial package, which includes health insurance. For the first year students are on fellowship. For the 2nd through 5th year students are employed as Teaching Assistants at .5 FTE each term. This involves leading 3 discussion sections a term, each an hour long, each with a maximum of 25 students. The amount of financial support a student receives during these 5 years can range between \$180,000 and \$194,000 depending on if they arrived as a Domestic/Resident students or Domestic/Non-resident students. Tuition waiver covers full time enrollment, or 12 units, which equals 3 courses.
6	University of Hawaii (Manoa)	7 to 9	\$17,500/year + full tuition waiver and health insurance for teaching 1/1 load.
7	University of Kentucky	5 to 7	\$16,251.91/year plus tuition & health insurance for teaching two courses a semester; also offers some fellowships grants of \$18,000/year.
8	University of Oklahoma - Norman	No information supplied	\$16,000/year + health insurance + tuition waiver for 1/1 teaching load (20 hours/week)
9	University of Oregon	5 to 7	\$13,176/year (\$1,464/month for 9 months) with full tuition waiver (covering 3 courses/semester) and health insurance. Five years of support.
10	University of Texas - Austin	No specific information supplied	Without an MA: \$13,419/year (\$1491/month for 9 months) With an M.A.: \$14,778/year (\$1642/month for 9 months) Funding includes health insurance and some tuition assistance (not a complete waiver). Six years of support.

Graduate Admissions Comparison

As noted under Criterion 4, the Department does not offer admission to applicants to whom we cannot offer funding. And with at most two TA-lines for new Ph.D. students each year, we only extend offers of admission to at most two applicants at a time. If one such applicant declines the offer (and this typically doesn't happen until very close to the 15 April national decision date), then the Department extends an offer to an applicant who has been identified as an alternate by the Graduate Admissions Committee. In a typical year, the Department extends no more than four offers of admission, and enrolls two new students.

In contrast, programs that have more funding available are able to extend initial offers of admission to many more students than will eventually accept and enroll in the program. See, for instance, Table 8.5, which compares UNM Philosophy's enrollment and admission data with the data from the Northwestern Philosophy Department (which is publicized on their website).

**[TABLE 8.5] UNM & NORTHWESTERN PHILOSOPHY
PH.D. APPLICATION & ADMISSIONS, 2011 TO 2016**

	2011	2012	2013	2014	2015	2016	AVERGAGES, 2011-2016
UNM: TOTAL NUMBER OF APPLICANTS TO THE PH.D. PROGRAM	58	49	48	48	39	58	50
Number Admitted to the Ph.D. Program	4	3	2	5	4	5	3.8
Percentage of Applicants Admitted	6.9%	6.1%	4.2%	10.4%	10.3%	8.6%	7.6%
Number Enrolled in the Ph.D. Program	2	3	2	2	2	2	2
Overall Selectivity (Percentage of Applicants Enrolled)	3.4%	6.1%	4.2%	4.2%	5.1%	3.4%	4%
NORTHWESTERN: TOTAL NUMBER OF APPLICANTS TO THE PH.D. PROGRAM*	249	277	235	252	224	203	240
Number Admitted to the Ph.D. Program	16	18	18	23	15	16	18
Percentage of Applicants Admitted	6%	6%	8%	9%	7%	8%	7.3%
Number Enrolled to the Ph.D. Program	6	4	5	8	4	9	6
Overall Selectivity (Percentage of Applicants Enrolled)	2.4%	1.4%	2.1%	3.2%	1.8%	4.4%	2.6%

* Data from Northwestern provided on their web site at:

http://www.tgs.northwestern.edu/documents/program-statistics/P20PH_adm_enr.pdf

The Department has a competitive admissions rate of 7.6%, which is slightly higher than UT-Austin's admission rate of 6.7%. (The UT-Austin Department of Philosophy notes on its website that "Only about one applicant in fifteen is admitted." URL = <https://liberalarts.utexas.edu/philosophy/graduate/Admissions.php>) The Department also has a competitive overall selectivity rate of 4% (as determined by the percentage of applicants who enroll in the program each year). This is only slightly higher than Oregon's 2015-16 selectivity rate of 3.1%. (Oregon Philosophy notes on its website that "For the 2015-2016 PhD class, the department received 162 applications for 5 positions," and, moreover, "Of 13 applicants to the MA program in 2015-2016, we offered 7 applicants admission (admission rate of 54%)" (URL = <http://philosophy.uoregon.edu/graduate/faq/>).

This application and admissions data put Oregon on par with the Philosophy Department at Emory University, a program at a private research university that offers in-coming Ph.D. students fellowships valued at roughly \$18,000/year, along with full tuition remission. As noted on the Emory Philosophy web site, their program "receives between 130 and 170 applications per year, with 5 being accepted" (URL = <http://philosophy.emory.edu/home/graduate/admissions/faqs.html>). This gives Emory an overall

selectivity rate between 2.94% and 3.8%. Focusing on the number of applications, there are fewer received by UNM Philosophy each year than by peer programs: The Department receives only about a third of the number received by Oregon, and about one fifth of the number received by Northwestern.

Graduate Placement Comparison

As noted under Criterion 4, since Summer 2008, seven (46.7%) of the fifteen graduates of the Department's Ph.D. program have secured tenure-track positions (two of whom have already earned tenure). Of the remaining nine graduates, two have secured full-time, non tenure-track positions as Visiting Assistant Professors (both in 2016); three are currently adjunct instructors of Philosophy; and three graduates did not seek academic employment after earning their doctorates.

Based on the placement data that is available on the web sites of some of our peer programs (not all of the programs have this publicly advertised), the Department's rate of placing Ph.D. graduates into tenure-track is higher than that of Kentucky's Philosophy Department. Our rate of tenure-track placement is lower than that of the Philosophy Ph.D. programs at Oregon, Texas A&M, and UC-Riverside. However, in the case of Texas A&M, we have had more overall tenure-track placements since 2008. See Table 8.6 below.

[TABLE 8.6] Comparative Tenure-Track Placement in Philosophy		
Program	Total Graduates 2008 to 2016	Total Graduates (2008-2016) currently in Tenure-Track positions
Kentucky Philosophy Ph.D.	24	9 (37.5%)
UNM Philosophy Ph.D.	15	7 (46.7%)
Texas A&M Philosophy Ph.D.	10	5 (50%)
Oregon Philosophy Ph.D.	34	18 (52.9%)
UC – Riverside Philosophy Ph.D.	30	17 (56.6%)

Comparison of Faculty

During AY 2015-16, at the request of Dean Peceny, then Chair Mary Domski compiled productivity data for the tenure-stream faculty at six peer programs: three at Hispanic Serving Institutions (Florida International, Houston, and UC-Riverside) and three (Northwestern, Oregon, and Texas A&M) that boasted research strengths comparable to the faculty in the UNM Department of Philosophy. Domski collected this information by examining the CVs and research profiles that the faculty members in these programs had available on-line. Below in Tables 8.7 and 8.8 are summaries of the data that was collected in Spring 2016, with the data for the UNM Department of Philosophy updated to reflect faculty ranks, salaries, and productivity in AY 2016-17.

The collected data reveals the following:

- In general, across the six comparison programs, the UNM Philosophy Department has the youngest tenure-stream faculty. Our faculty members earned their Ph.D.s, on average, less than seventeen years ago, while the faculty in comparable programs earned their Ph.D.s, on average, between 17.23 and 24.38 years ago.
- In five out of six comparison cases, the average salaries by rank are lower in the UNM Philosophy Department than in its peer programs. (The only exception is Texas A&M, which has lower average salaries for its Assistant and Associate Professors in Philosophy than UNM.)
- The UNM Philosophy faculty boasts a record of publication productivity that is on par with the faculty at better funded, more high profile programs such as UC-Riverside and Northwestern. (See 8B below for further discussion of this point.)

- Taking a broader view and considering all nine of the peer programs that grant the Ph.D. in Philosophy, the size of UNM Philosophy faculty is smaller than the average. Those nine Philosophy programs have an average of eighteen tenure-stream faculty members on staff, whereas UNM Philosophy included thirteen tenure-stream faculty members during AY 2016-17. Effective in AY 2017-18, UNM Philosophy will have only twelve tenure-stream faculty members on staff, with one set to retire after Spring 2018.

[TABLE 8.7] Comparison of Philosophy Faculty at other Hispanic Serving Institutions				
	UNM (AY 2016-17)	Florida International	Houston	UC-Riverside‡
Number Tenure-Stream Philosophy Faculty Members	13	8	10	16
Average Years Since Ph.D.	16.77	24.38	19.6	21.63
Number of Faculty Members per Rank				
Full Professor	7	3	4	9
Associate Professor	3	3	4	4
Assistant Professor	3	2	2	3
Average Salary by Rank				
Full Professor	\$87,847	\$104,654	\$97,314	\$136,833
Associate Professor	\$78,817	\$81,596	\$80,300	\$84,709
Assistant Professor	\$63,783	\$68,969	\$71,058	\$66,033
	Data reflects salaries in UNM Dept of Philosophy	Data reflects salaries in FIU Dept of Philosophy*	Data reflects salaries in Houston Dept of Philosophy**	Data reflects 2014 salaries in UCR Dept of Philosophy***
Number of Faculty Members by Research Area				
Analytic M&E	5	2	3	6
Continental Philosophy	5	1	0	4
History of Philosophy (in general)	7	2	3	6
Ethics/Moral Theory	2	3	3	7
Social & Political Philosophy	3	3	1	2
Asian Philosophy	3	0	0	1
American Pragmatism	0	0	0	0
Latin American Philosophy	0	0	0	0
Five Year Publication Totals				
Single-Authored Books	8	2	6	8
Co-Authored Books	1	1	0	2
Edited/Co-Edited Volumes	5	0	2	6
Journal Articles	64	24	44	68
Book Chapters & Encyclopedia Articles	60	18	26	46
Book Reviews/Shorter Works	35	7	11	5
Five Year Publication Averages				
Single-Authored Books per Faculty Member	0.615	0.154	0.462	0.533
Co-Authored Books per Faculty Member	0.077	0.077	0	0.133
Edited/Co-Edited Volumes per Faculty Member	0.385	0	0.154	0.40
Journal Articles per Faculty Member	4.92	1.92	3.385	4.533
Book Chapters & Encyclopedia Articles per Faculty Member	4.615	1.385	2.0	3.067
Book Reviews/Shorter Works per Faculty Member	2.692	0.538	0.846	0.333

‡ Information about the publications of UCR Philosophy faculty members is likely incomplete, since not every faculty member has a CV posted on-line.

* Source: <http://www.adminplan.northwestern.edu/ir/data-book/v47/8.09-Average%20Salary.pdf>

** Source: <http://salaries.texastribune.org/university-of-houston-downtown/>

*** Source: <https://ucannualwage.ucop.edu/wage/>

NB: No salary data for two of the three UCR Assistant Professors was available for 2014.

[TABLE 8.8] Comparison of Philosophy Faculty at other Peer Programs				
	UNM (AY 2016-17)	Northwestern	Oregon	Texas A&M
Number Tenure-Stream Philosophy Faculty Members	13	15	13	20
Average Years Since Ph.D.	16.77	18.53	17.23	21.9
Number of Faculty Members per Rank				
Full Professor	7	8	5	13
Associate Professor	3	3	5	6
Assistant Professor	3	4	3	1
Average Salary by Rank				
Full Professor	\$87,847	\$187,400	\$130,900	\$99,437
Associate Professor	\$78,817	\$120,600	\$79,000	\$64,188
Assistant Professor	\$63,783	\$106,900	\$68,900	\$59,535
	Data reflects salaries in UNM Dept of Philosophy	Data reflects salaries at Northwestern in general*	Data reflects salaries in Oregon Dept of Philosophy**	Data reflects salaries in TAM Dept of Philosophy***
Number of Faculty Members by Research Area				
Analytic M&E	5	6	2	9
Continental Philosophy	5	3	9	6
History of Philosophy (in general)	7	7	11	5
Ethics/Moral Theory	2	2	1	5
Social & Political Philosophy	3	3	2	6
Asian Philosophy	3	0	0	0
American Pragmatism	0	0	3	6
Latin American Philosophy	0	0	1	1
Five Year Publication Totals				
Single-Authored Books	8	7	10	12
Co-Authored Books	1	0	1	1
Edited/Co-Edited Volumes	5	7	9	4
Journal Articles	64	75	78	127
Book Chapters & Encyclopedia Articles	60	52	64	71
Book Reviews/Shorter Works	35	7	33	25
Five Year Publication Averages				
Single-Authored Books per Faculty Member	0.615	0.467	0.769	0.6
Co-Authored Books per Faculty Member	0.077	0	0.077	0.05
Edited/Co-Edited Volumes per Faculty Member	0.385	0.467	0.692	0.2
Journal Articles per Faculty Member	4.92	5.00	6.0	6.35
Book Chapters & Encyclopedia Articles per Faculty Member	4.615	3.467	4.923	3.55
Book Reviews/Shorter Works per Faculty Member	2.692	0.467	2.538	1.25

* Source: <http://www.adminplan.northwestern.edu/ir/data-book/v47/8.09-Average%20Salary.pdf>

AND <http://www.adminplan.northwestern.edu/ir/data-book/index.html>

** Source: http://ir.uoregon.edu/sites/ir.uoregon.edu/files/UO_AAUPublicsbyDept_2014-15.pdf

AND http://ir.uoregon.edu/salary_comparison

*** Source: <http://salaries.texastribune.org/texas-am-university/departments/philoso-humanities/>

NB: Data for Full Professor does not include (1) a Distinguished Professor who earns \$174,339 or (2) a Professor who is currently Associate Provost and earns \$272,727.

8B. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree/certificate program(s) in relation to peer institutions.

Undergraduate Programs

Over the past five years, the average number of declared Philosophy majors at UNM has been roughly 130 students. Even with the current number of declared majors standing at 92, the Department continues to outperform the undergraduate programs at New Mexico State, Northwestern, Kentucky, and Oklahoma when it comes to recruiting undergraduate majors. (As noted in Table 8.1, these programs currently have 28, 30, 61, and 50 Philosophy majors, respectively.) In the coming years, the Department will consider strategies for ensuring that the number of undergraduate majors remains above 100 per year. For instance, we might follow the lead of other programs such as Florida International and more clearly advertise on our website the practical benefits of pursuing a Philosophy major. In addition, the Department might discuss the possibility of expanding our list of required courses for the major to include a course in Asian Philosophy and/or in Continental Philosophy, both of which are clear research strengths in the Department. Oregon and Texas A&M have a Continental Philosophy requirement and are maintaining a solid number of undergraduates each year. Hawaii requires a course in either Asian Philosophy or Philosophy of Religion, but they have a more modest number of currently declared majors.

Graduate Programs

The comparative information we have collected lends greater support to what was noted at the end of Criterion 4 above. Namely, the difficulties that the Department has recently had in recruiting the top applicants to our Ph.D. program can be linked both to (1) the restrictive tuition remission that we have been able to offer, and (2) the low number of Ph.D. students we are able to enroll each year. Until just recently, the UNM Philosophy Department was the only one among the ten Ph.D.-granting programs examined that offered Ph.D. students teaching a 1/1 load funding that included tuition remission for only 6 credit hours (or two courses) per semester. Kentucky requires a 2/2 teaching load to earn a full tuition waiver, and though we could have done the same, and thereby follow the model of UNM's Department of English, we were extremely hesitant to do so, lest we make the Department even less competitive when compared to peer programs. The Department is delighted by the recent decision to award Teaching Assistants teaching one 45-student section of PHIL 156, or one 50-student section of PHIL 101, full tuition remission that covers 12 credit hours (or four courses) per semester. This will strengthen our recruitment efforts, and, moreover, it will increase the enrollment in graduate courses in the Department, and provide our funded T.A.s the resources they need to complete their degrees in a more timely fashion.

Recently, the Department has seen an increase in the number of applications it is receiving for its doctoral program each year, and there's good reason to believe that this trend will continue. As noted at the end of Criteria 1 and 4 above, the Department is committed to improving its visibility, and we are confident that, as we gain more recognition, the annual number of applications to our doctoral program will further increase.

Faculty

That said, it's not altogether clear what steps we should take to improve the Department's visibility or to earn greater recognition for our faculty and student achievements. As a first step, we will, as already noted, distribute up-to-date flyers about our graduate program to Graduate Directors and Chairs in other Philosophy Departments, and, resources permitting, we will put together an annual newsletter that highlights the achievements of members of the Department. Such initiatives will only get us so far, though, and we invite the members of our APR site team to suggest possible strategies for gaining

increased recognition for the Department.

Currently, we see the merits in pursuing one of two different (though not necessarily incompatible) strategies. On the one hand, the Department could volunteer itself to be considered for the overall rankings of The Philosophical Gourmet Report, or on the other hand, follow the path taken by the Philosophy programs at Emory, Oregon, Memphis, and SUNY-Stony Brook – all of which have clear research strengths in Continental Philosophy and the History of Philosophy – and continue to bolster our reputation among scholars and students who do not necessarily share the values communicated by the Gourmet Report.

The advantage of being ranked in the Gourmet Report is rather straightforward: The report remains a widely used tool for undergraduates interested in graduate-level study of Philosophy. Moreover, beyond presenting an overall ranking of Ph.D.-granting Philosophy programs in the United States, and it also ranks these programs according to specific areas of philosophical research, such as 19th and 20th Century Continental Philosophy, which are well represented in the UNM Department of Philosophy. Nonetheless, there are also straightforward disadvantages to being considered for ranking in the Gourmet Report. Some areas of research strength in the Department are not given attention in the report (e.g., there are no area rankings for either Indian or Tibetan Philosophy). Moreover, there have been long-standing questions about the way in which the Gourmet Report generates its rankings. For both the overall rankings and the specialty rankings, evaluators are simply supplied a list of the faculty members affiliated the Philosophy programs being ranked. No CVs are distributed. No lists of publications are provided. And so, the deck seems clearly stacked in favor of Philosophy programs with highly visible faculty members, whose reputations are already well established in the mainstream. Conversely, the deck appears stacked against Philosophy programs whose faculty members who are less visible in the mainstream, even though they are producing work that is arguably of the same high quality as faculty members who are already widely recognized in the philosophical mainstream.

Whatever our decision with the Gourmet Report, members of the Department also have the option of trying to improve our visibility among scholars who are working in 19th and 20th Century Continental Philosophy and who tend to be actively involved in the Society for Phenomenology and Existential Philosophy (SPEP). To be sure, several of our faculty members and graduate students regularly participate in SPEP's annual conferences, and one of our faculty members, Ann Murphy, was recently elected to the SPEP Executive Committee. Members of the Department have also been twice approached about the possibility of hosting the SPEP conference; however, doing so would require internal funding of at least \$12,000, an amount that the Department simply does not have available.

We thus encourage the College Arts and Sciences, as well as the Office of Academic Affairs, to make available the resources that would be required for the Department to be more actively involved with philosophical groups such as SPEP. (This includes approving the Department to hire an Administrative Assistant II so that there is available the administrative support needed to organize such an event.) Having that annual conference here would bring greater and much deserved attention to the high quality work that members of the Department are producing. It would, at the same time, provide members of the Department a worthwhile opportunity to connect with scholars working in the same areas of research. In general, and for the same reasons, we strongly encourage the College Arts and Sciences, as well as the Office of Academic Affairs, to provide additional support to faculty members and graduate students for professional travel. It is already the case that our faculty members are publishing in well-respected venues and presenting papers at national conferences, including the divisional meetings of the American Philosophical Association. But there's no denying that having our faculty members participate in such conferences more regularly, whether as speakers or participants at large, would only serve to bolster the exposure our work is receiving. Without additional support from the University, this strategy is not one we will be able to pursue in earnest.

UNM DEPARTMENT OF PHILOSOPHY
APR SELF-STUDY
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By-Laws and Procedures

Department of Philosophy University of New Mexico

Approved via email vote on 1.25.16; Updated on 8.18.16 and on 1.12.17

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MISSION STATEMENT

(added 1.12.17)

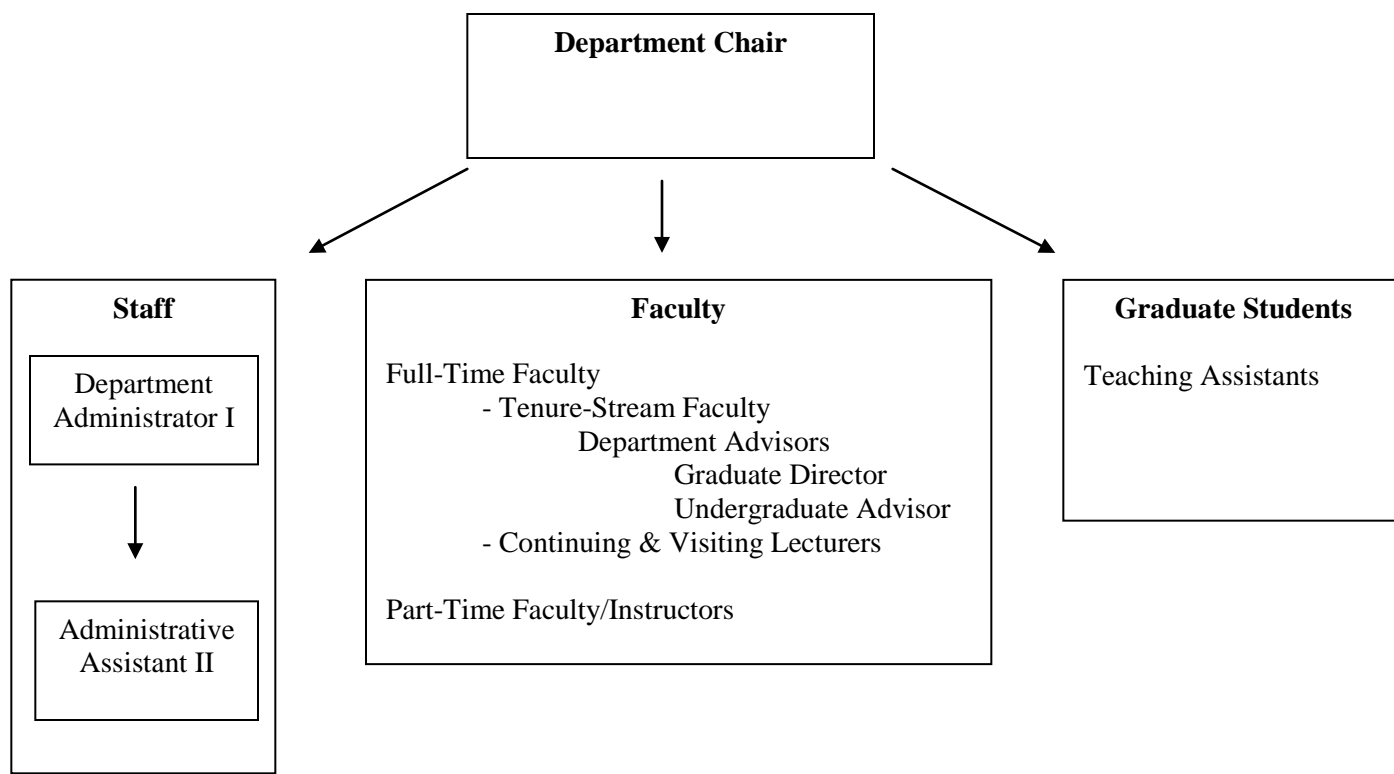
The twofold mission of the Philosophy Department of the University of New Mexico is to provide high-quality education in Philosophy at the undergraduate and graduate levels, and to make high-quality contributions, through publications and presentations, to ongoing discussions in Philosophy. At the undergraduate level, the Department offers four courses that satisfy general education requirements at the University of New Mexico as well as three undergraduate major programs (one of them in conjunction with another department) that are central to the mission of liberal arts education in the College of Arts and Sciences. At the graduate level, the Department provides intensive training to students pursuing the M.A. and Ph.D. degrees, which enables them to engage with historical source material as well as contemporary philosophical literature. The Department's faculty members are highly trained, energetic scholars who are deeply committed to pedagogical excellence and also to pursuing research projects that contribute to their areas of specialization.

Through teaching and research, the UNM Philosophy Department expresses its fundamental commitment to keeping alive the ancient tradition of critically engaging with the deepest problems of metaphysics, epistemology, ethics, and human existence. In turn, as both teachers and scholars, we are uniquely positioned to cultivate knowledgeable and thoughtful citizens of the 21st century.

I. Departmental Governance, Positions, and Titles

A. ORGANIZATIONAL CHART

(Reviewed and revised on 10.28.2015 and 1.14.2016)



B. VOTING

(Reviewed and revised on 8.14.15, 10.28.15, and 1.14.16)

1. The voting members of the Department of Philosophy (i.e., those eligible to vote) are the tenure-stream faculty members of the Department.
2. A quorum shall be constituted by two-thirds of the voting members. (For in-person meetings, a quorum is reached when at least two-thirds of the voting members are present. For electronic voting, a quorum is reached when at least two-thirds of the voting members cast a vote.)
3. During in-person meetings, voting typically takes place publicly by a show of hands. For any such vote, a member of the quorum may request that voting instead take place by secret ballot. For electronic voting, votes will be sent only to the Chair, or a designee, not to all voting members.
4. Formal motions will be passed by plurality, i.e., a motion passes if it receives the most votes in favor, even if it is less than 50% of the votes.
5. When voting members of the Department are voting to decide a winner from a list of candidates, voting members may vote for as many candidates on the list as they see fit.
 - a. When deciding to extend an offer of hire, formal motions must be passed to introduce additional rounds of voting and also to determine which candidate is the Department's finalist.
 - b. When deciding on whom to invite to the Department to give a talk, an initial round of voting will determine a list of top candidates. After the announcement of the list of top candidates, a voting member may introduce a motion for a second vote, using our standard procedure, to determine whom to invite from the slate of candidates determined by the first vote. The Department's invitee(s) will be the person(s) who earn(s) the most votes in favor. Should an invitee for the O'Neil Lectures decline the Department's invitation, an invitation will be extended to the person who received the second most votes in favor.
 - c. In any other cases involving a list of candidates, the Department will defer to the procedures set out in 5.a.

C. BY-LAWS

(Reviewed on 1.14.16; Revised on 8.18.16)

1. Amendments to the By-Laws may be proposed by any voting member of the Department, including the Chair. Approval of any amendment will require that a formal motion is passed, subject to the voting procedures detailed above in I.B.
2. It is the responsibility of the Department Chair to ensure that this document is current and accessible to the members of the Department.

D. DEGREE PROGRAMS

(Reviewed on 1.14.16)

1. The Department offers an undergraduate minor and three undergraduate majors: the General Philosophy major, the Pre-Law major, and the English-Philosophy major. The coursework requirements for the Department's undergraduate programs are set forth in the UNM Catalog.
2. At the graduate level, the Department offers a terminal M.A. in Philosophy and a Ph.D. in Philosophy. Policies and requirements governing all UNM graduate programs are set forth in the UNM Catalog. The

Department's requirements for its graduate programs are set forth in the Department's "Graduate Program Policies and Requirements," which is made available to current graduate students via the Department's web site. It is the responsibility of the Graduate Director to ensure that this document is current and accessible to members of the Department.

3. Any changes to the policies and requirements governing the Department's degree programs are subject to a vote by the tenure-stream members of the Department. Changes to the undergraduate programs that have been approved by the Department must be submitted to the UNM Faculty Senate Curriculum Committee for final review and approval. Approved changes to the Department's requirements for its graduate programs will be reflected in the Department's "Graduate Program Policies and Requirements."

E. SERVICE ROLES

(Reviewed and revised on 1.14.16)

There are ten named service roles in the Department. (Brief descriptions of the main responsibilities associated with each role are included below.) The Chair is selected by the procedures described under I.F immediately below. All other appointments are made by the Chair, typically at the start of each academic year.

	Service Role	Main Responsibilities
1	Chair	<ul style="list-style-type: none"> - Represents the interests of the Department to the Dean of the College of Arts and Sciences and other UNM officials - Oversees the Department's budget and schedule of classes - Conducts the Annual Review of Faculty as per the procedures detailed under Section III below - Directly supervises and evaluates the Department Administrator - Schedules and oversees faculty meetings
2	Graduate Director	<ul style="list-style-type: none"> - Advises graduate students on their course of studies - Composes written annual evaluations of all current Ph.D. students - Chairs the Graduate Admissions Committee and oversees the admissions process for the Ph.D. and M.A. programs - Chairs the Graduate Advisory Committee (GAC) - Oversees revisions to the policies governing the Department's graduate programs
3	Graduate Advisory Committee	<ul style="list-style-type: none"> - Consists of three members: the Graduate Director (Chair) and two tenure-stream faculty members, each of whom serve two-year terms - Assigns DRDs each semester - Makes decisions, when necessary, about how policies governing the graduate programs are to be applied in specific cases - Considers student petitions to grant exceptions to the policies governing the Department's graduate programs - In years with fewer than four volunteers for the Graduate Admissions Committee, members of GAC will be required to participate on the Graduate Admissions Committee
4	Graduate Placement Director	<ul style="list-style-type: none"> - Advises M.A. students applying to doctoral programs and may review Statements of Intent and CVs - Advises Ph.D. students applying for academic employment and may review CVs and Letters of Intent and arrange mock interviews - Reviews confidential letters of recommendation that are written on behalf of Ph.D. students on the job market

5	TA/PHIL 156 Coordinator	<ul style="list-style-type: none"> - Advises all instructors of PHIL 156 on the curriculum that must be covered in that course and reviews proposed syllabi - Observes Teaching Assistants who are teaching PHIL 156 for the first time - Arranges for Teaching Assistants to be observed by tenure-stream faculty members once every two years - Oversees the assignment of M.A. students to Grader positions, when available
6	Undergraduate Advisor	<ul style="list-style-type: none"> - Advises undergraduate students who are interested in or currently pursuing the General Philosophy major, the Pre-Law major, or the English-Philosophy major - Reviews and processes requests for course equivalencies, substitutions, and exceptions - When necessary, works with the Administrative Assistant and a Senior Advisor in the College Advising Office to arrange orientation sessions for newly declared Philosophy majors
7	Outcomes Assessment (OA) Coordinator	<ul style="list-style-type: none"> - Composes the OA reports for the Department's degree programs and Core Curriculum courses as required by the College of Arts and Sciences and the Office of the Provost - Oversees revisions to the Department's Outcomes Assessment (OA) plans - Works with the Administrative Assistant to collect OA data for the Department's Core Curriculum courses and degree programs - Each January or February, organizes an annual meeting of instructors of the Department's Core Curriculum courses to discuss the OA data collected during the previous calendar year
8	Phi Sigma Tau Advisor	<ul style="list-style-type: none"> - Serves as the faculty advisor for the Phi Sigma Tau Honor Society - Assists with the recruitment and initiation of new members - Helps arrange and advertise events sponsored by Phi Sigma Tau
9	Honors Advisor	<ul style="list-style-type: none"> - Advises undergraduate students interested in pursuing Honors in Philosophy - Collects information from the faculty on the students completing Honors in Philosophy each semester - Coordinates Honors Committees and the review of Honors Theses
10	Speakers Coordinator	<ul style="list-style-type: none"> - Solicits nominations and organizes the vote for speakers that the Department would like to invite to campus for our colloquium series and O'Neil Lecture series - Extends invitations to the Department's invitees - Works with the Chair and Department Administrator to arrange the dates of visit, travel, lodging, and honorarium of our speakers - Coordinates the advertisement of talks, the introduction of speakers, the moderation of Q&A, and meals with speakers

F. SELECTION OF THE CHAIR

(Reviewed and revised on 8.14.2015 and 1.14.2016)

1. The procedure for selecting a new Chair will normally commence during the January prior to the end of the current Chair's term. If the current Chair is resigning prior to the end of his/her current term, the Chair should consult with the Dean of the College of Arts and Sciences about when to commence the procedure for selecting a new Chair.

2. The Chair will solicit a volunteer from the voting members of the Department to chair the search for a new Chair. This volunteer must be someone who will not run for Chair if nominated and who will not serve as Chair if elected.
3. Once a chair for the search has been identified, voting members will be asked to nominate full-time tenure-stream members of the Department to serve as the new Chair. These nominations can include self-nominations, and they should be submitted to the chair of the search within a week of receiving the call for nominations.
4. After the nomination period has ended, the chair of the search will contact each person who has been nominated. Those who accept the nomination and agree to run must, within a week's time, prepare a statement that addresses his/her interest in and qualifications for the position of Chair. The chair of the search will circulate the statements from the candidates to the voting members of the faculty, and the voting members will submit their confidential votes to the chair of the search.
5. The chair of the search will forward the final results of the voting to the Dean of the College of Arts and Sciences, who will then interview each of the candidates. Based on the results of the voting and the interviews, the Dean will make the final decision on who will serve as the new Chair. The Dean will also determine the terms of the position, including the length of the Chair's term and the compensation the Chair will receive.
6. If a current Chair would like to serve an additional term, the Department will follow the procedures detailed in F.1-5.
7. Should the Dean of the College of Arts and Sciences mandate an alternative procedure for the selection of the Chair, the Department will defer to the procedures set forth by the Dean.

G. EMERITUS PROFESSOR TITLE

(Passed on 8.16.2007)

A tenured professor who retires from the Department will be endorsed to earn the title of either Associate Emeritus Professor of Philosophy or Emeritus Professor of Philosophy upon receiving the support of a majority of the active tenured Philosophy faculty. The granting of Emeritus titles is subject to final approval by the UNM Provost.

II. Instruction

A. GENERAL POLICIES

(Reviewed on 8.14.2015 and 1.14.2016)

1. The Department's schedule of classes for each semester is coordinated by the Chair with assistance from the Department Administrator. Deadlines for submitting the Department's schedule of classes are dictated by UNM's Scheduling Office. (Typically, the class schedule for the Fall semester is due by mid-January, the class schedule for the Spring semester is due by mid-September, and the class schedule for the Summer semester is due by mid-November.)
2. All those teaching classes in the Department are expected to hold regularly scheduled and publicly advertised office hours during each week of the semester.
3. Roughly four months prior to the start of each semester, all those scheduled to teach classes in the Department are expected to submit brief descriptions of their courses to the Administrative Assistant. These course descriptions will be advertised on the Department's web site.
4. All instructors teaching face-to-face classes in the Department are required to offer the students in their classes the opportunity to complete the Philosophy Department Course Evaluation Form. These are completed during class time, typically at least two weeks prior to the end of the semester. All those teaching on-line classes in the Department are required to offer the students in their classes the opportunity to complete the course evaluations that are supplied by the Office of Continuing Education. After the end of each semester, the Chair will review the results of all course evaluations collected in the Department. After this review, instructors will be provided the results of their course evaluations.
5. All those teaching classes in the Department will have their teaching observed according to the specific policies detailed below. At the Chair's discretion, an instructor's teaching may be observed more frequently than current policies dictate.
6. All those teaching classes in the Department are expected to collect any Outcomes Assessment data that may be requested by the Outcomes Assessment Coordinator.
7. Class sessions should be cancelled only for legitimate professional reasons or under extraordinary circumstances, and no more than two class sessions of a single course should be cancelled during a semester. If an instructor must miss more than two class sessions of a course during a semester, it is the instructor's responsibility to arrange for a substitute instructor to cover his/her class sessions so that no more than two sessions are cancelled.
8. Members of the Department on a recurring and/or full-time contract (namely, Lecturers and Tenure-Stream Faculty) who continually fail to meet the above expectations will be disciplined according to the policies set forth in the UNM Faculty Handbook. Members of the Department on a non-recurring and/or part-time contract (namely, Teaching Assistants and Adjunct Instructors) who continually fail to meet the above expectations are liable to lose their teaching privileges in the Department. Decisions to revoke an instructor's teaching privileges will be made by the Chair in consultation with the voting members of the Department.
9. Members of the Department on a non-recurring and/or part-time contract are encouraged to consult with the Chair if they have questions concerning the scope of the Department's instructional policies.

B. TENURE-STREAM FACULTY MEMBERS

(Reviewed and revised on 8.14.2015)

1. The standard teaching load of tenure-stream members of the Department faculty with a 1.0 FTE appointment is two three credit hour courses per semester.
2. Half of the courses taught during an academic year will normally be “service” courses, i.e., either lower division courses or 300-level courses that are required for one of the Department’s undergraduate major programs.
3. Each academic year, tenure-stream members of the Department with a 1.0 FTE appointment normally rotate their teaching schedules between a MWF schedule and a TR schedule.
4. All tenure-stream members of the faculty on probationary status will have their teaching observed at least once per academic year. All tenured members of the faculty will have their teaching observed at least once every two academic years. The Chair is responsible for arranging these observations of teaching.

C. FULL-TIME AND VISITING LECTURERS

(Passed on 8.16.2013; Minor Revision passed on 8.14. 2015)

1. Prior to the start of each semester, all continuing, full-time Lecturers and Visiting Lecturers in the Department must submit a syllabus for each class being taught if so requested by the Chair. Syllabi that are submitted will be reviewed by the Chair and/or a tenure-stream faculty member who has taught similar courses.
2. For all Lecturers, a peer observation of teaching will be conducted once a year during the first three years of service in the Department. After the third year of service, peer observations of teaching for Lecturers will be arranged at the Chair’s discretion.

D. GRADUATE STUDENT TEACHING ASSISTANTS

(Reviewed and revised on 8.14. 2015)

1. Doctoral students are offered Teaching Assistant positions at the time of admission. Doctoral students entering the graduate program with an M.A. are extended four years of TA funding. Doctoral students entering the graduate program without an M.A. are extended five years of TA funding
2. During their first semester in residence, Teaching Assistants typically serve as graders for a large section of PHIL 101: Introduction to Philosophy. During their second semester, Teaching Assistants are assigned to teach a section of PHIL 156: Reasoning and Critical Thinking. Teaching Assistants will continue to teach sections of PHIL 156 until they are eligible to teach PHIL 101 as a sole instructor. (See D.3. immediately below.) Depending on the curricular needs of the Department, Teaching Assistants who have performed satisfactorily in their teaching of PHIL 156 and PHIL 101 may be offered the opportunity to teach PHIL 102: Current Moral Problems, PHIL 241: Topics in Philosophy, or an upper-division course in their area of research specialization.
3. Teaching Assistants who have entered UNM with an M.A. are eligible to teach PHIL 101 after they have completed their Background Core and DRD coursework and have been in residence for four

semesters. Teaching Assistants who have entered UNM without an M.A. are eligible to teach PHIL 101 after they have completed their Background Core and DRD coursework and have been in residence for five semesters.

4. Teaching Assistants will have their teaching observed by the TA/PHIL 156 Coordinator during the first semester they teach PHIL 156. The TA/PHIL 156 Coordinator will then arrange for Teaching Assistants to have their teaching observed by a tenure-stream faculty member once every two years. Teaching Assistants may make arrangements for additional faculty observations of their teaching.

E. PART-TIME/ADJUNCT INSTRUCTORS

(Passed on 8.14. 2015)

1. Prior to the start of each semester, all Part-Time Instructors in the Department must submit a syllabus for each class being taught if so requested by the Chair. Syllabi that are submitted will be reviewed by the Chair and/or a tenure-stream faculty member who has taught similar courses.

2. Peer observations of teaching for Part-Time Instructors will be arranged at the Chair's discretion.

III. Annual Workload Determinations and the Annual Review of Faculty

A. ANNUAL REVIEW AND WORKLOAD DATA

Each January, the full-time tenure-stream members of the faculty will submit to the Chair a completed Annual Review and Workload Data Sheet (see Appendix 1) as well as a copy of their most current CVs. The information reported in these documents will be used by the Chair to determine each faculty member's workload units for the previous year and also to compose each faculty member's Annual Review. The procedures and criteria for calculating workload units and for composing the Annual Review are included immediately below.

B. ANNUAL WORKLOAD DETERMINATIONS

(Working draft of Section B discussed 1.14.2015; policy passed via email on 1.24.2015; minor revision to "Service" on 1.14.2016)

Consistent with the policies of the UNM Faculty Handbook, it is expected that, every calendar year, each tenure-stream faculty member will earn a minimum of 46 workload units in Research, Teaching, and Service. (The total will be adjusted accordingly for faculty members who had a sabbatical, or an approved teaching reduction in Philosophy, during the previous calendar year.)

Consistent with the policies of the UNM Faculty Handbook and the UNM College of Arts and Sciences, the Chair will use the following scales for each category of performance when determining workload units for faculty members who hold 1.0 FTE appointments in Philosophy.

Research: 0-18 per semester, or 0-36 per calendar year.

Teaching: 0-18 per semester, or 0-36 per calendar year.

Service: 0-10 per semester, or 0-20 per calendar year.

For each category of performance, the following factors will be considered when the Chair determines the number of workload units for each faculty member.

Research (0-18 per semester, or 0-36 per calendar year):

- For his/her works in progress, a faculty member will earn 9 units per semester, or 18 units per calendar year.
- A faculty member will earn additional units in Research for the following:

Presenting a professional paper (2 points each);

Presenting comments on a colleague's paper (1 point each);

Submitting a grant or fellowship proposal (1-3 points each);

Submitting a book manuscript to a publisher for review or for publication (9 points each);

Submitting a paper to a journal or anthology for review or for publication (3 points each).

- At the discretion of the Chair, further units may be added for additional Research activities not included on the above list. For each additional activity, a faculty member will typically earn between 1 and 3 points.

Teaching (0-18 per semester, or 0-36 per calendar year):

- For each 3-credit hour course taught, a faculty member will earn 3 units.
- A faculty member will earn additional units in Teaching for the following:

Teaching classes with enrollment between 50 and 80 students (.5 point each);
Teaching classes with enrollment between 81 and 150 students (1 point each);
Teaching classes with enrollment greater than 150 students (1.5 points each);
Teaching classes worth greater than 3 credit hours (1 point per credit hour);
Teaching classes that either contribute to the College Core Curriculum and/or are required for Philosophy majors (1 point each);
Enrolling students in independent study courses (PHIL 498: Reading and Research; PHIL 551: MA Problems, or PHIL 651: PhD Problems) (1 point per 3 credit hours);
Completing teaching observation reports for peers and/or graduate students (.5 point each); and
Serving on student committees. (The value will range from .5 to 1.5 points for each committee: Member of MA committee (.5); Chair of MA, Prospectus, or Honors committee (1); Member of QE or Dissertation Committee (1); Chair of Ph.D. committee (1 to 1.5).)

- At the discretion of the Chair, further units may be added for additional Teaching activities not included on the above list. For each additional activity, a faculty member will typically earn between 1 and 3 points.

Service (0-10 per semester, or 0-20 per calendar year):

- For completing the Service roles in the Philosophy Department, faculty members will earn the following number of units:

<i>Major Service Roles</i>	6 points/semester
Grad Director; Undergrad Advisor; TA/Phil 156 Coordinator	
<i>Other Service Roles</i> , including but not limited to:	2 points/semester
Outcomes Assessment Coordinator, Speakers Coordinator,	
Grad Placement Director, Member of GAC, Honors Advisor,	
Phi Sigma Tau Advisor, Member of the Graduate Admissions Committee,	
Chair and/or member of a Search Committee	

- A faculty member will earn additional units in Service for the following:

Serving on departmental, College, or University committees	1-3 points/semester
Reviewing manuscripts for scholarly journals or publishers	1-3 points/semester
Completing community service	1-3 points/semester

- At the discretion of the Chair, further units may be added (a) if a Service activity was exceptionally demanding during a given semester, or (b) to account for Service activities not included on the above list. Such additional Service activities might include organizing a conference, serving on a program committee or editorial board, or serving as an external reviewer for a tenure and promotion case. For each additional activity, a faculty member will typically earn between 1 and 3 points.

C. THE ANNUAL REVIEW OF CONTINUING FACULTY

(Section C.1 passed 9.24.14; Section C.2 reviewed on 1.14.16; Section C.3 passed on 1.24.15; update to Section C.1 passed on 1.12.17)

1. REVIEW OF TENURE-TRACK AND TENURED FACULTY MEMBERS

[1.1] Guidelines for the Annual Review of Tenure-Track and Tenured Faculty Members

Consistent with the policies set out in B.4 (Faculty Reviews) of the UNM Faculty Handbook, as well as the policies of the College of Arts and Sciences and the Office of the Provost, the Department of Philosophy abides by the following guidelines when conducting Annual Reviews of tenure-stream faculty:

Each year, every tenure-stream faculty member is evaluated by the Chair in the categories of teaching, scholarly work/research, and service;

Annual Reviews are to be completed during each Spring semester and are to cover performance during the previous calendar year;

Annual Reviews must clearly communicate whether a faculty member is performing *effectively* in each category of evaluation;

Annual Reviews must include an overall evaluation of a faculty member's performance during the previous calendar year; and

The content of Annual Reviews is to serve as the basis for merit raises.

[1.2] General Procedures for the Annual Review of Tenure-Track and Tenured Faculty Members

[a] In accordance with the guidelines in the UNM Faculty Handbook, full-time tenure-stream faculty members in Philosophy will be evaluated according to their annual performance in three categories: Teaching, Scholarly Work/Research, and Service. Performance in these categories will be weighted according to the standard 40-40-20 scale such that Teaching, Scholarly Productivity/Research, and Service contribute 40%, 40%, and 20%, respectively, toward each faculty member's Annual Review. In cases where a faculty member had a sabbatical or an authorized teaching release during the previous calendar year, the scale will be adjusted accordingly.

[b] For each category (Teaching, Scholarly Work/Research, and Service), a faculty member can earn one of three evaluations: [1] Below expectations, [2] Met expectations, or [3] Exceeded expectations. The following factors will be used to determine whether a faculty member has met baseline expectations in Teaching, Scholarly Work/Research, and Service during the previous calendar year.

b.1 Teaching: Evaluations of teaching performance for the previous calendar year will be based primarily on a faculty member's comparative teaching evaluation scores; the comments from students on his/her teaching evaluation forms; and the contribution his/her courses have made to the undergraduate major curriculum, the curriculum of our graduate program, and the College Core Curriculum. Additional factors that will be considered include (but are not limited to): reports from peer evaluations of his/her teaching; teaching classes that involve new or significantly revised preparations; service on MA and PhD committees; service on undergraduate

Honors committees; course enrollment data; and completing formal evaluations of faculty and/or graduate student teaching. To determine whether a faculty member has exceeded expectations in teaching, his/her (i) comparative teaching scores and (ii) comparative teaching workload will be weighed most heavily.

Note: As per current departmental policy, all pre-tenure members of the faculty will have his/her teaching observed at least once per academic year, and all tenured members of the faculty will have his/her teaching observed at least once every two academic years. The Chair is responsible for arranging these observations of teaching.

b.2 Scholarly Work/Research: Evaluations of Scholarly Work/Research will be based on a faculty member's research productivity over the previous five calendar years. To meet expectations in Scholarly Work/Research, a faculty member must have published three papers (articles or book chapters), one monograph, or the equivalent during the five-year timeframe. Other publications (such as edited collections, reference works, and book reviews) as well as conference presentations and invited talks will also be considered when evaluating a faculty member's research effectiveness. Co-authored and co-edited works will contribute to a faculty member's record of scholarly productivity. Works that have been accepted for publication but which have not yet appeared in print will also be taken into consideration.

b.3 Service: Evaluations of service will be based primarily on service to the Department of Philosophy, the College of Arts and Sciences, and the University. Additional factors that will be considered include (but are not limited to): serving on editorial boards for journals and book publishers; refereeing manuscripts and articles for journals and book publishers; serving on committees for national or international scholarly organizations; and community service. In general, a faculty member will meet expectations in the category of Service if, over the previous calendar year, he/she (a) completed some departmental and some College/University service, (b) held a major service assignment in the Department, (c) participated on a demanding College/University committee, or (d) completed some departmental service as well as some professional service. A faculty member will exceed expectations in this category if there is some combination of significant service to the Department, College, University, or the profession.

[1.3] Overall Annual Evaluation: Based on the evaluations earned for each category, and using the 40-40-20 scale, a faculty member will earn an overall annual evaluation of [1] Below Expectations, [2] Met Expectations, or [3] Exceeded Expectations. To earn an overall evaluation of Exceeded Expectations, a faculty member must earn [3] Exceeded Expectations in at least 80% of his/her performance. For instance, someone who exceeded expectations in both Teaching (40%) and Scholarly Work/Research (40%) will earn an overall evaluation of Exceeded Expectations, whereas someone who exceeded expectations in Teaching (40%) and met expectations in both Scholarly Work/Research (40%) and Service (20%) will earn an overall evaluation of Met Expectations.

2. REVIEW OF CONTINUING LECTURERS

[2.1] Guidelines for the Annual Review of Continuing Lecturers

Consistent with the policies set out in B.4 (Faculty Reviews) of the UNM Faculty Handbook, as well as the policies of the College of Arts and Sciences and the Office of the Provost, the Department of Philosophy abides by the following guidelines when conducting Annual Reviews of continuing, full-time Lecturers:

Each year, every continuing, full-time Lecturer in the Department of Philosophy is evaluated by the Chair in the category of Teaching;

Annual Reviews of Lecturers are to be completed during each Fall semester and are to cover performance during the previous calendar year (as per the UNM Faculty Handbook, during a Lecturer's first year of service in the Department of Philosophy, the Annual Review will be completed at the start of the Spring semester and will cover performance during the previous semester);

Annual Reviews must clearly communicate whether a Lecturer is performing *effectively* in Teaching;

Annual Reviews must include an *overall evaluation* of a Lecturer's performance during the previous calendar year; and

The content of Annual Reviews is to serve as the basis for merit raises.

Typically, there are no Service or Research expectations for Lecturers in the Department of Philosophy. However, should a continuing, full-time Lecturer hold a major service role in the Department (see I.E above), his/her service in this role will be considered in the Annual Review and weighted according to the terms of the Lecturer's appointment in the Department, as described in his/her Letter of Offer.

[2.2] General Procedures for the Annual Review of Continuing Lecturers

[a] For the category of Teaching, a Lecturer can earn one of three evaluations: [1] Below Expectations, [2] Met Expectations, or [3] Exceeded Expectations. The following factors will be used to determine whether a Lecturer has met baseline expectations in Teaching during the previous calendar year.

a.1 Teaching: Evaluations of teaching performance for the previous calendar year will be based on a Lecturer's comparative teaching evaluation scores, the comments from students on his/her teaching evaluation forms, reports from peer evaluations of his/her teaching, and the contribution his/her courses have made to the undergraduate major curriculum and the College Core Curriculum. Additional factors that will be considered include (but are not limited to): teaching classes that involve new or significantly revised preparations and course enrollment data. To determine whether a Lecturer has exceeded expectations in teaching, (i) his/her comparative teaching scores and (ii) the comments from students on his/her teaching evaluation forms will be weighed most heavily.

Note: All continuing, full-time Lecturers must abide by the following departmental policies, which were passed by the full-time, tenure-stream faculty on 16 August 2013:

- (a) Prior to the start of each semester, all continuing, full-time Lecturers and Visiting Lecturers in the Department must submit a syllabus for each class being taught if so requested by the Chair. Syllabi that are submitted will be reviewed by the Chair and/or a tenure-stream faculty member who has taught similar courses.
- (b) For all Lecturers, a peer observation of teaching will be conducted once a year during the first three years of service in the Department. After the third year of service, peer observations of teaching for Lecturers will be arranged at the Chair's discretion.

[2.3] Overall Annual Evaluation: Based on the evaluation earned in the category of Teaching, a Lecturer will earn an overall annual evaluation of [1] Below expectations, [2] Met expectations, or [3] Exceeded expectations. The overall annual evaluation will be identical to the evaluation earned in the category of Teaching.

3. “SERIOUS DEFICIENCIES” IN PERFORMANCE

[3.1] Criteria for identifying “serious deficiencies” in Performance

As per B4.9.7 of the Faculty Handbook, “If in the judgment of the chair the annual review for any faculty members shows a serious deficiency that has continued for two consecutive years, the chair shall inform the faculty member.” Below are the criteria used in the Department of Philosophy to determine when a faculty member’s performance “shows a serious deficiency” in the categories of Teaching, Scholarly Work/Research, and Service. The policy for Teaching will apply both to tenure-stream faculty members and to full-time, continuing Lecturers.

[a] Teaching: A faculty member’s performance in Teaching will show a “serious deficiency” if the following two conditions hold.

[1] For over half of the courses taught during the previous calendar year, the majority of the comparative teaching evaluation scores earned by the faculty member are significantly below (i.e., greater than 1 point below) both departmental means and the means earned in comparable courses. For instance, if the departmental mean for Rate the Instructor is 3.4, a score of 2.2 will be considered “significantly below” the mean.

[2] Student comments and/or peer evaluations of teaching from the previous calendar year signal a faculty member’s lack of preparedness for his/her courses and/or a lack of engagement with his/her students.

[b] Scholarly Work/Research: A faculty member’s performance in Scholarly Work/Research will show a “serious deficiency” if the following two conditions hold.

[1] Over the previous five-year period, the faculty member has not published a significant piece of scholarly work (whether a journal article, a chapter in an edited collection, or a monograph).

[2] The faculty member has no significant piece of scholarly work accepted for publication, which is scheduled to be published (whether on-line or in print) during the forthcoming calendar year.

Consistent with the guidelines set out in B.4 of the UNM Faculty Handbook, significant pieces of scholarly work are considered products of a faculty member’s original research. Determinations of whether a publication counts as significant scholarly work will be made in accordance with the Department’s criteria for the annual review of tenure-stream faculty members (see 1.2.b.2 above).

[c] Service: A faculty member’s performance in Service will show a “serious deficiency” if, over the previous calendar year, there is no record of service to the Department, University, profession, or community.

[3.2] Procedures for addressing “serious deficiencies” in Performance

If the Chair determines that the criteria for “serious deficiency” have been met in Teaching, Scholarly Work/Research, or Service, he/she will consult with at least two senior members of the Philosophy faculty prior to composing the faculty member’s Annual Review. If the majority of senior members consulted agree with the Chair’s evaluation, the Chair will identify the “serious deficiencies” in the faculty member’s Annual Review and suggest ways that the faculty member can remedy the identified deficiencies during the up-coming calendar year. As per the guidelines set out in the UNM Faculty Handbook, the faculty member may formally appeal the evaluation of the Chair. Any such appeal will be included in the faculty member’s personnel file and be forwarded to the Dean of the College of Arts and Sciences for consideration.

As per B4.9.7 of the UNM Faculty Handbook, if a “serious deficiency” in performance in a single category of evaluation (Teaching, Scholarly Work/Research, Service) is identified in the Annual Review of a faculty member for two consecutive years, the Chair shall inform the faculty member. The Department of Philosophy will then follow the guidelines set out in B4.9.7 of the UNM Faculty Handbook. Namely, after the faculty member is informed by the Chair that a “serious deficiency” has continued for two consecutive years:

“One of two possible courses of action shall follow:

1. The faculty member may request that the chair submit his or her findings to the other tenured faculty members for consideration in a more complete review during the following year, or
2. If the faculty member does not request the review, the chair may initiate such a review with the concurrence of a majority of the tenured faculty in the department.

The more complete review shall be similar to the mid-probationary review described in the Faculty Handbook, with the aim of identifying strengths and weaknesses. This review shall be undertaken by the chair with a committee of at least three tenured faculty members chosen by the tenured faculty. If they find that the faculty member’s performance is not seriously deficient, the member shall be so informed and a statement of the decision placed in the file. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member, including procedures, criteria for evaluating progress, and a reasonable timetable. The results of the program shall be reported by the chair to the dean. If the dean concludes, after consulting the college promotion and tenure committee, or other advisory committee, if any, that serious deficiencies persist, he or she shall so inform the Provost/VPHS.”

IV. Tenure and Promotion

A. STATEMENT OF CRITERIA FOR TENURE AND PROMOTION

(Composed 11.2.2001; updated 8.23.2012; updated 9.24.2014)

1. Section B1.2 (a) of the Faculty Handbook (<http://handbook.unm.edu/>) mandates that faculty performance be evaluated under the categories of teaching, scholarly work, service, and personal characteristics. The Philosophy Department uses all these categories in judging candidates for tenure and promotion.
2. Section B1.2 (b) of the Revised Faculty Handbook states: "Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion." The Philosophy Department requires strong performance in both of these areas.
3. Tenure and Promotion to Associate Professor

Scholarly work: For promotion from the rank of Assistant Professor to Associate Professor with tenure, the Philosophy Department requires that the candidate have either roughly four to six articles published in good-quality, refereed journals or anthologies, or a monograph published with a good-quality press. These materials may be related to the candidate's doctoral dissertation. Other publications (book reviews, reference works, etc.) will also be considered when evaluating a candidate's scholarly work.

Teaching: Candidates for promotion to Associate Professor with tenure should demonstrate effective teaching in the areas defined by Section B1.2.1(b) of the Revised Faculty Handbook. Performance in these areas will be judged through student evaluations and by peer evaluations based on class visitation and the examination of syllabi and other course-related materials.

Service: It is expected that all successful candidates for tenure and promotion to Associate Professor will present a record of conscientious service to the Department, and to the UUniversity, the profession, or the community.

Personal Characteristics: The department follows Section B1.2.4 of the Revised Faculty Handbook.

4. Promotion to Professor

Scholarly Work: Two completed major research projects, one of which will normally have been completed before promotion to the rank of Associate Professor with tenure, will normally be required for promotion to the rank of Professor. These research projects may be related in terms of themes and questions addressed, but must be two distinct projects. Qualitative evaluation of the candidate's scholarship is the primary consideration in the decision to promote. Major projects are those which make a significant scholarly contribution to the field. For the purposes of soliciting letters from external reviewers, the candidate will supply a brief statement to the Chair describing the field(s) to which the candidate's research makes the most significant contributions.

a. Evidence of the completion of these research projects will be provided by published monographs or articles. Monographs must be published by good-quality presses; articles must be in good-quality peer-reviewed journals or anthologies.

b. Other kinds of evidence which can be used as further support for the candidate's case are book reviews, conference presentations, publications in non-scholarly venues, manuscript reviews for scholarly journals and presses, textbooks, edited works, encyclopedia articles, and translations. These will normally be considered inadequate for promotion without the contributions noted in the preceding paragraph.

Some candidates for promotion to Professor may not meet the preceding criteria, in that their research product consists of a set of articles on different and unrelated topics rather than a set of articles or a book constituting a single major research project. Provided the candidate's articles are of good quality, such a candidate may be promoted to Professor.

Teaching, Service, and Personal Characteristics will be evaluated, in the case of a candidate for promotion to Professor, in much the same manner as in the case of a candidate for promotion to Associate Professor with tenure. It is expected that the successful candidate for promotion to Professor will display desirable traits in these areas to a high degree.

B. STATEMENT ON MENTORING JUNIOR FACULTY

(Composed 11.19.2012; Updated 9.24.2014)

The current practice of the Department, which has been in place for at least eleven years, is to send a newly hired faculty member our collective expectations for tenure and promotion. Since 2012 it has also been departmental practice for the Chair to appoint a committee of two or three faculty from the Department to serve as mentors. This committee is selected in consultation with the newly hired faculty member and is appointed soon after the newly hired faculty member joins the UNM faculty. The mentors will be available to address questions the new faculty member may have about life in the Department and professionalization, and, generally, to assist the new faculty member navigate the path towards tenure. The procedure is simple and has proven effective.

C. CRITERIA FOR EVALUATING THE TEACHING PORTFOLIO

(Composed 2.16.2014; Approved on 8.14.2014)

As per the guidelines of the College of Arts and Sciences, all tenure-track faculty members and Lecturers who joined the UNM faculty in Fall 2012 or later must include a Teaching Portfolio with their promotion dossiers. (This includes dossiers submitted for Mid-Probationary, Tenure, and Promotion Review.) As per the College guidelines, Teaching Portfolios will include the candidate's reflections on his/her teaching (which should not exceed 10 pages) as well as supplementary materials, such as syllabi and student evaluations.

Other Required Materials

In addition to their reflections on teaching, candidates from the Philosophy Department will be **required** to include the following in their Teaching Portfolios, among their supplementary materials:

Syllabi for all Philosophy courses taught at UNM. (If the same course has been taught multiple times, only the most recent version of the course syllabus is required.)

All observation reports of teaching completed by UNM faculty members. (As per the College guidelines, there should be at least three.)

Additionally, the Philosophy Department requires that each candidate make available to the Chair his/her complete set of student evaluations (including comments) for each Philosophy course taught at UNM. The complete set of evaluations need not be included in Student Evaluation section of the Teaching Portfolio. According to the College guidelines, this portion of the portfolio “should be representative, not exhaustive,” and candidates should include a “summary of student evaluations” for courses taught at UNM, “a few representative student comments, and other letters from students if you like.”

Scoring Procedure

Teaching Portfolios will be evaluated by all voting members of the Philosophy Department using the six-category rubric below (see Appendix 2). Each voting member will determine a score for each category and also provide an overall evaluation.

Overall Evaluation Guidelines

A candidate must earn “Meets expectations as an effective teacher” in at least four categories to earn an overall evaluation of “Meets expectations as an effective teacher.”

A candidate must earn “Meets criteria for teaching excellence” in at least four categories to earn an overall evaluation of “Meets criteria for teaching excellence.”

APPENDIX 1

Faculty Annual Review and Workload Data Sheet Department of Philosophy Review Period: 1 January XXXX to 31 December XXXX

Name:

Rank:

I. TEACHING/ADVISING

[A] COURSES TAUGHT AND ENROLLMENTS:

<i>Spring XXXX</i>	Phil	21-day enrollment:
	Phil	21-day enrollment:
<i>Fall XXXX</i>	Phil	21-day enrollment:
	Phil	21-day enrollment:

Which of the above courses, if any, were new preparations?

Which of the above courses, if any, were significantly revised versions of a course you previously taught?

[B] INDEPENDENT STUDY HOURS (Only to include credit hours earned in the following 5 classes:
Phil 497: Honors Seminar; Phil 498: Reading and Research; Phil 499: Senior Thesis; Phil 551: MA Problems; Phil 651: PhD Problems)

<i>Spring XXXX:</i>	Phil 497: Honors Seminar	
	Phil 498: Reading and Research	
	Phil 499: Senior Thesis	
	Phil 551: MA Problems	
	Phil 651: PhD Problems	
<i>Fall XXXX:</i>	Phil 497: Honors Seminar	credit hours
	Phil 498: Reading and Research	
	Phil 499: Senior Thesis	
	Phil 551: MA Problems	
	Phil 651: PhD Problems	

[C] GRADUATE STUDENT COMMITTEE SERVICE

Chair of Committee

Member of Committee

[D] TEACHING OBSERVATIONS COMPLETED

Spring XXXX

Fall XXXX

[E] OTHER FACTORS

Please list other factors that may bear on your teaching performance (teaching awards, extra loads, etc.):

[F] COMPARATIVE TEACHING EVALUATION SCORES

Spring XXXX

Phil
Phil

Fall XXXX

Phil
Phil

II. SERVICE

[A] DEPARTMENTAL-LEVEL SERVICE: Please list any administrative and committee work performed by during the previous calendar year.

Spring XXXX:

Fall XXXX:

[B] COLLEGE- AND UNIVERSITY-LEVEL SERVICE: Please list as above.

Spring XXXX:

Fall XXXX:

[C] SERVICE TO NATIONAL AND INTERNATIONAL PROFESSIONAL ORGANIZATIONS:

[D] OTHER PROFESSIONAL SERVICE (e.g., refereeing for academic journals or publishers):

[E] COMMUNITY SERVICE

III. RESEARCH

Reminder: As per the Department's current criteria for annual reviews (approved on 24 September 2014), a faculty member's publication history over the previous 5 calendar years will be considered when annual reviews are completed. Talks and other research activities completed over the previous calendar year will also be considered when evaluating a faculty member's research effectiveness.

[A] PUBLICATIONS OVER THE PREVIOUS 5 CALENDAR YEARS (FROM 1 JANUARY XXXX TO 31 DECEMBER XXXX)

[1a] BOOKS: Please list any books authored (or co-authored) by you that were published during the previous 5 calendar years. Please supply publisher, type of work (scholarly monograph, textbook, etc.), month and year of publication, place of publication, and number of pages.

[1b] TOTAL NUMBER OF BOOKS: _____

[2a] SCHOLARLY ARTICLES IN REFEREED JOURNALS: Please list any articles authored (or co-authored) by you that were published during the previous 5 calendar years. Please supply article title, name of journal, publication date (month and year), and other citation information if available.

[2b] TOTAL NUMBER OF REFEREED JOURNAL ARTICLES: _____

[3a] CHAPTERS IN ANTHOLOGIES, ENCYCLOPEDIAS, ETC.: Please list any such works authored (or co-authored) by you that were published during the previous 5 calendar years. Please give the name of the volume, the name of editor(s), publication date (month and year), and other citation information if available.

[3b] TOTAL NUMBER OF CHAPTERS: _____

[4a] EDITED ANTHOLOGIES: Please list any anthologies, published during the previous 5 calendar years, which you compiled and (co-)edited. Please supply the title of the anthology, the name(s) of any other editor(s), the publisher, and the date (month and year) of publication.

[4b] TOTAL NUMBER OF EDITED ANTHOLOGIES: _____

[5a] BOOK REVIEWS: Please list any book reviews authored (or co-authored) by you that were published during the previous 5 calendar years. Please give the title of the book reviewed, the name of the publication where review appeared, number of pages, and other citation information if available.

[5b] TOTAL NUMBER OF BOOK REVIEWS: _____

[6a] OTHER PUBLICATIONS: Please list any works published by you during the previous 5 calendar years that do not fall under the general headings above. Please give the title of the work, the venue in which your work was published, the number of pages, and other citation information if available.

[6b] TOTAL NUMBER OF OTHER PUBLICATIONS: _____

[B] FORTHCOMING PUBLICATIONS: Please list any scholarly works that have been accepted for publication. Please include the title of the work, the venue in which it will appear, the month and year that the work was accepted for publication, and the date that the work is set to appear in print.

- FORTHCOMING BOOKS:

- FORTHCOMING REFEREED ARTICLES:

- FORTHCOMING BOOK CHAPTERS:

- FORTHCOMING EDITED ANTHOLOGIES:

- FORTHCOMING BOOK REVIEWS & OTHER WORKS:

[C] WORKS IN PROGRESS/RESEARCH PLANS FOR YYYY: Please list any works that you anticipate submitting for publication during YYYY. Please include the title of the work, the title of the journal or anthology to which it will be submitted (or the name of the publisher if it is a monograph), and the month you anticipate making your submission. Also indicate whether the work has been invited for publication or will be published based on peer-review.

[D] TALKS DURING THE PREVIOUS CALENDAR YEAR (1 January XXXX - 31 December XXXX)

[1] PARTICIPATION AT PROFESSIONAL CONFERENCES: Please list any conferences at which you gave a paper or presented comments during the previous calendar year. Please supply the name of the conference, the conference dates, and the name of the paper you presented. If you gave comments, please list the name and author of the paper on which you commented.

Papers:

Comments:

[2] OUT-OF-TOWN, INVITED TALKS: Please list any papers you gave out of town at non-conference venues during the previous calendar year. Please supply the name, location, and date of the talk.

[3] DEPARTMENTAL COLLOQUIA AND OTHER IN-TOWN TALKS: Please list any papers you gave at UNM and other in-town venues during the previous calendar year. Please supply the name, location, and date of the talk.

IV. ADDITIONAL WORKLOAD DATA

[A] BOOK MANUSCRIPT SUBMISSIONS: Please list any book manuscripts (including editor or co-edited anthologies) that were submitted for review or for publication over the previous calendar year. For each item, provide the title of the work, the publisher(s) to which the manuscript was submitted, and the date(s) of submission.

[B] PAPER SUBMISSIONS: Please list any articles or book chapters that were submitted for review or for publication over the previous calendar year. For each item, provide the title of the work, the venue (i.e., the journal or publisher) to which the paper was submitted, and the date(s) of submission.

[C] GRANT OR FELLOWSHIP SUBMISSIONS: Please list any grant applications that you submitted over the previous calendar year. For each item, provide a brief description of the proposed project, the granting agency to which the application was submitted, and the date(s) of submission.

APPENDIX 2:

Teaching Portfolio Rubric Department of Philosophy

Name of Candidate: _____

Name of Evaluator: _____

CA1: Strong Content Knowledge			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA1
<ul style="list-style-type: none"> - Syllabi do not include readings that contribute to learning the stated topic(s) of courses - Students and/or peer observers express concern that course material is not adequately connected to the stated topic(s) of courses 	<ul style="list-style-type: none"> - Syllabi includes readings that contribute to learning the stated topic(s) of courses - Peer reviewers express confidence in content knowledge 	<ul style="list-style-type: none"> - In his/her reflections on teaching, and possibly also on syllabi, the candidate effectively explains the connection between the course content and assigned readings - Comments from peer reviewers and students, and scores earned for "Rate the Course Content," indicate that the themes listed on syllabi have been covered in an effective way 	
CA2: Adapting/Revising to Needs of Learners			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA2
<ul style="list-style-type: none"> - Shows no evidence of changing instruction based on personal observations of student learning challenges - Shows no evidence of changing instruction based on comments from peer reviewers and/or students 	<ul style="list-style-type: none"> - Explains and shows evidence of changing instruction to address student learning challenges - Explains and shows evidence of changing instruction to address concerns voiced by students and/or peer reviewers 	<ul style="list-style-type: none"> - Shows evidence of effectively changing instruction to address student learning challenges - Comments from peer reviewers and students indicate that changes to instruction have effectively addressed challenges to student learning 	

CA3: Can explain and support choices in content, pedagogy, assessment			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA3
<ul style="list-style-type: none"> - Offers no explanation for choices of content, pedagogy, or assessment - Assessment methods do not address or reinforce the material and skills students are expected to learn 	<ul style="list-style-type: none"> - In his/her reflections on teaching, and possibly also on syllabi, the candidate explains choices in content, pedagogy, and assessment by reference to disciplinary norms and/or student needs - Assessment methods address and reinforce the material and skills students are expected to learn 	<ul style="list-style-type: none"> - Students and/or peer reviewers express that choices in content and pedagogy effectively and consistently elevate student learning - Students and/or peer reviewers express that assessment methods effectively and consistently reinforce the material and skills that students are expected to learn 	
CA4: Mentoring/Advising Undergraduate and Graduate Student Scholars			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA4
<ul style="list-style-type: none"> - No evidence of mentoring or advising students 	<ul style="list-style-type: none"> - Evidence of mentoring lower division, upper division, or graduate students - Mentoring activities have occurred over several years 	<ul style="list-style-type: none"> - Evidence of mentoring more than one level of student (e.g., undergraduate and graduate students) - Consistent mentoring activity over several years - Evidence that mentoring activities have effectively promoted student success in the Philosophy program 	
CA5: Tracking Student Learning Outcomes			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA5
<ul style="list-style-type: none"> - Provides no student learning outcomes for their courses, either on syllabi or in personal narrative on teaching - No evidence of assessing student learning 	<ul style="list-style-type: none"> - In his/her reflections on teaching, and possibly also on syllabi, the candidate clearly articulates student learning outcomes for all courses - In his/her reflections on teaching, the candidate explains and provides evidence for assessing student learning outcomes, and revising curriculum or instruction to improve student learning 	<ul style="list-style-type: none"> - Student learning outcomes are consistent with the student learning outcomes of the Philosophy Department, the University, and the College Core Curriculum (if applicable) - Student comments indicate that students are consistently meeting the learning objectives associated with each course 	

CA6: Fit of Teaching Activities within the Curriculum			
[1] Improvement required to meet expectations	[2] Meets expectations as an effective teacher	[3] Meets criteria for teaching excellence	Score for CA6
<p>- Provides no explanation of how their courses fit into the curriculum of the Philosophy Department or the University.</p> <p>- Courses do not cover material or enforce skills that enable students to successfully complete departmental degree requirements</p>	<p>- In his/her reflections on teaching, and possibly also on syllabi, the candidate explains where courses fit within departmental degree requirements</p> <p>- Courses cover material and enforce skills that enable students to successfully complete departmental degree requirements</p>	<p>- In his/her reflections on teaching, and possibly also on syllabi, the candidate explains how courses are connected with the goals and content of other courses in the Philosophy Department and across the University</p> <p>- Courses cover material and enforce skills that students can use across different disciplines</p>	

Overall Evaluation: _____ [1] Improvement required to meet expectations
 (select one) _____ [2] Meets expectations as an effective teacher
 _____ [3] Meets criteria for teaching excellence

Additional Comments:

APPENDIX 2:
UNM Department of Philosophy
Complete Listing of Courses

1. PHIL 101: Introduction to Philosophy
2. PHIL 102: Current Moral Problems
3. PHIL 108: Introduction to Asian Philosophies
4. PHIL 156: Reasoning and Critical Thinking
5. PHIL 201: Greek Thought
6. PHIL 202: Descartes to Kant
7. PHIL 211: Greek Philosophy
8. PHIL 241: Topics in Philosophy
9. PHIL 244: Introduction to Existentialism
10. PHIL 245: Professional Ethics
11. PHIL 333: Buddhist Philosophy
12. PHIL 334: Indian Philosophy
13. PHIL 336: Chinese Philosophy
14. PHIL 341: Topics in Philosophy
15. PHIL 343: Contemporary Continental Philosophy
16. PHIL 350: Philosophy of Science
17. PHIL 352: Theory of Knowledge
18. PHIL 354: Metaphysics
19. PHIL 356: Symbolic Logic
20. PHIL 358: Ethical Theory
21. PHIL 361: Modern Christian Thought
22. PHIL 363: Environmental Ethics
23. PHIL 365: Philosophy of Religion
24. PHIL 368: Biomedical Ethics
25. PHIL 371: Classical Social and Political Philosophy
26. PHIL 372: Modern Social and Political Philosophy
27. PHIL 381: Philosophy of Law
28. PHIL 390: Latin American Thought
29. PHIL 410/510: Kant
30. PHIL *411: Hegel
31. PHIL *414: Nietzsche

32. PHIL *415: History and Philosophy of Mathematics
33. PHIL *421: Early Heidegger
34. PHIL *422: Wittgenstein
35. PHIL *423: Later Heidegger/Post-Heideggerian Philosophy
36. PHIL 426/526: Seminar in Asian Philosophers
37. PHIL *431: Ch'an and Zen
38. PHIL *434: South Asian Mystical Traditions
39. PHIL *438: Indian Buddhist Philosophy
40. PHIL *440: Summer Seminar in Buddhism
41. PHIL *441: Topics in Philosophical Figures Movements
42. PHIL 442/542: Seminar in Individual Philosophers
43. PHIL 454/554: Seminar in Metaphysics and Epistemology
44. PHIL *455: Philosophy of Mind
45. PHIL 457/557: Seminar in History of Philosophy
46. PHIL 458/558: Seminar in Moral and Political Philosophy
47. PHIL 462/562: Seminar in American Philosophy
48. PHIL 464/564: Seminar in Philosophy of Religion
49. PHIL 466/566: Seminar in Philosophy of Art and Aesthetics
50. PHIL *467: Philosophy of Art and Aesthetics
51. PHIL 468/568: Seminar in Psychoanalytic Theory and Continental Philosophy
52. PHIL 469/569: Seminar in Continental Philosophy
53. PHIL *480: Philosophy and Literature
54. PHIL 486/586: Seminar in Major Continental Philosopher
55. PHIL 497: Honors Seminar
56. PHIL 498: Reading and Research
57. PHIL 499: Senior Thesis
58. PHIL 551: M.A. Problems
59. PHIL 599: Masters Thesis
60. PHIL 651: Ph.D. Problems
61. PHIL 670: Seminar in Sanskrit Philosophical Texts
62. PHIL 675: Seminar in Madhyamaka
63. PHIL 676: Seminar in Vasubandhu
64. PHIL 679: Seminar in Vedanta
65. PHIL 699: Dissertation

APPENDIX 3: Summary of Scholarly Productivity UNM Department of Philosophy Faculty, 2012-2016

	PUBLICATIONS						PRESENTATIONS	
	Single-Authored Books	Co-Authored Books	Edited Collections	Journal Articles	Book Chapters & Encycl Entries	Book Reviews & Shorter Works	Conference & Workshop Talks	Non-Conference Talks
Five Year Totals	8	1	5	64	60	35	102	92
Five Year Averages per Faculty Member	0.615	0.077	0.385	4.92	4.615	2.692	7.85	7.08

Books authored by the Philosophy faculty members between 2012 and 2016 have been published by: the Austrian Academy of Sciences; Cambridge University Press; Columbia University Press; Northwestern University Press; Oxford University Press; Polity Press; Routledge; and SUNY Press.

Collections edited or co-edited by the Philosophy faculty members between 2012 and 2016 have appeared with: Bloomsbury; Cambridge University Press; Routledge; *Philosophical Studies*; and *The Southern Journal of Philosophy*.

Articles published by the Philosophy faculty members between 2012 and 2016 have appeared in journals such as:

<i>American Philosophical Quarterly</i> <i>Australasian Journal of Philosophy</i> <i>History of Philosophy Quarterly</i> <i>Hypatia</i> <i>Inquiry</i> <i>Journal of Philosophical Research</i>	<i>Journal of Philosophy</i> <i>Philosophy East and West</i> <i>Philosophy & Phenomenological Research</i> <i>philoSOPHIA</i> <i>Southern Journal of Philosophy</i> <i>Synthese</i>
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Book chapters published by the Philosophy faculty members between 2012 and 2016 have appeared in volumes produced by presses such as Cambridge University Press, Oxford University Press, and Routledge, and several **encyclopedia articles** by the faculty have appeared in the *Routledge Encyclopedia of Philosophy* and the *Stanford Encyclopedia of Philosophy*.

Conference presentations between 2012 and 2016 have been given at events such as: the Central, Eastern, and Pacific Division Meetings of the American Philosophical Association (APA); the annual Society for Phenomenology and Existential Philosophy (SPEP) conference; the meeting of the American Society for Existential Philosophy; the Derrida Today Conference; the Episteme Conference; the California Phenomenological Circle; the International Wittgenstein Conference; the Rocky Mountain Ethics Conference; and the Bi-annual Meeting of the Philosophy of Science Association.

Non-conference papers between 2012 and 2016 have been delivered at venues that include: Colorado College; Freiburg University; Georgetown University; Macalester College; Portland State University; the University of British Columbia; the University of Illinois, Urbana-Champaign; the University of California – Irvine; the University of California – Riverside; the University of Chicago; the University of Edinburgh; the University of Leipzig; the University of Minnesota; the University of Notre Dame; the University of Pittsburgh; and the University of Vienna.

APPENDIX 4: Graduate Student Conference Presentations, Fall 2013 to Summer 2017

	Student Name	PhD or MA Student	Dept Funding	Paper Title	Conference Name	Conference Location
Fall 2013	Jim Bodington	Ph.D.	No	Against Exceptionalism: The Task of a New Philosophy of Animality	Personhood Beyond the Human	Yale
	Graham Bounds	Ph.D.	No	Identitätsphilosophie und the Sensibility that Understands	Pittsburgh Summer Symposium in Contemporary Philosophy	Pitt
	Jennifer Gammage	M.A.	Yes	Toward an Ethics of Response-Ability: <i>Gelassenheit</i> and Others	Collegium Phenomenologicum	Umbria, Italy
	Stephen Harris	Ph.D.	Yes	Santideva, the Virtues of the Bodhisattva and Eudaimonism	Law, Culture, Morality: East & West	U. of Illinois, Champaign
	Joe Spencer	Ph.D.	No	Are There Predicates in Zion?	Society for Mormon Philosophy and Theology	Utah Valley University
	Joe Spencer	Ph.D.	No	Mormon Political Theology	John Adams Center annual conference	BYU
Spr/Sum 2014	Will Barnes	Ph.D.	Yes	The Rise of Cynical Irony	Cross Currents	U. of Hawaii
	Michael Barron	M.A.	No	Analytic Epistemology: The Bad and the Ugly	Annual Graduate Student Philosophy Conference	LSU
	Jim Bodington	Ph.D.	Yes	Ek-static Grief	Penn State Grad Student Conference	College Park, PA
	Graham Bounds	Ph.D.	Yes	Identitätsphilosophie und the Sensibility that Understands	Pacific APA	San Diego
	Kaitlyn Creasy	Ph.D.	Yes	Letting Others In: Friendship & Aesthetic Listening in Nietzsche	Women & Minorities in the Philosophical Tradition	U. of Kentucky
	Jaime Denison	Ph.D.	No	Making Platonists Open Their Eyes: The Importance of Aesthetic Semblance for Friedrich Schiller's Sense of Self	Cultural Studies Graduate Student Conference	UNM
	Sarah Fayad	M.A.	No	Life's Futural Foundations: Authenticity and the Death of the Other	Penn State Grad Student Conference	College Park, PA
	Sarah Fayad	M.A.	No	Desire has no Necessary Conditions	Philosophy Graduate Student Conference	UNM
	Dimitry Shevchenko	Ph.D.	No	Desire and Liberation in the <i>Sāṃkhyakārikā</i> by Īśvarakṛṣṇa	Philosophy Graduate Student Conference	UNM
	Joe Spencer	Ph.D.	No	Story and the Sexes: On Badiou's 'Narrative Function'	Association of Mormon Scholars in the Humanities	Claremont Graduate U.
Fall 2014	Joe Spencer	Ph.D.	No	Mormon Conversion, Christian Conversion: Comparing Conversion Narratives in the Book of Mormon and the New Testament	American Academy of Religion	University of Calgary
	Kaitlyn Creasy	Ph.D.	Yes	Finding Love in Nietzsche: From the Untimely Meditations through Thus Spoke Zarathustra	Nietzsche, Love, and War	Birmingham, UK
	Gino Signoracci	Ph.D.	Yes	Forgotten Foucault: The Specific and the Universal Intellectual in Truth and Power	Society of Phil in the Cotemporary World	San Jose State
	Gino Signoracci	Ph.D.	Yes	Hegel and Indian Philosophy	Society for Asian & Comparative Philosophy	Binghamton, NY
Spr/Sum 2015	Maya Alapin	Ph.D.	Yes	Constructing Humanity Outdoors	Liberal Arts Graduate Symposium	Reno, NV
	Jim Bodington	Ph.D.	Yes	Whose Body? Disabled Embodiments and the Question of the Natural	PhiloSophia	Emory
	Graham Bounds	Ph.D.		Heidegger's Dialectic in The Origin of the Work of Art	Southwest Seminar in Continental Philosophy	Northern Arizona University
	Haley Burke	MA		Jane Eyre through Simone de Beauvoir	Undergraduate Research Conference	Metropolitan State University of Denver
	Jaime Denison	Ph.D.	No	The Physiology of Memory and Perspective: The Importance of Pain in Nietzsche's Concept of Self	Comparative Lit & Cultural Studies Graduate Conference	UNM
	Jaime Denison	Ph.D.	No	The Importance of Embodied Art: Reconsidering Schelling's Transcendental Philosophy in the Light of Dance in the Twentieth-Century	Rocky Mountain Division, American Society for Aesthetics	Santa Fe
	David Liakos	Ph.D.	Yes	Using a Myth to Kill a Myth: Sellars Reads Cassirer	Eastern APA	Philadelphia
	David Liakos	Ph.D.	No	Surface Reading, Modesty, and Philosophy as a Literary Genre	Philosophy Graduate Student Conference	UNM
	David Liakos	Ph.D.	No	Gadamer's Critique of Kant's Subjectivized Aesthetics	Rocky Mountain Division, American Society for Aesthetics	Santa Fe
	Graham Bounds	Ph.D.		Rationalism In and For Itself: Post-Critique, Hegelian Dialectic, and the Role of the Empirical	University Student Conference in Philosophy	San Diego State
	Kaitlyn Creasy	Ph.D.	Yes	The Limits of Self-Determination in Nietzsche	Nietzsche, Life, and the Art of Living	U. of Hull
	Dimitry Shevchenko	Ph.D.	Yes	Hegelian Dialectic and Liberation from Suffering in the Samkhyakarika	The Past, Present and Future of Cross-Cultural Philosophy	Monterey, CA
	Gino Signoracci	Ph.D.	Yes	Liberation in Nyaya, Samkhya, and Advaita	Society for Asian & Comparative Philosophy	Monterey, CA
Spr/Sum 2016	Graham Bounds	Ph.D.	Yes	A Cheap Holiday in Other People's Misery: Towards Compatibilism about Immoral Art	Rocky Mountain Division, American Society for Aesthetics	Santa Fe
	Graham Bounds	Ph.D.	Yes	Phenomenology and the Dialectic of Description	Southwest Seminar in Continental Philosophy	Texas A&M University
	Haley Burke	MA		The Evolution of Feminine Power in Greek and Roman Literature	Undergraduate Research Conference	Metropolitan State University of Denver
	Haley Burke	MA		Standpoint Feminism: Jose Medina and Solutions	Undergraduate Research Conference	Metropolitan State University of Denver
	Jaime Denison	Ph.D.	No	Male Hysteria and the Bourgeois Household: Reconsidering Jan de Bont's 'The Haunting' of 1999	Comparative Lit & Cultural Studies Graduate Conference	UNM
					OUTSIDES: Stony Brook University 8th Annual Graduate Student	
	Matt Huss	M.A.		Human Objects and the Ethics of Anonymity in the Art of Marina Abramović and Wafaa Bilal	Philosophy and Art Conference	Adelante Studios, NYC
	Matt Huss	M.A.		The Weight of a Handful of Darkness, The Wit of a Romantic Absolute. <i>Novalis: Feeling the Absolute</i>	Philosophy Graduate Student Conference	UNM
	David Liakos	Ph.D.	No	Gadamer on Finding the Way Out of Kantian Aesthetics	Southwest Seminar in Continental Philosophy	Texas A&M University
	David Liakos	Ph.D.	No	Reading Oneself in the Text: Gadamer and Cavell's Romantic Theory of Reading	Rocky Mountain Division, American Society for Aesthetics	Santa Fe
	Idris Robinson	Ph.D.	Yes	Commented on a paper	Benjamin in Palestine	Goethe Institute in Ramallah
	Dimitry Shevchenko	Ph.D.	Yes	Scriptural Injunctivism	48th Annual SACP Conference	U. of Hawaii
	William Gannon	M.A.		Promoting the Responsible Conduct of Research for College and University Leaders		
Fall 2016	Jim Bodington	Ph.D.	No	Empathy in Speech: An Extension of Kristeva's Analytical Ethics	Conference of the Society for Women in Philosophy	National University of Ireland
	Kaitly Creasy	Ph.D.		Thinking Self-Transformation and Openness in Nietzsche	55th Annual Meeting of the Society for Phenomenology and Existential Philosophy	Salt Lake City, Utah
Spr/Sum 2017	William Barnes	Ph.D.	Yes	Addressing Contemporary Cynicism	Philosophy at the Margins, Grad Philosophy Conf	McMaster University (Hamilton, Canada)
	Graham Bounds	Ph.D.	TBD	Structural Causality and the Shepherd of Being	Southwest Seminar in Continental Philosophy	Cal State, Northridge
	Haley Burke	M.A.	TBD	Passionate and Poetic Experiments in Plato's <i>Republic</i>	Rocky Mountain Division, American Society for Aesthetics	Santa Fe, NM
	Kaitly Creasy	Ph.D.	Yes	Environmental Nihilism: Reading Nietzsche Against New Conservationism	Pacific APA	Seattle, Washington
	David Liakos	Ph.D.	No	Comments on Allan Hazlett's "Correctness and Involuntariness"	NM-West Texas Philosophical Society Annual Meeting	UNM
	David Liakos	Ph.D.	TBD	Gadamer, Renaissance Humanism, and Representation in Painting	Southwest Seminar in Continental Philosophy	Cal State, Northridge
	Justin Pearce	M.A.	No	Nancy on Love and Misery	NM-West Texas Philosophical Society Annual Meeting	UNM
	Idris Robinson	Ph.D.	Yes	Form-Of-Life, Species-Being, and the Inconsistent Linguistic Foundations of the Coming Politics	Historical Materialism Conference	Beirut, Lebanon

APPENDIX 5:
Colloquium Speakers, O'Neil Lectures, and Events, 2008-2017
Department of Philosophy, University of New Mexico

Date	Speaker/Event	Paper Title
4.8.17	Ray Monk University of Southampton Colloquium Series	TBA
3.30.17	Samantha Matherne UC-Santa Cruz Colloquium Series	Aesthetic Autonomy and Norms of Exposure
3.24.17 to 3.26.17	New Mexico/West Texas Philosophy Conference	
1.20.17	Neil Sinhababu National University of Singapore Colloquium Series	Nietzsche's Humean (All-too-Humean) Theory of Motivation
11.14.16	Jeff Malpas University of Tasmania	Place, Space, and Modernity (Part of the Power of Place Lecture Series)
11.10.16 - 11.11.16	Jonardon Ganeri NYU-Abu Dhabi <i>O'Neil Lecture</i>	- Sriharsa's Dissident Epistemology: Knowledge as Assurance - Buddhaghosa on Empathy: Self and Other
10.28.16	Teresa Blankmeyer Burke Gaulledet University Colloquium Series	Deaf Feminism and Interpreter Interactions: A Role for Relational Autonomy?
10.10.16	Ed Casey SUNY-Stony Brook	Bodies Up Against the Wall: Borders, Boundaries, and Migration (Part of the Power of Place Lecture Series)
9.30.16	Ericka Tucker Marquette University Colloquium Series	Spinoza's Theory of Power
4.30.16	Jane Kneller Colorado State University UNM Annual Philosophy Graduate Student Conference	Romanticism as Living Tradition
3.30.16	Robert Audi Notre Dame Colloquium Series	Moral Perception: Causal, Ontological, and Epistemic Dimensions
2.18-2.19.16	Steven Nadler University of Wisconsin <i>O'Neil Lecture</i>	-Why Was Spinoza Excommunicated? -Spinoza on Lying and Suicide
2.5.16	Olivier Mathieu University of New Mexico Colloquium Series	Tracing the Artwork: Derrida's Concept of 'Trace' Applied to Our Experiences of Art
1.29.16	Russell Goodman University of New Mexico	Some Continuities in American Philosophy: Emerson and Peirce
1.20.16	Lori Gallegos De Castillo SUNY- Stony Brook	Moral Responsibility for Implicit Bias: A Character-Based Approach
11.11.15	Khenpo Pema Wangdak Director of Vikramasila Foundation Colloquium Series	Exploring the Power of Patience
10.30.15	Jill Stauffer Haverford College Colloquium Series	Ethical Loneliness: The Injustice of Not Being Heard

10.16.15	Catherine Mills Monash University	Seeing, feeling, doing: A philosophical critique of ultrasound laws
9.11.15	Gerald Doppelt UC San Diego Colloquium Series	Values in Science
8.14.15	Frances Howard-Snyder Western Washington University Brownbag Talk	Trusting Fiction
8.14.15	Dan Howard-Snyder Western Washington University Brownbag Talk	The Stump-Aquinas-Dawkins Thesis
4.23-4.24.15	John McDowell University of Pittsburgh O-Neil Lecture	-What are we meant to learn from Hegel's Phenomenology? -Hegel and Kant on autonomy
4.10-4.11.15	Graham Priest CUNY/ University of Melbourne	Philosophy at the Boundary: Re-Examining the Divide Between Anglo-American and Continental Philosophy
4.3.15	Lisa Guenther Vanderbilt University Colloquium Series	Life Behind Bars: The Eugenic of Mass Incarceration
3.27.15	Lorenzo Chiesa Genoa School of Humanities Colloquia Series	Lacan between Formal and the Material: A Round-Table Discussion
3.20.15	Tyler Hildebrand University of New Mexico Colloquia Series	Rationalism, empiricism, and epistemological asylum
2.15.15	Dan Howard-Snyder and Frances Howard-Snyder Western Washington University Colloquium	Brown Bag talk
2.13.15	Simone Mahrenholz University of Manitoba Colloquia Series	The Paradox of Precision, or: The Birth of Aesthetics from the Critique of Epistemology
1.30.15	Andreas Elpidorou University of Louisville Colloquia Series	The Metaphysics of Introspection
1.16.15	Eirik Harris City University of Hong Kong Colloquia Series	Shen Dao and early Chinese Political Philosophy
1.9.15	Emily McRae University of Oklahoma Colloquia Series	Equanimity and the Moral Virtue of Open-Mindedness
12.12.14	Simon Feldman Connecticut College	Defending Double Consciousness
12.11.14	Allan Hazlett University of Edinburgh Colloquium talk	Desire as Evaluative Representation
11.13.14	Doron Yosef-Hassidim Ontario Institute for Studies in Education (OISE) at University of Toronto Colloquia Series	On the Use and Abuse of Philosophy for Education
10.17.14	Adrian Johnston	Where to Start?: Robert Pippin, Slavoj Žižek,

	University of New Mexico Colloquia Series	and the True Beginning(s) of Hegel's System
9.26.14	Lenny Moss Exeter University Colloquia Series	From a new 'Naturalism' to a reconstruction of the normative grounds of Critical Theory
9.5.14	Raoul Moati University of Chicago Colloquia Series	Levinas and the poetical turn of being
08.08.14	Dr. Anne Baril, Dr. Kelly Becker, Dr. Allan Hazlett, Dr. Jennifer Lackey, Dr. Marc Moffett, Dr. Baron Reed, Dr. Wayne Riggs and Dr. Sarah Wright University of New Mexico	Southwest Epistemology Workshop
3.28.14	Cynthia Willett Emory University Student Conference	Eros and Philosophy
2.22.14	Margaret Atherton University of Milwaukee-Wisconsin	Southwest Seminar in Early Modern Philosophy
2.21.14	Robert Pasnau University of Colorado-Boulder Colloquia Series	Ideas as Objects of Perception: Where Did That Mistake Come From?
2.7.14	Wayne Martin University of Essex Colloquia Series	The Phenomenology of Decision Making under conditions of Psychiatric Disorder
12.6.13	Kelly Becker University of New Mexico Colloquia Series	Mental Blocks, Blind Spots, Deaf ears, and Dumb Animals
11.22.13	Myriam-Sonja Hantke University of Cologne Colloquia Series	Fugue and Freedom: The Fugue of Being by F.W.J. Schelling and M. Heidegger
11.8.13	Alphonso Lingis Penn State University Colloquia Series	The First Person Singular. Missteps on Heidegger's Path
11.1.13	Jason Matteson Northern Arizona University Colloquia Series	Environmental Martyrdom
10.4.13	Matthew Carlson University of New Mexico Colloquia Series	What's Basic About Basic Logical Principles?
9.19-9.20.13	Julia Annas University of Arizona O'Neil Lecture	Law, Virtue and Religion in Plato and Beyond
9.6.13	Paul Livingston University of New Mexico Colloquia Series	The Logic of Being: Heidegger, Plato, Frege
4.5.13	Galen Strawson University of Reading Colloquia Series	Real Naturalism
3.22.13	Zachary Davis St John's University Colloquia Series	The Work of the Living Being in its Environment: Scheler's Reception of Pragmatism
3.8.13	Allan Hazlett University of Edinburgh Colloquia Series	Intellectual Autonomy

3.1.13	Kelly Oliver Vanderbilt University Colloquia Series	Animals, Capital Punishment and the Scope of Sovereignty: Derrida with Thomas Edison
2.15.13	Wayne D. Riggs University of Oklahoma Colloquia Series	Epistemological Attitudes
2.1.13	Colin Marshall University of Melbourne	Kant and the perception of Necessity
1.25.13	Neil Sinhababu National University of Singapore	Zarathustra's Metaethics
4.6.12	Robert B. Pippin University of Chicago O-Neil Lecture	Art and Truth: Heidegger's Origin Essay and the Case of Cezanne
4.5.12	Robert B. Pippin University of Chicago O-Neil Lecture	After the Beautiful: Hegel and the Philosophy of Visual Modernism
2.24.12	Vanessa Wills University of Pittsburgh Colloquia Series	Freedom and Morality in the Thought of Karl Marx
2.17.12	Ann Murphy Fordham University Colloquia Series	How Should Philosophers Speak About Violence?
2.10.12	Michael Nance University of Pennsylvania Colloquia Series	Autonomy, Alienation, and Recognition in Hegel's Political Philosophy
2.6.12	Alexus McLeod University of Dayton Colloquia Series	Ritual (Li) and Communal Moral Properties in Early Confucianism
2.3.12	Brian Bruya Eastern Michigan University Colloquia Series	Action and the Divisibility of the Self; Recent Psychological Evidence for a New Distinction
10.7.11	James Conant University of Chicago Colloquia Series	Forms of Cartesian and Kantian Skepticism in Contemporary Philosophy
9.23.11	John Taber University of New Mexico Colloquia Series	How Should We Read Indian Philosophical Texts?
5.6.11	Kelly Becker University of New Mexico Colloquia Series	Basic Knowledge and Understanding
4.28 – 4.29.11	Alan Richardson University of British Columbia O'Neil Lecture	<i>Recovering Scientific Philosophy</i>
3.25.11	Ethan Mills University of New Mexico Colloquia Series	Is Skepticism Inevitable?
2.22.11	Anne Baril Notre Dame Colloquia Series	Staying True to the Insight of Eudaimonism
02.07.11	Mark Ralkowski University of New Mexico Colloquia Series	Why is Alcibiades in Plato's Symposium?
02.04.11	Irene McMullin University of Arkansas	A Kantian Approach to the Origin of Moral Responsibility

	Colloquia Series	
01.28.11	Emily McRae University of Wisconsin Colloquia Series	The Passionate Life: A Buddhist Perspective
11.12.10	Martin Hagglund Harvard Colloquia Series	The Radical Evil of Deconstruction
10.29.10	Akeel Bilgrami Columbia University Colloquia Series	The Wider Significance of Naturalism
10.28.10	Carol Rovane Columbia University Colloquia Series	Relativism Requires Alternatives, Not Disagreement or Relative Truth
10.12.10	Paul Livingston University of New Mexico Colloquia Series	Badiou and the Consequences of Formalism
4.30.10	Ricardo Miguel Alfonso University of Castilla-La Mancha Colloquia Series	
4.23.10	Christopher Framarin University of Calgary Colloquia Series	Relations with Brahman (God) as the Basis for an Environmental Ethic
4.2.10	Sarin Marchetti Columbia University Colloquia Series	William James on Truth and Invention in Morality
3.9- 3.10.10	Paul Guyer University of Pennsylvania O'Neil Lecture	<i>-Freedom as the Foundation of Morality: Kant's Early Efforts</i> <i>-Moral Feelings in the Metaphysics of Morals</i>
2.12.10	Martin Hagglund Harvard Colloquia Series	Proust and Philosophy
11.13.09	Roy Perrett University of Hawaii Colloquia Series	Memory, Doubt, and the Self
10.09.09	Mark Wrathall UC Riverside Colloquia Series	Guilt and the Individual
5.1.09	Loriliai Biernacki University of Colorado, Boulder Colloquia Series	A Taste of Ethics: Abinavagupta's Rasa Theory
4.3.09	Richard Boothby Loyola College Colloquia Series	Lacanian Anxiety, or the Pain of losing what you never had
3.27.09	John Richardson NYU Colloquia Series	Nietzsche on Life's Ends
2.6.09	John Heil Washington University Colloquia Series	Relations
11.7.08	Keith Leher University of Arizona Colloquia Series	Art, Consciousness and the Self
11.05.08	Evan Tiffany Simon Fraser University	I Resent That! An Intersubjectivist Account of Moral responsibility

	Colloquia Series	
10.23 - 10.24.08	Hilary Putnam Harvard O'Neil Lecture	-What James and Dewey Hoped to Do -Reflections on Pragmatism
9.29.08	Matthias Schirn University of Munich Colloquia Series	The True and what might be the truth about 'is true' in Frege
9.12.08	Charles Fledderman & Kristy Mills University of New Mexico Colloquia Series	Caught in the Storm: Engineers, Ethics and Hurricane Katrina
9.5.08	Jesus Adrian Universidad Autonoma de Barcelona Colloquia Series	Heidegger and the Genealogy of the Question of Being
4.25.08	Heikki Kovalainen, University of Tampere, Finland Colloquia Series	Thought and Live: Emersonian Aspirations for Unity
4.18.08	Birgit Kellner University of Vienna Colloquia Series	Critical Attitudes Towards External Reality in South Asian Buddhist Thought-Some Perspectives
4.16.08	Paul Katsafanas Harvard Colloquia Series	From Philosophical Psychology to Ethics
4.11.08	Mark Jenkins Johns Hopkins University Colloquia Series	What's Wrong with Wolf on What's Wrong with Williams and Frankfurt
4.4.08	Frederick Neuhouser Columbia University Colloquia Series	Rousseau and the Problem with Self-Love (Amour-propre)
2.29.08	Agnieszka Jaworska Stanford University Colloquia Series	Moral Psychology in Practice: Lessons from Alzheimer's Disease and the 'Terrible Twos'
2.22.08	Steven Levine New School for Social Research Colloquia Series	Truth and Moral Validity: On Habermas' Domesticated pragmatism
2.11.08	Todd Hedrick Georgetown University Colloquia Series	The Role of Law in Habermas' Theory of Democracy: Complement, Substitute or Saboteur?
2.8.08	Erica Stonestreet University of Michigan Colloquia Series	Self-Creating Reasons
1.25.08	Paul Livingston Villanova University Colloquia Series	Frege on the Context Principle, Psychologism and Sense

APPENDIX 6

Philosophy Graduate Program Coursework Form

Semester: _____

Student's Name

University ID#

Please supply the following information prior to meeting with the Graduate Director

Number of Incompletes currently on your transcript: _____

After you complete the courses for which you are currently enrolled:

a) Which Background Core Requirements will you have pending?

b) Which DRDs will you still have to complete?

c) How many total Graduate Credit Hours will you have earned? (Include transfer credit hours.)

_____ hours

d) How many total Graduate Credit Hours in Philosophy will you have earned? (Include transfer credit hours.)

_____ hours

e) How many 500-level Graduate Credit Hours in Philosophy will you have earned? (Include transfer credit hours.)

_____ hours

Courses Selected for the Up-coming Semester

Course # and Title	Instructor	DRD

Student's Signature

Date

Graduate Director's Signature

Date

APPENDIX 7

QUALIFYING EXAM FORM Department of Philosophy University of New Mexico

Instructions to Student: Fill in name and areas, and then return to the Director of Graduate Studies. Examples of appropriate areas of specialization and competence may be found in the jobs listings in *Jobs for Philosophers*.

Name: _____

Area of Specialization: _____

AOS Exam Faculty Referee: _____

Area of Competence: _____

AOC Exam Faculty Referee: _____

Reading List Approvals (sign & date):

AOS Exam Faculty Referee: _____

AOC Exam Faculty Referee: _____

Director of Graduate Studies: _____

READING UNITS LIST

By signing below, the faculty member indicates that the student has demonstrated specialist-level knowledge of the following readings.

AOS READINGS

Reading I: _____

AOS Exam Referee: _____

Reading II: _____

AOS Exam Referee: _____

Reading III: _____

AOS Exam Referee: _____

Reading IV: _____

AOS Exam Referee: _____

Reading V: _____

AOS Exam Referee: _____

Reading VI: _____

AOS Exam Referee: _____

Reading VII: _____

AOS Exam Referee: _____

Reading VIII: _____

AOS Exam Referee: _____

AOC READINGS

Reading I: _____

AOC Exam Referee: _____

Reading II: _____

AOC Exam Referee: _____

Reading III: _____

AOC Exam Referee: _____

Reading IV: _____

AOC Exam Referee: _____

APPENDIX 8

Outcomes Assessment Plan for Core Courses in Philosophy (PHIL 101, 156, 201, and 202) Spring 2017

As per the directives of the UNM Philosophy Department faculty, all graduate students and faculty teaching sections of PHIL 101, 156, 201, and 202 are required to collect outcomes data as follows:

1. Instructors will choose one assignment (paper or exam) that is due during the first month of the semester from which an initial set outcomes data will be collected. (Note: If an instructor assigns only a midterm and a final exam, then the initial set of data will come from the midterm.)
2. Instructors will use the “Philosophy Paper/Exam Rubric” (see below) to collect data from the chosen assignment. (NB: Only instructors of Phil 156 are asked to collect data for the “Developing a counter position” category.)
3. Instructors will determine how many students from whom to collect data using the following guidelines:
 - If the course enrollment is less than 30, collect data from all students in the course.
 - If the course enrollment is greater than 30, faculty will randomly select a group of students from whom data will be collected. Specifically,
 - If enrollment is between 31 and 50, faculty will collect data from 25 students.
 - If enrollment is between 51 and 80, faculty will collect data from 35 students.
 - If enrollment is greater than 80, faculty will collect data from 45 students.

Instructors will keep track of the students from whom the initial set of data was collected. (NB: Names of students and instructors will not be used when the department’s OA report is submitted.)

4. The data from the initial assignment will be recorded in the worksheet marked “First Set of Data” on the Data Sheet.
5. Near the end of the semester, instructors will choose one assignment (paper or exam) **due during the last month of the semester** from which the second set of outcomes data will be collected. (Note: If an instructor assigns only a midterm and a final exam, then the second set of data will come from the final exam.)
6. Instructors will use the “Philosophy Paper/Exam Rubric” to collect data **from the same students** from whom the initial set of data was collected. If some of the selected students dropped the course or do not turn in the final assignment, their performance will not be included in the second round of data collection.
7. The data from the second assignment will be recorded in the worksheet marked “Second Set of Data” on the Data Sheet.
8. The Data Sheet will be **submitted electronically** to the Department Administrator, Mercedes Nysus at mnice@unm.edu **no later than the week after final exams**.

PHILOSOPHY PAPER/EXAM RUBRIC FOR CORE COURSES

	Excellent	Good	Acceptable	Not acceptable
<i>KNOWLEDGE</i>				
1. COMPREHENSION OF MAIN IDEA OF SUBJECT POSITION (Student knows what Philosopher X claims.)	The student articulates the main idea (thesis) of the subject position clearly and precisely in his/her own words, in a way that enables the reader to comprehend it easily.	The student articulates the main idea of the subject position in his/her own words so that the reader can comprehend it with minimal effort.	The student articulates the main idea of the subject position partially; he/she formulates it in his/her own words but must to a significant extent rely on the language of the author.	The student does not articulate the main idea of the position.
2. COMPREHENSION OF MAIN REASONS IN SUPPORT OF SUBJECT POSITION (Student knows why Philosopher X claims what he/she does.)	The student identifies the main reasons the author uses in supporting his/her position in a way that enables the reader to see their plausibility.	The student identifies the main reasons the author uses in supporting his/her position in his/her own words but some clarification is required to see their plausibility.	The student identifies the main reasons in supporting his/her position partially in his/her own words; he/she relies, to a significant extent, on the language of the primary text.	The student does not identify the main reasons the author uses in supporting his/her position.
<i>SKILLS</i>				
3. CRITICALLY ENGAGES AN ARGUMENT (Student can identify problems with the argument presented by Philosopher X.)	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are clearly articulated and well supported.	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are at least partially supported and require some clarification.	The student makes observations about either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position that could be developed as objections.	The student does not raise objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position.
4. DEVELOPING A COUNTER-POSITION	The student develops his/her own position on the problem that either modifies the subject position and argument(s) in light of the objections raised or is a new proposal. The proposal is clearly stated and supported by a plausible argument whose premises are well supported.	The student partially develops his/her own position. He/she articulates it clearly and presents an argument for it, but the argument is not as strong or well supported.	The student coherently articulates a counter-position but does not develop an argument for it.	The student does not articulate a counter-position at all, or does not do so coherently.

Academic Program
Plan for Assessment of Student Learning Outcomes¹
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: Arts and Science
2. Department: Philosophy
3. Date: Created April 15, 2017; Last revised April 27, 2017 (AB).

B. Academic Program of Study:

B.A. in Philosophy; BA in Philosophy, Pre-Law Concentration; B.A. in Philosophy, English-Philosophy.

C. Contact Person(s) for the Assessment Plan:

Anne Baril, Assistant Professor in Philosophy and Outcomes Assessment Coordinator for the Philosophy Department, abaril@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Knowledge of some of the main areas of philosophy, for example, ethics, metaphysics and epistemology, at the level appropriate to the degree (B.A.).
- B. Knowledge of the history of philosophy, at the level appropriate to the degree (B.A.).
- C. Competence in philosophical methods, at the level appropriate to the degree (B.A.).

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Students can explain a central problem in a main area of philosophy (for traditional majors, metaphysics, epistemology, or ethics; for pre-law majors, philosophy of law or social and political philosophy; for English-philosophy majors, the relationship between philosophical movements and literary masterpieces) at the level appropriate to the degree (B.A.).

UNM Goals (X Knowledge ____ Skills ____ Responsibility)

¹ Abbreviations:

OAC – Outcomes Assessment Coordinator for the Department of Philosophy

OASC – Outcomes Assessment Sub-Committee for the Department of Philosophy

AA- Philosophy Department Administrative Assistant

B.1. Students can explain a problem or debate in the history of philosophy, or explain the view of a historical philosopher, at the level appropriate to the degree (B.A.).

UNM Goals (☒ Knowledge ☐ Skills ☐ Responsibility)

C.1. Students can accurately represent a philosophical position and the argument for that position (the reasons offered in support of it), and critically engage the argument, at the level appropriate to the degree (B.A.).

UNM Goals (☐ Knowledge ☒ Skills ☐ Responsibility)

E. Assessment of Student Learning Three-Year Plan

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall	<p>C1, Analysis and Reflection:</p> <ul style="list-style-type: none">• OAC will present data collected on C1 to faculty; faculty will reflect, and firm up plan, in the event that performance benchmark isn't met.• OAC will submit report measuring progress vis-à-vis C1 to the Office of Assessment.• In the event that performance benchmark for C1 isn't met, the faculty will implement agreed-upon plan. <p>Additionally, each fall semester...</p> <ul style="list-style-type: none">• AA will administer exit survey to graduating seniors (see Appendix 1). (A1, B1, C1) <p>Also, in the first semester of the three-year cycle:</p> <ul style="list-style-type: none">• OAC will make any suggestions concerning changes to the OA plan to the full faculty at the first faculty meeting of the academic calendar year, and invite feedback and

	discussion.
Year 1, Spring	<p>A1, Data Gathering:</p> <ul style="list-style-type: none"> • AA and OAC will select 2 or more batches of work collected from sections over the previous three years, based on 1) pertinence of the assignment to A1, and 2) how well the section represents students at early and late stages of their undergraduate career. • OASC will use an evaluative rubric to evaluate student success vis-à-vis A1. (See Appendix 2.) • OAC or AA will compile data for analysis and reflection in the fall. <p>Additionally, each spring semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to graduating seniors. (A1, B1, C1) • AA will collect an entire batch of work appropriate for evaluation of one or more SLOs, e.g. short essays, from 1-9 sections, as indicated in “three year checklist” (see Appendix 3 and Appendix 4). (A1, B1, C1)
Year 2, Fall	<p>A1, Analysis and Reflection:</p> <ul style="list-style-type: none"> • OAC will present data collected on A1 to faculty; faculty will reflect, and firm up plan, in the event that performance benchmark isn’t met. • OAC will submit report measuring progress vis-à-vis A1 to the Office of Assessment. • In the event that performance benchmark for A1 isn’t met, the faculty will implement agreed-upon plan. <p>Additionally, each fall semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to graduating seniors. (A1, B1, C1)

Year 2, Spring	<p>B1, Data Gathering:</p> <ul style="list-style-type: none"> • AA and OAC will select 2 or more batches of work collected from sections over the previous three years, based on 1) pertinence of the assignment to B1, and 2) how well the section represents students at early and late stages of their undergraduate career. • OASC will use an evaluative rubric to evaluate student success vis-à-vis B1 (see Appendix 2). • OAC or AA will compile data for analysis and reflection in the fall. <p>Additionally, each spring semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to graduating seniors. (A1, B1, C1) • AA will collect an entire batch of work appropriate for evaluation of one or more SLOs, e.g. short essays, from 1-9 sections, as indicated in “three year checklist” (see Appendix 3 and Appendix 4). (A1, B1, C1)
Year 3, Fall	<p>B1, Analysis and Reflection:</p> <ul style="list-style-type: none"> • OAC will present data collected on B1 to faculty; faculty will reflect, and firm up plan, in the event that performance benchmark isn’t met. • OAC will submit report measuring progress vis-à-vis B1 to the Office of Assessment. • In the event that performance benchmark for B1 isn’t met, the faculty will implement agreed-upon plan. <p>Additionally, each fall semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to graduating seniors. (A1, B1, C1)
Year 3, Spring	C1, Data Gathering:

	<ul style="list-style-type: none"> • AA and OAC will select 2 or more batches of work collected from sections over the previous three years, based on 1) pertinence of the assignment to C1, and 2) how well the section represents students at early and late stages of their undergraduate career. • OASC will use an evaluative rubric to evaluate student success vis-à-vis C1 (see Appendix 5). • OAC or AA will compile data for analysis and reflection in the fall. <p>Additionally, each spring semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to graduating seniors. (A1, B1, C1) • AA will collect an entire batch of work appropriate for evaluation of one or more SLOs, e.g. short essays, from 1-9 sections, as indicated in “three year checklist” (see Appendix 3 and Appendix 4). (A1, B1, C1) <p>Finally, in the last semester of the three-year cycle:</p> <ul style="list-style-type: none"> • OAC will decide if any changes to three-year plan should be suggested to the faculty at the first faculty meeting of the academic year, the following fall. OAC will meet with AA and Department Chair as needed to discuss.
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2. How will learning outcomes be assessed?

A. What:

SLO A.1. Students can explain a central problem in a main area of philosophy (for traditional majors, metaphysics, epistemology, or ethics; for pre-law majors, philosophy of law or social and political philosophy; for English-philosophy majors, the relationship between philosophical movements and literary masterpieces) at the level appropriate to the degree (B.A.).

Direct Measures

i. SLO A1 will be evaluated by collecting complete batches of written assignments, such as essay exams or final papers, from students enrolled in sections of courses devoted to these main areas of philosophy:

- Epistemology: Phil 352, Theory of Knowledge
- Metaphysics: Phil 354, Metaphysics
- Ethics: Phil 358, Ethical Theory
- Social and political philosophy: Phil 371, Classical Social and Political Philosophy, and Phil 372, Modern Social and Political Philosophy
- Philosophy of law: Phil 381, Philosophy of Law
- The relationship between philosophical movements and literary masterpieces: Eng-Phil 480: Philosophy and Literature

Specific sections will be chosen as explained in the three-year checklist (attached as Appendix 3). Student essays will be evaluated by OASC using the evaluative rubric for SLO A1 and SLO B1 (attached as Appendix 2) to determine to what extent our students are meeting our performance benchmarks. AA will determine, for each student essay, 1) whether the student is pursuing a B.A. in philosophy, and 2) how many classes the student has taken.

ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO A1, is that 75% of the essays from our sampled students are evaluated, on both question 1 and 2 on the rubric, at “4” or above. (Having identified the number of classes each student has taken, we will also be in a position to determine whether advanced students are more successful, vis-à-vis this SLO, than novices. This will be an indicator that *learning* has occurred.)

Indirect Measure

In addition to the direct measures explained above, SLO A1, B1, and C1 will be measured indirectly with an exit survey (attached as Appendix 1) that each graduating B.A. student will be asked to complete online using Opinio (or similar). This survey will measure the student’s perception of the degree to which they’ve realized these learning outcomes.

SLO B.1. Students can explain a problem or debate in the history of philosophy, or explain the view of a historical philosopher, at the level appropriate to the degree (BA).

Direct Measures

i. SLO B1 will be evaluated by collecting complete batches of written assignments, such as essay exams or final papers, from students enrolled in sections of courses devoted to these main areas of philosophy:

- Epistemology: Phil 352, Theory of Knowledge
- Metaphysics: Phil 354, Metaphysics
- Ethics: Phil 358, Ethical Theory
- Social and political philosophy: Phil 371, Classical Social and Political Philosophy, and Phil 372, Modern Social and Political Philosophy
- Philosophy of law: Phil 381, Philosophy of Law

- The relationship between philosophical movements and literary masterpieces:
Eng-Phil 480: Philosophy and Literature

Specific sections will be chosen as explained in the three-year checklist (attached as Appendix 3). Student essays will be evaluated by OASC using the evaluative rubric for SLO A1 and SLO B1 (attached as Appendix 2) to determine to what extent our students are meeting our performance benchmarks. AA will determine, for each student essay, 1) whether the student is pursuing a B.A. in philosophy, and 2) how many classes the student has taken.

ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO B1, is that 75% of the essays from our sampled students are evaluated, on both questions 3 and 4 on the rubric, at “4” or above. (Having identified the number of classes each student has taken, we will also be in a position to determine whether advanced students are more successful, vis-à-vis this SLO, than novices. This will be an indicator that *learning* has occurred.)

Indirect Measure

In addition to the direct measures explained above, SLO A1, B1, and C1 will be measured indirectly with an exit survey (attached as Appendix 1) that each graduating B.A. student will be asked to complete online using Opinio (or similar). This survey will measure the student’s perception of the degree to which they’ve realized these learning outcomes.

SLO C.1. Students can accurately represent a philosophical position and the argument for that position (the reasons offered in support of it), and critically engage the argument, at the level appropriate to the degree (B.A.).

Direct Measures

i. SLO C1 will be evaluated by collecting complete batches of written assignments, such as essay exams or final papers, from students enrolled in sections of courses devoted to these main areas of philosophy:

- Epistemology: Phil 352, Theory of Knowledge
- Metaphysics: Phil 354, Metaphysics
- Ethics: Phil 358, Ethical Theory
- Social and political philosophy: Phil 371, Classical Social and Political Philosophy, and Phil 372, Modern Social and Political Philosophy
- Philosophy of law: Phil 381, Philosophy of Law
- The relationship between philosophical movements and literary masterpieces:
Eng-Phil 480: Philosophy and Literature

Specific sections will be chosen as explained in the three-year checklist, attached as Appendix 3. Student essays will be evaluated by OASC using an evaluative rubric, attached as Appendix 5. Evaluators will mark essays as Excellent (4), Good (3), Acceptable (2), or Not Acceptable (1), on each of three items. AA will determine, for each student essay, 1) whether the student is pursuing a B.A. in philosophy, and 2) how many classes the student has taken.

ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO C1, is that 75% of the essays from our sampled students are evaluated, on each of questions 1-3 on the rubric, at “3” or above. (Having identified the number of classes each student has taken, we will also be in a position to determine whether advanced students are more successful, vis-à-vis this SLO, than novices. This will be an indicator that *learning* has occurred.)

Indirect Measure

In addition to the direct measures explained above, SLO A1, B1, and C1 will be measured indirectly with an exit survey (attached as Appendix 1) that each graduating B.A. student will be asked to complete online using Opinion (or similar). This exit survey will measure the student’s perception of the degree to which they’ve realized these learning outcomes.

B. Who:

Direct Measure

The program’s assessment will include evidence from a sample of students in the program. The student work we will directly measure will be drawn, over a three year period, from nine sections of courses that are required (or among required options) for the three tracks of the B.A.. Given the number of sections of these courses the department is able to offer over a three-year period, it is highly likely that any given major will be among the students whose work is evaluated.

Indirect Measure

We will request that every student graduating with a B.A. in philosophy (traditional, pre-law concentration, and English-Philosophy) take an exit survey. Assuming that not every graduating student will reply to our request, this assessment will include evidence from a sample of students graduating with a B.A. in philosophy, not all such students, and will not include evidence from students who do not graduate with a B.A. in philosophy.

3. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

1. Who will participate in the assessment process?

Instructors of the chosen sections of the courses listed above will participate by submitting student work to AA, who will collect the work, and gather relevant information about the students submitting the work, including whether they are majors, and how many philosophy classes they have taken. The students’ work will then be evaluated by the OASC, which will include OAC. This work will be evaluated by the OASC, and the data compiled by AA or OAC. AA will also administer the exit survey and report the findings to OAC. OAC will coordinate all of the above, submit annual reports to the Office of Assessment and revising this plan as needed, and report the findings and methods to the full faculty at the first faculty meeting of the academic year, who will, at that meeting, reflect on the measures and

findings. As needed, instructors will participate in efforts to improve student learning, such as brownbag brainstorming sessions, in the event that student learning falls below our performance benchmark.

2. Briefly describe the process for consideration of the implications of assessment for change.

OAC will lead a discussion at the first faculty meeting of each academic year, presenting the methods of data collection and the findings. Faculty will discuss any changes that should be made to assessment mechanisms, curriculum design, and pedagogy.

3. How, when, and to whom will recommendations be communicated?

The OAC will communicate the information, and any recommendations, to the full faculty at each first faculty meeting of the academic year.

Appendix 1:

Exit survey for students graduating with a B.A. in Philosophy (traditional, pre-law concentration, or English-Philosophy)²

Outcomes Assessment, B.A.

Department of Philosophy, University of New Mexico

Instructions: Please indicate whether, and to what extent, you agree or disagree with the following statements. Your answers will be kept anonymous. We will use the results collected from these questionnaires to assess our BA and determine which areas of our curriculum, if any, we might consider changing in order to improve undergraduate education in the Department.

You may use the space underneath each question for any further explanation or comment.

1. I am knowledgeable about some of the main areas of philosophy, for example, ethics, metaphysics and epistemology (or, for pre-law concentration majors, philosophy of law or social and political philosophy; for English-Philosophy majors, the relationship between philosophical movements and literary masterpieces).³

Strongly Disagree

Strongly Agree

1

2

3

4

5

² Created 2017-04-15. Last revised 2015-04-15.

³ SLO A1

2. I am knowledgeable about some of the main problems or debates in the history of philosophy and the views of some of the central figures in the history of philosophy.⁴

Strongly Disagree

Strongly Agree

1

2

3

4

5

3. I am able to accurately represent philosophical positions and the arguments in support of these positions.⁵

Strongly Disagree

Strongly Agree

1

2

3

4

5

4. I am able to critically engage with philosophical arguments, e.g. by offering objections.⁶

Strongly Disagree

Strongly Agree

1

2

3

4

5

Appendix 2:

Evaluative Rubric for Essays & Exams (SLO A1, B1)⁷

Outcomes Assessment, B.A.

Department of Philosophy, University of New Mexico

⁴ SLO B1

⁵ SLO C1

⁶ SLO C1

⁷ Created 2017-04-15. Last revised 2015-04-15.

Instructions: On a scale of 1 to 5, where 1 is “Unsatisfactory” and 5 is “Excellent,” please rate the following items, so far as they can be determined on the basis of this sample of work. (If the item cannot be adequately evaluated on the basis of this sample of work, circle ‘N/A’.)

Your answers will be kept anonymous and will not be shared with the student. We will use the results collected from these questionnaires to assess our BA and determine which areas of our curriculum, if any, we might consider changing in order to improve undergraduate education in the Department.

You may use the space underneath each question for any further explanation or comment.

Scale:

1-Unsatisfactory 2-Below expectations 3-Satisfactory 4-Good 5-Excellent

N/A - Cannot be determined on the basis of this sample of work.

Please rate:

1. The student’s **comprehension** of a main problem in ONE of the following areas, at the level appropriate to the degree (BA): metaphysics, epistemology, ethics, philosophy of law, social and political philosophy, philosophy and literature.⁸

1 2 3 4 5 N/A

2. The student’s **explanation** of a main problem in ONE of the following areas, at the level appropriate to the degree (BA): metaphysics, epistemology, ethics, philosophy of law, social and political philosophy, philosophy and literature.⁹

1 2 3 4 5 N/A

3. The student’s **comprehension** of a problem or debate in the history of philosophy, or of the view of a historical philosopher, at the level appropriate to the degree (BA).¹⁰

1 2 3 4 5 N/A

⁸ SLO A1

⁹ SLO A1

¹⁰ SLO B1

4. The student's **explanation** of a problem or debate in the history of philosophy, or of the view of a historical philosopher, at the level appropriate to the degree (BA).¹¹

1	2	3	4	5	N/A
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Appendix 3:

Three-Year Checklist¹²

Outcomes Assessment, B.A.

Department of Philosophy, University of New Mexico

Each spring semester, over a three-year period, a complete set of work (e.g. short essays) shall be collected from each of the following sections as noted here. (See 'instructions for instructors' for details.)

Period:

Course:	Section, Date:	Notes:
Phil 352	1.	
Phil 354	1.	
Phil 358	1.	
Phil 371	1.	
Phil 372	1.	
Phil 381	1.	
	2.	
Eng-Phil 480	1.	
	2.	

¹¹ SLO B1

¹² Created 2017-04-15. Last revised 2015-04-15.

To keep on track, OAC is advised to do the following: 1) collect work from at least three sections each spring, and 2) collect work from Phil 381 and Eng-Phil 480 every time one of these is taught in the spring.

Note on substitutions:

- In the event that data can't be collected for 352, 354, or 358 over a three-year period, another of these courses may substitute. E.g. in the event that data couldn't be collected from 358 over a three-year period, OAC may instead collect data from 354 twice.
- Likewise, in the event that data cannot be collected from Phil 371 or Phil 372 over a three-year period, another of these courses may substitute. E.g. in the event that data couldn't be collected from 371 over a three-year period, OAC may instead collect data from 372 twice.
- In the event that data can't be collected from Phil 381 or Eng-Phil 480 over a three-year period, OAC will report using data from one section only.
- These situations should be avoided whenever possible.

Example of a completed checklist, at the end of a three-year cycle:

Period: 2014-FAL – 2017-SPR

Course:	Section, Date:	Notes:
Phil 352	1. 352.002, Livingston, 2015-SPR	
Phil 354 Phil 358	1. 358.001, Murphy, 2015-SPR	354 not taught in this period; replaced with a section of 358 as indicated.)
Phil 358	1. 358.002, Murphy, 2016-SPR	
Phil 371	1. 371.001, Baril, 2017-SPR	
Phil 372	1. 372.001, Johnston, 2016-SPR	
Phil 381	1. 381.001, Domski, 2017-SPR	
	2. (none)	A second section of 381 was not taught in

this period.

Eng-Phil 480

1. 480.001, Hannan, 2015-SPR

2. 480.001, Thomson, 2017-SPR

Appendix 4:

Outcomes Assessment Data Collection for the BA: Instructions for instructors¹³

Outcomes Assessment, B.A.

Department of Philosophy, University of New Mexico

Dear Instructor:

For purposes of outcomes assessment, you are being asked to submit a batch of student work in response to one assignment in one of your sections this semester.

The assignment can be, for example, a final paper, or a short essay exam. Ideally, it will be a piece of work in which students are expected to do one or more of the following:

- Explain a central problem in one of the following areas, at the level appropriate to the degree (BA): metaphysics, epistemology, ethics, philosophy of law, social and political philosophy, or philosophy and literature. (SLO A1)
- Explain a problem or debate in the history of philosophy, or explain the view of a historical philosopher, at the level appropriate to the degree (BA). (SLO B1)
- Accurately represent a philosophical position and the argument for that position (the reasons offered in support of it), and critically engage the argument, at the level appropriate to the degree (BA). (SLO C1)

If you don't have an assignment that exactly corresponds to one of these, please just submit the assignment that comes closest.

Please submit the electronic or hard copies of the entire batch of responses received for that section, that semester, to the department administrator as soon as possible after the students submit their work. Please also submit the prompt or assignment students are responding to. Or, if you don't have a formal prompt, please just tell the Department's Administrative Assistant, informally, what the expectations for the assignment are.

¹³ Created 2017-04-15. Last revised 2015-04-15.

For example: If you are teaching Phil 358.001 in the spring of 2017, and you're asked to submit a batch of student work from this section, please choose one assignment—e.g. the final paper in the class—and submit the prompt or assignment, and all the final papers that were submitted, to the Department Administrator within a week after the final papers are due.

Please make sure that the students' work includes their names, so we can look up how many philosophy classes each student has taken. If possible, please submit clean copies of student work, without grades or comments.

Please get in touch with the Department's Administrative Assistant right away, to let her know when she can expect your students' work. And if you have any questions, please contact the Outcomes Assessment Coordinator.

Appendix 5:

Evaluative Rubric for Essays & Exams (SLO C1)¹⁴

Outcomes Assessment, B.A.

Department of Philosophy, University of New Mexico

	Excellent - 4	Good - 3	Acceptable - 2	Not acceptable -1
1. COMPREHENSION OF MAIN IDEA OF SUBJECT POSITION (Student knows what Philosopher X claims.)	The student articulates the main idea (thesis) of the subject position clearly and precisely in his/her own words, in a way that enables the reader to comprehend it easily.	The student articulates the main idea of the subject position in his/her own words so that the reader can comprehend it with minimal effort.	The student articulates the main idea of the subject position partially; he/she formulates it in his/her own words but must to a significant extent rely on the language of the author.	The student does not articulate the main idea of the position.
2. COMPREHENSION OF MAIN REASONS IN SUPPORT OF SUBJECT POSITION (Student knows why Philosopher X claims what he/she does.)	The student identifies the main reasons the author uses in supporting his/her position in a way that enables the reader to see their plausibility.	The student identifies the main reasons the author uses in supporting his/her position in his/her own words but some clarification is required to see	The student identifies the main reasons in supporting his/her position partially in his/her own words; he/she relies, to a significant extent, on the language of the primary text.	The student does not identify the main reasons the author uses in supporting his/her position.

¹⁴ Adapted from "Philosophy paper/exam rubric for core courses", 2017-04-15. Last revised 2017-04-15.

		their plausibility.		
3. CRITICAL ENGAGEMENT WITH AN ARGUMENT (Student can identify problems with the argument presented by Philosopher X.)	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are clearly articulated and well supported.	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are at least partially supported and require some clarification.	The student makes observations about either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position that could be developed as objections.	The student does not raise objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position.

Academic Program
Plan for Assessment of Student Learning Outcomes¹
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: Arts and Science
2. Department: Philosophy
3. Date: Created April 15, 2017; Last revised April 27, 2017 (AB).

B. Academic Program of Study

M.A. in Philosophy, Ph.D. in Philosophy.

C. Contact Person(s) for the Assessment Plan

Anne Baril, Assistant Professor in Philosophy and Outcomes Assessment Coordinator for the Philosophy Department, abaril@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Knowledge of some of the different areas of philosophy, for example, ethics, metaphysics and epistemology, and of the history of philosophy, at the level appropriate to the degree (M.A. or Ph.D.) and the area of specialization of the student.
- B. Mastery of philosophical methods, at the level appropriate to the degree (M.A. or Ph.D.).
- C. Mastery of skills necessary for a professional philosophy career, at the level appropriate to the degree (M.A. or Ph.D.).

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Students can give an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources, including historical sources where appropriate, at the level appropriate to the degree (M.A. or Ph.D.).

UNM Goals (☒ Knowledge ☐ Skills ☐ Responsibility)

- B.1. Students can formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy, or the solution to a particular problem in

¹ Abbreviations:

OAC – Outcomes Assessment Coordinator for the Department of Philosophy

OASC – Outcomes Assessment Sub-Committee for the Department of Philosophy

AA- Philosophy Department Administrative Assistant

contemporary philosophy, and support this thesis with philosophical argument, at the level appropriate to the degree (M.A. or Ph.D.).

UNM Goals (___ Knowledge _X_ Skills ___ Responsibility)

C.1. Students can prepare a presentation of a paper appropriate for presenting at a professional philosophy conference.

UNM Goals (___ Knowledge _X_ Skills ___ Responsibility)

C.2. Students who are teaching assistants can design and teach course content and manage classroom interaction.

UNM Goals (___ Knowledge _X_ Skills ___ Responsibility)

E. Assessment of Student Learning Three-Year Plan

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall	<p>C1, Analysis and Reflection:</p> <ul style="list-style-type: none">• OAC will present data collected on C1 to faculty; faculty will reflect, and firm up plan, in the event that performance benchmark isn't met.• OAC will submit report measuring progress vis-à-vis C1 to the Office of Assessment.• In the event that performance benchmark for C1 isn't met, the faculty will implement agreed-upon plan. <p>Additionally, each semester...</p> <ul style="list-style-type: none">• AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2)• If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1)• AA will collect data from graduate students about papers they are

	<p>presenting this semester. (C1)</p> <ul style="list-style-type: none"> If any faculty member observes a graduate student's teaching during the semester, s/he will complete the an evaluative rubric (see Appendix 3) and submit it to AA. (C2) <p>Also, in the first semester of the three-year cycle:</p> <ul style="list-style-type: none"> OAC will make any suggestions concerning changes to the OA plan to the full faculty at the first faculty meeting of the academic calendar year, and invite feedback and discussion.
Year 1, Spring	<p>C2, Data Gathering:</p> <ul style="list-style-type: none"> AA will compile data from the rubrics for evaluating TA teaching that have been submitted by faculty in the relevant period and submit to OAC (see Appendix 3). <p>Additionally, each semester...</p> <ul style="list-style-type: none"> AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2) If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1) AA will collect data from graduate students about papers they are presenting this semester. (C1) If any faculty member observes a graduate student's teaching during the semester, s/he will complete an evaluative rubric (see Appendix 3) and submit it to AA. (C2)
Year 2, Fall	<p>C2, Analysis and Reflection:</p> <ul style="list-style-type: none"> OAC will present data collected on C2 to faculty; faculty will reflect, and

	<p>firm up plan, in the event that performance benchmark isn't met.</p> <ul style="list-style-type: none"> • OAC will submit report measuring progress vis-à-vis C2 to the Office of Assessment. • In the event that performance benchmark for C2 isn't met, the faculty will implement agreed-upon plan. <p>Additionally, each semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2) • If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1) • AA will collect data from graduate students about papers they are presenting this semester. (C1) • If any faculty member observes a graduate student's teaching during the semester, s/he will complete an evaluative rubric (see Appendix 3) and submit it to AA. (C2)
Year 2, Spring	<p>A1 and B1, Data Gathering:</p> <ul style="list-style-type: none"> • AA will compile data from the surveys completed by members of thesis committees for evaluating SLOs A1 and B1 (see Appendix 2). <p>Additionally, each semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2) • If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1) • AA will collect data from graduate students about papers they are

	<p>presenting this semester. (C1)</p> <ul style="list-style-type: none"> If any faculty member observes a graduate student's teaching during the semester, s/he will complete an evaluative rubric (see Appendix 3) and submit it to AA. (C2)
Year 3, Fall	<p>A1 and B1, Analysis and Reflection:</p> <ul style="list-style-type: none"> OAC will present data collected on A1 and B1 to faculty; faculty will reflect, and firm up plan, in the event that performance benchmark isn't met. OAC will submit report measuring progress vis-à-vis A1 and B1 to the Office of Assessment. In the event that performance benchmark for A1 or B1 isn't met, the faculty will implement agreed-upon plan. <p>Additionally, each semester...</p> <ul style="list-style-type: none"> AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2) If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1) AA will collect data from graduate students about papers they are presenting this semester. (C1) If any faculty member observes a graduate student's teaching during the semester, s/he will complete an evaluative rubric (see Appendix 3) and submit it to AA. (C2)
Year 3, Spring	<p>C1, Data Gathering:</p> <ul style="list-style-type: none"> OAC or AA will compile data on graduate student presentations at professional philosophy conferences that has been collected in previous 3-

	<p>year cycle.</p> <p>Additionally, each semester...</p> <ul style="list-style-type: none"> • AA will administer exit survey to any graduating M.A. or Ph.D. students (see Appendix 1). (A1, B1, C1, C2) • If there are any M.A. or Ph.D. defenses during the semester, AA will administer, and advising faculty will complete, an evaluative rubric evaluating A1 & B1 (see Appendix 2). (A1, B1) • AA will collect data from graduate students about papers they are presenting this semester. (C1) • If any faculty member observes a graduate student's teaching during the semester, s/he will complete an evaluative rubric (see Appendix 3) and submit it to AA. (C2) <p>Finally, in the last semester of the three-year cycle:</p> <ul style="list-style-type: none"> • OAC will decide if any changes to three-year plan should be suggested to the faculty at the first faculty meeting of the academic year, the following fall. OAC will meet with AA and Department Chair as needed to discuss.
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2. How will learning outcomes be assessed?

A. What:

SLO A.1. Students can give an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources, at the level appropriate to the degree (MA or PhD).

Direct Measure

- i. SLO A1 will be assessed by evaluation of the student's M.A. or Ph.D. thesis and oral defense of that thesis. Each of the student's committee members will fill out an evaluative rubric measuring this SLO at the end of the student's defense (see Appendix 2).
- ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO A1, is that 75% of students are evaluated on item #1 on the rubric as “4” or above (see Appendix 2).

Indirect Measure

In addition to the direct measure explained above, SLOs A1, B1, C1, and C2 will be measured indirectly with an exit survey that each graduating M.A. and Ph.D. student will be asked to complete online using Opinio (or similar). This survey will measure the student’s perception of the degree to which they’ve realized these learning outcomes.

SLO B.1. Students can formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy, or the solution to a particular problem in contemporary philosophy, and support this thesis with philosophical argument, at the level appropriate to the degree (MA or PhD).

Direct Measure

i. SLO B1 will be assessed by evaluation of the student’s M.A. or Ph.D. thesis and oral defense of that thesis. Each of the student’s committee members will fill out an evaluative rubric measuring this SLO at the end of the student’s defense (see Appendix 2).

ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO B1, is that 75% of students are evaluated on item #2 on the rubric as “4” or above (see Appendix 2).

Indirect Measure

In addition to the direct measure explained above, SLOs A1, B1, C1, and C2 will be measured indirectly with a simple four-question survey that each graduating M.A. and Ph.D. student will be asked to complete online using Opinio (or similar). This survey will measure the student’s perception of the degree to which they’ve realized these learning outcomes.

SLO C.1. Students can prepare a presentation of a paper appropriate for presenting at a professional philosophy conference.

Indirect Measures:

First Indirect Measure: Presentations by Graduate Students

i. SLO C1 will be evaluated by measuring how many M.A. and Ph.D. students present papers in the three-year period. AA will record, each semester, who has presented a paper, the title of that paper, where and at what venue it was presented, whether the student is an M.A. or a Ph.D. student, whether the student received departmental funding.

ii. This is a direct measure.

iii. Our measure for success in student learning, vis-à-vis SLO C1, is that 60% of students enrolled in the three-year period present at least one paper at a professional philosophy conference.

Second Indirect Measure: Exit Survey

In addition to the indirect measure explained above, SLOs A1, B1, C1, and C2 will be measured indirectly with a simple four-question survey that each graduating M.A. and Ph.D. student will be asked to complete online using Opinio (or similar). This survey will measure the student's perception of the degree to which they've realized these learning outcomes.

SLO C.2. Students who are teaching assistants can design and teach course content and manage classroom interaction.

Direct Measure

- i. SLO C2 will be evaluated by teaching observations of the graduate students by faculty members. Graduate students will be observed in their first and third year of teaching (or, if they teach fewer than three years, once). The faculty member will evaluate the student's teaching using an evaluative rubric (see Appendix 3).
- ii. This is a direct measure.
- iii. Our measure for success in student learning, vis-à-vis SLO C2, is that 90% of students evaluated in the three-year period score a "4" or "5" on at least nine out of the twelve items on the rubric.

Indirect Measure

In addition to the direct measure explained above, SLOs A1, B1, C1, and C2 will be measured indirectly with a simple four-question survey that each graduating M.A. and Ph.D. student will be asked to complete online using Opinio (or similar). This survey will measure the student's perception of the degree to which they've realized these learning outcomes.

- B. Who: Data collection will be ongoing and all graduate students (or, in the case of C2, all graduate students who are also TAs) will be assessed—not necessarily in each three year period (since, for example, a given grad student may not serve as a TA in that particular three-year period) but over the course of their graduate careers.

A1 and B1: Each M.A. and Ph.D. student who completes the program will be evaluated vis-à-vis A1 and B1 directly, at their thesis defense, and indirectly, through an exit survey.

C1: Each M.A. and Ph.D. student will be evaluated vis-à-vis C1 directly, by recording whether they present a paper over a three-year period, and indirectly, through an exit survey.

C2: Each M.A. and Ph.D. student who is a TA will be evaluated directly, through an observation of their teaching, and indirectly, through an exit survey.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1. Who will participate in the assessment process?

All faculty members who serve on the committee of M.A. or Ph.D. defense in the three-year period will participate in the assessment process by completing an evaluative rubric measuring SLOs A1 and B1 at the completion of the defense. All faculty members who observe a graduate student's teaching in the three-year period will participate in the assessment process by completing an evaluative rubric measuring SLO C2. (Typically all faculty members observe one or more graduate students' teaching each semester.) AA will participate in the assessment process by collecting completed rubrics after defenses and teaching observations, and by collecting data concerning presentations by graduate student at professional conferences. OAC will participate in the assessment process by coordinating all of the above, by submitting annual reports to the Office of Assessment and revising this plan as needed, and by reporting the findings and methods to the full faculty at the first faculty meeting of the academic year, and the full faculty will participate by reflecting, at that meeting, on the measures and findings. As needed, faculty members will participate in efforts to improve student learning, such as brownbag brainstorming sessions, in the event that student learning falls below our performance benchmark.

2. Briefly describe the process for consideration of the implications of assessment for change.

OAC will lead a discussion at the first faculty meeting of each academic year, presenting the methods of data collection and the findings. Faculty will discuss any changes that should be made to assessment mechanisms, curriculum design, and pedagogy.

3. How, when, and to whom will recommendations be communicated?

The OAC will communicate the information, and any recommendations, to the full faculty at each first faculty meeting of the academic year.

Appendix 1:

Exit survey for students graduating with a M.A. or Ph.D. in Philosophy (SLO A1, B1, C1, C2)²

Outcomes Assessment, M.A. & Ph.D.

Department of Philosophy, University of New Mexico

Instructions: Please indicate whether, and to what extent, you agree or disagree with the following statements. Your answers will be kept anonymous. We will use the results collected from these questionnaires to assess our MA and PhD Program and determine which areas of our curriculum, if any, we might consider changing in order to improve undergraduate education in the Department.

You may use the space underneath each question for any further explanation or comment.

1. I am able to give an overview of the current state of knowledge in my chosen field of specialization, referencing major primary and secondary sources, including historical sources where appropriate.³

Strongly Disagree

Strongly Agree

1

2

3

4

5

2. I am able to formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy, or the solution to a particular problem in contemporary philosophy, and support this thesis with philosophical argument.⁴

Strongly Disagree

Strongly Agree

1

2

3

4

5

² Created 2017-04-15. Last revised 2015-04-15.

³ SLO A1

⁴ SLO B1

3. I am able to prepare a presentation of a paper appropriate for presenting at a professional philosophy conference.⁵

Strongly Disagree

Strongly Agree

1

2

3

4

5

4. (For students who have been a TA) I am able to design and teach course content and manage classroom interaction.⁶

Strongly Disagree

Strongly Agree

1

2

3

4

5

N/A

Please circle:

I am graduating with an: MA PhD

I have been a TA: Yes No

⁵ SLO C1

⁶ SLO C2

Appendix 2:

Evaluative Rubric for M.A. & Ph.D. Defenses (SLO A1, B1)⁷

Outcomes Assessment, M.A. & Ph.D.

Department of Philosophy, University of New Mexico

Instructions: Please complete this survey at the end of each M.A. or Ph.D. defense. On a scale of 1 to 5, where 1 is “Unsatisfactory” and 5 is “Excellent,” please rate the following items, so far as they can be determined on the student’s written work and, if applicable, his/her defense of that work. (If the item cannot be adequately evaluated, circle ‘N/A’.)

Your answers will be kept anonymous. We will use the results collected from these questionnaires to assess our M.A. and Ph.D. programs and determine which areas of our curriculum, if any, we might consider changing in order to improve graduate education in the Philosophy Department.

You may use the space underneath each question for any further explanation or comment.

Scale:

1-Unsatisfactory 2-Below expectations 3-Satisfactory 4-Good 5-Excellent
N/A - Cannot be determined on the basis of this sample of work.

Student and date of defense:

Please rate:

1. The student’s ability to give an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources, including historical sources where appropriate, at the level appropriate to the degree (M.A. or Ph.D.)⁸—evaluate:

1A. The student’s **comprehension**:

1 2 3 4 5 N/A

⁷ Created 2017-04-15. Last revised 2015-04-15.

⁸ SLO A1

1B. The student's **explanation**:

1	2	3	4	5	N/A
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2. The student's ability to formulate a thesis expressing an interpretation of the thought of a particular figure in the history of philosophy, or the solution to a particular problem in contemporary philosophy, and support this thesis with philosophical argument, at the level appropriate to the degree (M.A. or Ph.D.).⁹

1	2	3	4	5	N/A
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⁹ SLO B1

Appendix 3:

Evaluative Rubric for M.A. & Ph.D. Defenses (SLO C2)

Outcomes Assessment, M.A. & Ph.D.

Department of Philosophy, University of New Mexico,

SLO C.2. Students who are teaching assistants can design and teach course content and manage classroom interaction.

Instructor Name: _____ *MA or PhD* _____
Course: _____ *Date:* _____

1—Strongly Disagree, 2—Disagree, 3—Neutral, 4—Agree, 5—Strongly Agree

COURSE CONTENT

1. The syllabus identified clear objectives	1	2	3	4	5	NA
2. The syllabus included assignments and due dates	1	2	3	4	5	NA
3. The course topics covered were appropriate	1	2	3	4	5	NA
4. The learning activities were effective for reinforcing the subject matter.	1	2	3	4	5	NA
5. The lecture/discussion topics were appropriate to the course	1	2	3	4	5	NA

EFFECTIVE INSTRUCTION

6. Content presented was coherent and clearly organized	1	2	3	4	5	NA
7. Instructor encouraged students to make comments and ask questions	1	2	3	4	5	NA
8. Instructor asked thought provoking questions	1	2	3	4	5	NA
9. Instructor provided prompt and constructive feedback	1	2	3	4	5	NA
10. Instructor used appropriate vocabulary and grammar	1	2	3	4	5	NA
11. Students seemed responsive	1	2	3	4	5	NA
12. Students seemed to understand material	1	2	3	4	5	NA

*Adapted from Covarrubias & Shiver, Communications & Journalism OA Plan, PhD, 2015.
Last revised 2017-04-15.*

Philosophy is a 31-credit major. The PHIL 356 (4) courses forces A&S Upper Division requirements to be 49 instead of 48.

The University of New Mexico Core Curriculum (37 units)

Writing and Speaking: (3-9 units)

Mathematics: (3 units)

Physical and Natural Sciences: (7 units)

Social and Behavioral Sciences: (6 units)

Humanities: (6 units)

Second Language: (non-English language; 3 units)

Fine Arts: (3 units)

Arts and Sciences College Minimum Requirements

· Total credit hours = 120

· 300/400 level credit hours = 48*

· Minimum credit hours taught in A&S = 96

***Students who complete a second language through the fourth semester are exempt from 6 of the 48 required upper division credit hours.**

University Residence Requirements

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

Minimum graduation GPA = 2.00

Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.

For more information see the catalogue at www.unm.edu

Career Opportunities and Pathways:

Graduate school in any of the liberal arts

Careers in religious studies

Independent writer, artist, or business owner

Education, Student Affairs

Human Services

Government

Museums and Galleries

Research/Preservation

Media, Communications and Journalism

Administration, organization, management

Suggested Minors/2nd Majors/Upper Division Electives:

American Studies

Anthropology

Art/Art Studio/Art History

Business/Management

Classical Studies

English

History

International Studies

Political Science

Psychology

Religious Studies

Sociology

Womens Studies

Requirements for Philosophy Major

Total credit hours = 31, distributed as follows:

PHIL 202 (3), PHIL 211(3), PHIL 356(4), PHIL 358(3), Phil 352 (3) or 354 (3),

· Philosophy electives: 15 units, 6 of which must be at the 400-level or above.

* If Phil 156 or Phil 101 are to be counted as electives, they must be taken before any 300-level.

Substitutions available upon pre-approval from department.

Advisement Contact Information:

Major Advisor: Farah Nousheen

Email: nousheen@unm.edu

Website: LoboAchieve.unm.edu

Faculty Advisor: Anne Baril

Email: philundergrad@unm.edu

Website: <http://philosophy.unm.edu>

Minor Advisor or
2nd Major Advisor:

Email:

Website:

Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes
Semester One:							
Phil 156 Reasoning & Critical Thinking	3	3		3		C	PLAW Req
Phil 101 Intro to Philosophy	3	3		3		C	PHIL Elective
First English Composition	3			3		C	
Freshman Academic Choice	3					D-	
Core MATH	3			3		C	see placement
Total	15	6	0	12	0	0	
<i>Advisement: How to use the Degree Audit (anytime after the 10th week)</i>							

Semester Three:							
Phil 211 Greek Philosophy	3	3				C	
Minor or 2nd Major Requirement	3		3			C	
C&J 130; PHI 156; ENGL 219 or 220	3			3		C	
Core Requirement	3			3		C	see list
Core Requirement	3			3		C	see list
Total	15	3	3	9	0		
<i>Transferred into the College of Arts & Sciences (once semester grades are in)</i>							

Semester Five:							
Phil 358 Ethnical Theory	3	3			3	C	
Minor or 2nd Major Requirement	3		3		3	C	
Minor or 2nd Major Requirement	3		3		3	C	
2 nd Major or Upper-Division Elective	3			3	C	D- for electives	
2 nd Major or Upper-Division Elective	3			3	C	D- for electives	
Total	15	3	6	0	15		
<i>Visit Career Services</i>							

Semester Seven:							
Philosophy 3** or above	3	3			3	C	
Minor or 2nd Major Requirement	3		3		3	C	
Upper-Division Elective	3			3	D-		
Elective Any Level	3				D-		
Elective Any Level	3				D-		
Total	15	3	3	0	9		
<i>Advisement: Departmental Check-In / Senior Visit</i>							

Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes
Semester Two:							
Phil 202 From Descartes to Kant	3	3		3		C	Humanities Core
Second English Composition	3			3		C	
Minor or 2 nd Major Requirement	3		3			C	
Core Second Language	3			3		C	see list
Core Requirement	3			3		C	see list
Total	15	3	3	12	0	0	
<i>Advisement: Enhanced Degree Audit skills</i>							

Semester Four:							
Phil 352 Theory of Knowledge	3	3			3	C	
Minor or 2nd Major Requirement	3		3			C	
Minor or 2nd Major Requirement	3		3			C	
Core Physical Science w/ Lab	4			4		C	see list
Elective any level (i.e. PENP)	2					D-	
Total	15	3	6	4	3		
<i>Advisement: Attend Departmental Orientation (within the 4th to 12th week)</i>							

Semester Six:							
Phil 371 or 372 Social & Political Phil	3	3			3	C	
Phil 381 Philosophy of Law and Morals	3	3			3	C	
Minor or 2nd Major Requirement	3		3		3	C	
Minor or 2nd Major Requirement	3		3		3	C	
2 nd Major or Upper-Division Elective	3			3	C	D- for electives	
Total	15	6	6	0	15		
<i>Complete Graduation Workshop & Apply for degree (after 4th week)</i>							
<i>Advisement: Departmental Check-In</i>							

Semester Eight:							
Philosophy 3** or above	3	3			3	C	
Minor or 2nd Major Requirement	3		3		3	C	
Elective Any Level	3				D-		
Elective Any Level	3				D-		
Elective Any Level	3				D-		
Total	15	3	3	0	6		
<i>Advisement: Senior Visit</i>							
<i>Visit Graduation Fair</i>							

Degree Total **120 30 30 37 48**

Philosophy with a pre-law concentration is designed to prepare students to apply for law school. It works well with another second major that is the student's area of interest.

The University of New Mexico Core Curriculum (37 units)

Writing and Speaking: (3-9 units)

Mathematics: (3 units)

Physical and Natural Sciences: (7 units)

Social and Behavioral Sciences: (6 units)

Humanities: (6 units)

Second Language: (non-English language; 3 units)

Fine Arts: (3 units)

Arts and Sciences College Minimum Requirements

· Total credit hours = 120

· 300/400 level credit hours = 48*

· Minimum credit hours taught in A&S = 96

***Students who complete a second language through the fourth semester are exempt from 6 of the 48 required upper division credit hours.**

University Residence Requirements

a. Minimum hours = 30

b. Senior standing = 15 past 92

c. In major = One half

d. In minor = One quarter

Minimum graduation GPA = 2.00

Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.

For more information see the catalogue at www.unm.edu

Career Opportunities and Pathways:

Law School

Careers in criminal, corporate, civil or international law

Careers in religious studies

Education, Student Affairs

Human Rights and Social Justice

Government & Foreign Service

Human and Social Services

Research/Preservation

Media, Communications and Journalism

Public Administration

Suggested Minors/2nd Majors/Upper Division Electives:

American Studies

Anthropology

Art/Art Studio/Art History

Business/Management

Classical Studies

English

History

International Studies

Political Science

Psychology

Religious Studies

Sociology & Criminology

Womens Studies

Requirements for Philosophy Major

Total credit hours = 31, distributed as follows:

PHIL 156 (3) or PHIL 356 (4); PHIL 202 (3); PHIL 211(3), PHIL 352(4), PHIL 358(3), Phil 371 (3) or 372 (3), PHIL (381)

· Philosophy electives: 9 units, 6 of which must be at the 300-level or above.

* Phil 101 is counted as an elective if taken before any 300-level.

Substitutions available upon pre-approval from department.

Advisement Contact Information:

Major Advisor: Farah Nousheen

Email: nousheen@unm.edu

Website: LoboAchieve.unm.edu

Faculty Advisor: Anne Baril

Email: philundergrad@unm.edu

Website: <http://philosophy.unm.edu>

Minor Advisor or
2nd Major Advisor:

Email:

Website:

Minorities in Philosophy

Bachelor's Degrees

In 2009, traditionally underrepresented racial/ethnic minorities received approximately 12 percent of all bachelor's degrees in philosophy. This percentage represents an increase of three percentage points from 1995, the first year for which data of this kind are available. The group contributing most to this rise was Hispanics, with completions by students of this ethnicity rising from approximately 4.5 percent to almost 7 percent (Academy of Arts and Sciences).

Master's Degrees

At the master's level, traditionally underrepresented racial and ethnic minorities earned approximately 8 percent of philosophy degrees awarded in 2009, up from 6.5 percent in 1995. Among traditionally underrepresented groups, Hispanics, who completed almost 5 percent of philosophy master's in 2009, were the most likely to earn this type of degree. The data also reveal a surge from 2004 to 2009 in the percentage of philosophy master's degrees awarded to students of unknown ethnicity or who identified themselves as being of a race or ethnicity that is not included among the reporting categories employed by the NCES. Whether this increase is indicative of a rise in completions among members of smaller minority groups, an increasing unwillingness of students to report ethnicity data to their institutions, a growing embrace by students of racial/ethnic identifications (e.g., biracial) that could not be accommodated by NCES's classification scheme, or some combination of these phenomena is not clear (Academy of Arts and Sciences).

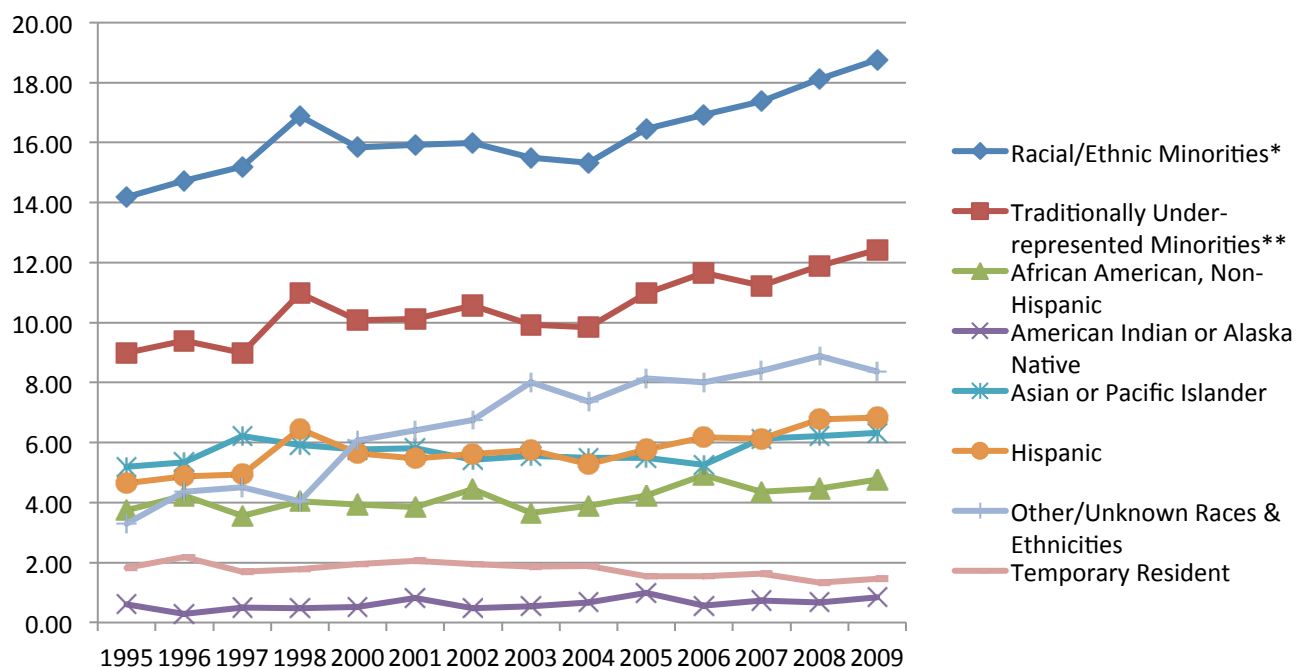
Doctoral Degrees

By 2006, completions of philosophy doctorates by traditionally underrepresented minorities had reached a high point of almost 8%, a level nearly three times greater than that observed in 1995. After the mid-2000s, however, these students' share of degrees declined, and they earned fewer than 5% of philosophy doctorates in 2009. Completing a greater share of philosophy doctorates were "temporary residents," students from other nations who come to study in the United States. In 2009, approximately a fifth of all philosophy doctorates from U.S. institutions were awarded to such students (Academy of Arts and Sciences).

See charts and graphs on following pages.

Percentages of Bachelor's Degrees in Philosophy Awarded to Members of Racial/Ethnic Minority Groups, 1995–2009[†]

	Racial/ Ethnic Minorities*	Traditionally Under- represented Minorities**	African American, Non- Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Other/ Unknown Races & Ethnicities	Temporary Resident
1995	14.18	9.00	3.75	0.60	5.19	4.64	3.29	1.81
1996	14.74	9.39	4.22	0.29	5.35	4.88	4.37	2.19
1997	15.20	8.99	3.56	0.49	6.21	4.94	4.50	1.69
1998	16.88	10.97	4.04	0.47	5.91	6.46	4.04	1.77
2000	15.85	10.09	3.92	0.52	5.76	5.64	6.07	1.95
2001	15.92	10.11	3.84	0.81	5.81	5.46	6.41	2.05
2002	16.00	10.56	4.45	0.48	5.44	5.62	6.74	1.94
2003	15.49	9.93	3.65	0.54	5.57	5.74	8.00	1.87
2004	15.32	9.84	3.88	0.68	5.49	5.28	7.37	1.88
2005	16.46	10.98	4.23	0.99	5.48	5.76	8.15	1.55
2006	16.92	11.67	4.92	0.56	5.26	6.18	8.02	1.54
2007	17.37	11.23	4.37	0.73	6.14	6.14	8.38	1.64
2008	18.11	11.89	4.46	0.67	6.22	6.76	8.88	1.33
2009	18.76	12.43	4.77	0.83	6.32	6.83	8.38	1.45



[†] Data were not published for 1999.

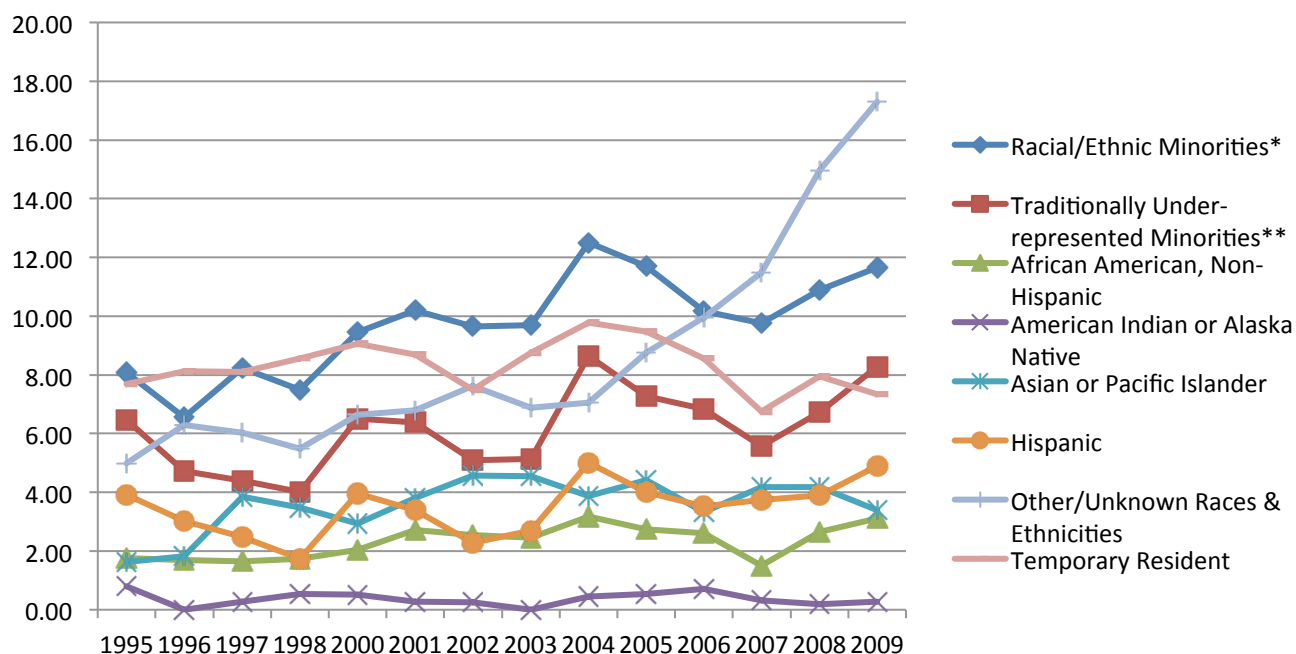
* Includes students who are citizens or permanent residents and who are identified by their institutions as African American (non-Hispanic), American Indian/Alaska Native, Asian/Pacific Islander, or Hispanic.

** Students counted under "Racial/Ethnic Minorities" minus Asians and Pacific Islanders.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The IPEDS data were accessed and analyzed via the National Science Foundation's online science and engineering resources data system, WebCASPAR (<https://webcaspar.nsf.gov/>). Data assembled by the American Academy of Arts and Sciences for inclusion in the [Humanities Indicators 2012](#). (Figure II-21d)

**Percentages of Master's Degrees in Philosophy Awarded
to Members of Racial/Ethnic Minority Groups, 1995–2009[†]**

	Racial/ Ethnic Minorities*	Traditionally Under- represented Minorities**	African American, Non- Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Other/ Unknown Races & Ethnicities	Temporary Resident
1995	8.09	6.47	1.75	0.81	1.62	3.91	4.99	7.68
1996	6.54	4.71	1.70	0.00	1.83	3.01	6.28	8.12
1997	8.23	4.39	1.65	0.27	3.84	2.47	6.04	8.09
1998	7.49	4.01	1.74	0.53	3.48	1.74	5.48	8.56
2000	9.45	6.51	2.04	0.51	2.94	3.96	6.64	9.07
2001	10.19	6.39	2.72	0.27	3.80	3.40	6.79	8.70
2002	9.66	5.08	2.54	0.25	4.57	2.29	7.62	7.50
2003	9.68	5.13	2.45	0.00	4.55	2.68	6.88	8.75
2004	12.50	8.64	3.18	0.45	3.86	5.00	7.05	9.77
2005	11.70	7.27	2.74	0.53	4.43	4.00	8.75	9.48
2006	10.16	6.84	2.62	0.70	3.32	3.52	9.96	8.55
2007	9.75	5.57	1.50	0.32	4.18	3.75	11.47	6.75
2008	10.89	6.72	2.65	0.19	4.17	3.88	14.96	7.95
2009	11.65	8.27	3.10	0.28	3.38	4.89	17.29	7.33



[†] Data were not published for 1999.

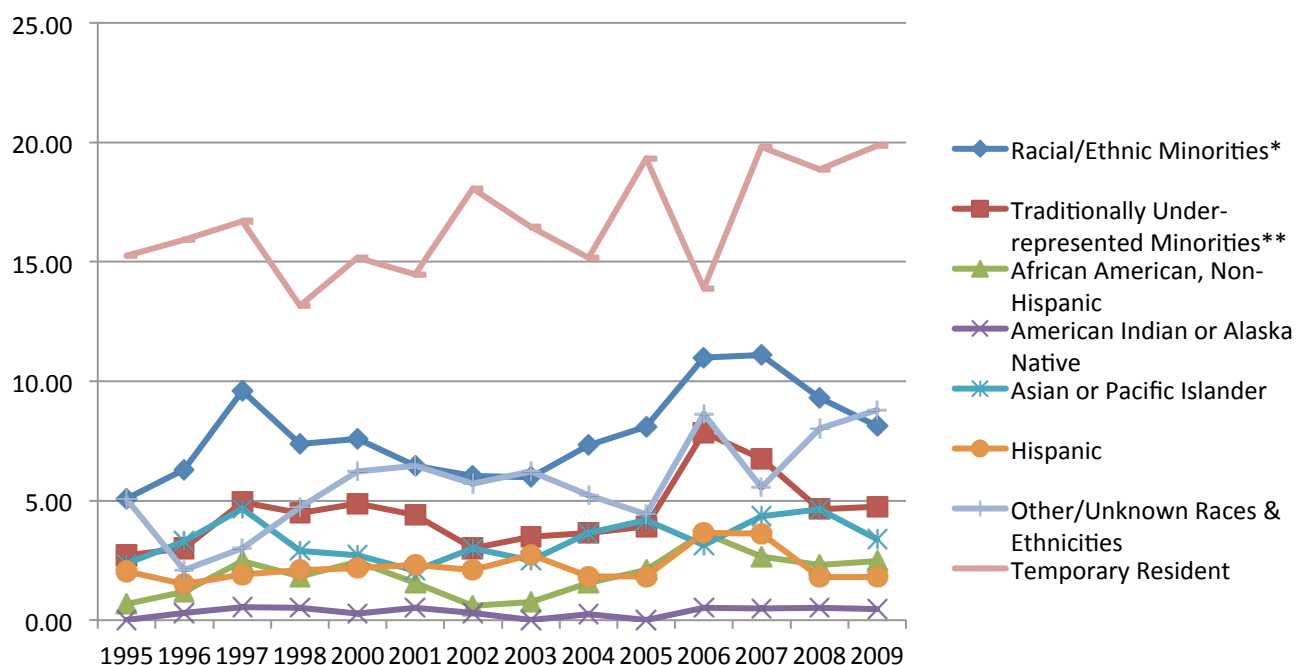
* Includes students who are citizens or permanent residents and who are identified by their institutions as African American (non-Hispanic), American Indian/Alaska Native, Asian/Pacific Islander, or Hispanic.

** Students counted under "Racial/Ethnic Minorities" minus Asians and Pacific Islanders.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The IPEDS data were accessed and analyzed via the National Science Foundation's online science and engineering resources data system, WebCASPAR (<https://webcaspar.nsf.gov/>). Data assembled by the American Academy of Arts and Sciences for inclusion in the [Humanities Indicators 2012](#). (Figure II-21e)

**Percentages of Doctoral Degrees in Philosophy Awarded
to Members of Racial/Ethnic Minority Groups, 1995–2009[†]**

	Racial/ Ethnic Minorities*	Traditionally Under- represented Minorities**	African American, Non- Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Other/ Unknown Races & Ethnicities	Temporary Resident
1995	5.08	2.71	0.68	0.00	2.37	2.03	5.08	15.25
1996	6.31	3.00	1.20	0.30	3.30	1.50	2.10	15.92
1997	9.59	4.93	2.47	0.55	4.66	1.92	3.01	16.71
1998	7.37	4.47	1.84	0.53	2.89	2.11	4.74	13.16
2000	7.59	4.88	2.44	0.27	2.71	2.17	6.23	15.18
2001	6.46	4.39	1.55	0.52	2.07	2.33	6.46	14.47
2002	6.02	3.01	0.60	0.30	3.01	2.11	5.72	18.07
2003	5.99	3.49	0.75	0.00	2.49	2.74	6.23	16.46
2004	7.33	3.66	1.57	0.26	3.66	1.83	5.24	15.18
2005	8.09	3.92	2.09	0.00	4.18	1.83	4.44	19.32
2006	10.99	7.85	3.66	0.52	3.14	3.66	8.64	13.87
2007	11.11	6.76	2.66	0.48	4.35	3.62	5.56	19.81
2008	9.30	4.65	2.33	0.52	4.65	1.81	8.01	18.86
2009	8.13	4.74	2.48	0.45	3.39	1.81	8.80	19.86



[†] Data were not published for 1999.

* Includes students who are citizens or permanent residents and who are identified by their institutions as African American (non-Hispanic), American Indian/Alaska Native, Asian/Pacific Islander, or Hispanic.

** Students counted under "Racial/Ethnic Minorities" minus Asians and Pacific Islanders.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The IPEDS data were accessed and analyzed via the National Science Foundation's online science and engineering resources data system, WebCASPAR (<https://webcaspar.nsf.gov/>). Data assembled by the American Academy of Arts and Sciences for inclusion in the [Humanities Indicators 2012](#). (Figure II-21f)

APPENDIX #13: Initial Meeting with Philosophy Graduate Director Forms

Initial Meeting with Philosophy Graduate Director M.A. Plan II (paper)

Student: _____

Banner ID: _____

Entering Semester and Year: _____

Date: _____

I. Background Core Requirements

BC1: Phil 202: Modern Philosophy
BC2: Phil 211: Greek Philosophy
BC3: Phil 352: Theory of Knowledge

BC4: 354: Metaphysics
BC5: 356: Symbolic Logic
BC6: 358: Ethical Theory

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution
BC1						
BC2						
BC3						
BC4						
BC5						
BC6						

II. TRANSFER CREDIT HOURS TOWARDS M.A. PLAN II

1. Graduate credit hours, non-Philosophy

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution	500-level? Y/N
TG1							
TG2							
TG3							
TG4							

2. Graduate credit hours, Philosophy

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution	500-level? Y/N
TP1							
TP2							
TP3							
TP4							

III. TRANSFERRED DRDs

	DRD	COURSE
1	H(A), H(M), or H	
2	500-level H(A) or H(M)	
3	Et, M, or E	
4	Et, M, or E	

SUMMARY OF MEETING

TOTAL TRANSFER CREDITS APPROVED*

GRADUATE CREDITS: _____

GRADUATE CREDITS AT THE 500-LEVEL: _____

GRADUATE CREDITS IN PHILOSOPHY: _____

GRADUATE CREDITS IN PHILOSOPHY AT THE 500-LEVEL: _____

*All transfer credits approved by the Graduate Director and the Graduate Advisor Committee for Philosophy are subject to approval by the Office of Graduate Studies (OGS). OGS makes its determinations when a student files his/her Program of Studies.

BACKGROUND CORE REQUIREMENTS STILL TO BE COMPLETED:

1.

2.

3.

4.

DRDs STILL TO BE COMPLETED:

1.

2.

3.

4.

SIGNATURE OF GRAD DIRECTOR: _____ **DATE:** _____

SIGNATURE OF STUDENT: _____ **DATE:** _____

Initial Meeting with Philosophy Graduate Director Ph.D. Students

Student: _____

Banner ID: _____

Entering Semester and Year: _____

Date: _____

I. Background Core Requirements

BC1: Phil 202: Modern Philosophy

BC4: 354: Metaphysics

BC2: Phil 211: Greek Philosophy

BC5: 356: Symbolic Logic

BC3: Phil 352: Theory of Knowledge

BC6: 358: Ethical Theory

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution
BC1						
BC2						
BC3						
BC4						
BC5						
BC6						

II. TRANSFER CREDIT HOURS TOWARDS Ph.D.

1. Graduate credit hours, non-Philosophy

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution	500-level? Y/N
TG1							
TG2							
TG3							
TG4							

2. Graduate credit hours, Philosophy

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution	500-level? Y/N
TP1							
TP2							
TP3							
TP4							
TP5							
TP6							

3. Graduate credit hours from Previous M.A. in Philosophy

	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year	Institution	500-level? Y/N
TPM1							
TPM2							
TPM3							
TPM4							
TPM5							
TPM6							

III. TRANSFERRED DRDs

	DRD	COURSE
1	H(A), H(M), or H	
2	H(A), H(M), or H	
3	H(A), H(M), or H	
3	M or E	
4	Et	

SUMMARY OF MEETING

TOTAL TRANSFER CREDITS APPROVED*

GRADUATE CREDITS: _____ (max of 24 hours)**

GRADUATE CREDITS AT THE 500-LEVEL: _____ (max of 12 hours) **

GRADUATE CREDITS IN PHILOSOPHY: _____ (max of 17 hours) **

GRADUATE CREDITS IN PHILOSOPHY AT THE 500-LEVEL: _____ (max of 12 hours) **

*All transfer credits approved by the Graduate Director and the Graduate Advisor Committee for Philosophy are subject to approval by the Office of Graduate Studies (OGS). OGS makes its determinations when a student files his/her Program of Studies.

** As per UNM policy, The number of transfer and/or applied (including non-degree) credits used toward a graduate program may not exceed fifty percent of the required coursework for the degree.

BACKGROUND CORE REQUIREMENTS STILL TO BE COMPLETED:

- 1.
- 2.
- 3.
- 4.

DRDs STILL TO BE COMPLETED:

- 1.
- 2.
- 3.
- 4.

SIGNATURE OF GRAD DIRECTOR: _____ **DATE:** _____

SIGNATURE OF STUDENT: _____ **DATE:** _____

APPENDIX 14: Graduate Student Travel Awards
Philosophy Department
On-line at: <http://philosophy.unm.edu/graduate/financial-aid.html>

The Philosophy Department is very pleased to announce that all current Philosophy graduate students are eligible to apply for Philosophy Travel Awards. These awards have been made available to assist current graduate students who are speaking at professional conferences. Depending on the availability of funds, the standard Travel Award will be \$500. Priority will be given to graduate students who have not previously been granted a Travel Award and, typically, a student will not be granted more than two Travel Awards per academic year. Final decisions about these awards will be made by the Chair of Philosophy.

Please note that, as per UNM policy, these departmental Travel Awards must be processed as scholarships. This means that any funds a student is awarded will be posted to his/her Bursars Account.

To be considered for a Travel Award:

- You must be a current Philosophy graduate student in good academic standing.
- You must be presenting a paper or a commentary at a professional conference.
- You must submit a Travel Award Application and supporting materials at least four weeks prior to the start date of the conference. If you are awaiting decision on a paper you have submitted for consideration, you may still submit an application. In this case, an award may be granted contingent on your paper being accepted for the conference program.

NEW POLICY: Effective 1 August 2015, Travel Award Applications must be submitted by the following deadlines, depending on the date of the conference at which you plan to present a paper. If you are awaiting decision on a paper you have submitted for consideration, you may still submit an application. In this case, an award may be granted contingent on your paper being accepted for the conference program.

Conference dates between 16 August and 15 January
Submission deadline: 15 August

Conference dates between 16 January and 31 May
Submission deadline: 15 January

Conference dates between 1 June and 15 August
Submission deadline: 15 May

- You must submit a Reimbursement Form, along with receipts and supporting materials, within seven business days of the end date of the conference.
- You must apply for travel funding from UNM's Graduate and Professional Student Association (GPSA) and UNM's Office of Career Services. You can find information about their funding opportunities on the following sites:

GPSA: <http://gpsagrants.unm.edu/>

(GPSA offers the Student Research Grant (SRG) to help fund travel, lodging, and conference fees for conferences at which graduates students are making a presentation. Click on the link for “Available Grants” at the top of the GPSA page for more information.)

Office of Career Services: <http://www.career.unm.edu/students-alumni/s-cap.html>

Here are the [Travel Award Application](#) and [Travel Award Reimbursement](#) forms. Students wishing to be considered for a Travel Award should submit hard copies of these forms, along with all supporting materials and receipts, to Mercedes Nysus by the deadlines stated above. Unless you are living outside of Albuquerque, email submissions will not be accepted.

APPENDIX 15

APR Criterion 5: Faculty Credentials Template

Directions: Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

Name of Department/Academic Program(s): PHILOSOPHY _____

NOTE: Please add rows to the table as needed.


Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"> Lecturer (LT) Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) Prof. of Practice (PP) Temporary Adjunct (AD) Term Teacher (TMT) Visitor (VR) Research Faculty (RF) 	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"> Faculty completed a terminal degree in the discipline/field (TDD); Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR Other (Explain)
			Undergraduate		
1. Kelly Becker	TP	University of Minnesota, B.S. in Management University of Pittsburgh, B.A. in Philosophy University of California, San Diego, Ph.D. in Philosophy	Graduate	X	TDDR
			Doctoral	X	
2. John Bussanich	TP	Stanford University, A.B. in Religious Studies Stanford University, Ph.D. in Classical Studies	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
3. Mary Domski	TAP	University of Pennsylvania, B.A. in Mathematics and Philosophy & Science University of Pennsylvania, M.S.Ed. in Secondary Mathematics Education University of Leeds, M.A. in History & Philosophy of Science Indiana University, M.A. in Philosophy Indiana University, Ph.D. in History & Philosophy of Science	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	


Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
			Undergraduate	X	
4. Barbara Hannan	TP	Randolph Macon Woman’s College, B.A. in Philosophy University of Arizona, J.D. University of Arizona, Ph.D. in Philosophy	Graduate	X	TDDR
			Doctoral	X	
5. Pierre-Julien Harter	TTAP (as of August 2017)	University of Paris I, B.A. in Philosophy Ecole Pratique des Hautes Etudes, M.A. in Historical, Philological, and Religious Sciences University of Chicago, Ph.D. in Philosophy of Religions	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
6. Adrian Johnston	TP	University of Texas, Austin, B.A. in Philosophy State University of New York, Stony Brook, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
7. Brent Kalar	TAP	University of Minnesota, BA in Philosophy Harvard University, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
8. Paul Livingston	TP	Harvard University, A.B. in Philosophy University of Cambridge, M.Phil in Philosophy University of California, Irvine, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
9. Emily McRae	TTAP	Union College, B.A. in Philosophy University of Wisconsin, Madison, M.A. in Philosophy University of Wisconsin, Madison, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
10. Ann Murphy	TAP	Grinnell College, B.A. in Philosophy University of Memphis, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
11. John Taber	TP	University of Kansas, B.A. in Philosophy University of Hamburg, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	
12. Iain Thomson	TP	University of California, Berkeley, B.A. in Philosophy University of California, San Diego, M.A. in Philosophy University of California, San Diego, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate	X	
			Doctoral	X	

Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"> Lecturer (LT) Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) Prof. of Practice (PP) <u>Temporary</u> <ul style="list-style-type: none"> Adjunct (AD) Term Teacher (TMT) Visitor (VR) Research Faculty (RF) 	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"> Faculty completed a terminal degree in the discipline/field (TDD); Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR Other (Explain)
13. Joachim Oberst	LT (.5 FTE in Philosophy; primary appointment in Philosophy)	Goshen College, B.A. in Humanities & English University of Heidelberg, M.A in English University of Heidelberg, M.A. in Theology & Philosophy McGill University, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
14. Michael Candelaria	LT (.5 FTE in Philosophy; primary appointment in Religious Studies)	Southern Bible College, B.A. in Religion Southwestern Baptist Theological Seminary, Masters of Divinity Harvard University, Th.Div (Ph.D. in Religion)	Undergraduate	X	TDO
			Graduate		
			Doctoral		
15. Lisa Gerber	LT (.5 FTE in Philosophy; primary appointment in Religious Studies)	University of New Mexico, B.A. in English/Philosophy University of Montana, M.A. in Philosophy University of New Mexico, Ph.D. in Philosophy	Undergraduate	X	TDDR
			Graduate		
			Doctoral		

APPENDIX 16: Philosophy Graduate Student Travel Awards, Fall 2013 to Spring 2017

<u>Name</u>	<u>Amount</u>	<u>Date of Award</u>	<u>Conference</u>	<u>Location</u>	<u>Paper Title</u>
Creasy, Kaity	500.00	1.23.17	Pacific APA	Seattle, Washington	Environmental Nihilism: Reading Nietzsche Against New Conservationism
Creasy, Kaity	500.00	8.23.16	SPEP	Salt Lake City, Utah	Thinking Self-Transformation and Openness in Nietzsche
Creasy, Kaity	500.00	10.7.15	Nietzsche, Life, and the Art of Living	U. of Hull	The Limits of Self-Determination in Nietzsche
Creasy, Kaity	500.00	12.5.14	Nietzsche, Love, and War	Birmingham, UK	Finding Love in Nietzsche: From the Untimely Meditations through Thus Spoke Zarathustra
Creasy, Kaity	136.95	9.9.14	Goethe Institute	Frieburg	Accepted into a program
Creasy, Kaity	500.00	5.6.14	Women & Minorities in the Philosophical Tradition	U. of Kentucky	Letting Others In: Friendship & Aesthetic Listening in Nietzsche
Total	2,636.95				
Bodington, Jim	467.00	6.3.15	PhiloSophia	Emory	Whose Body? Disabled Embodiments and the Question of the Natural
Bodington, Jim	264.54	5.5.14	Penn State Grad Student Conference	College Park, PA	Ek-static Grief
Total	731.54				
Bounds, Graham	500.00	5.24.16	Southwest Seminar in Continental Philosophy	Texas A&M University	Phenomenology and the Dialectic of Description
Bounds, Graham	441.00	5.23.14	Pacific APA	San Diego	Identitätsphilosophie and the Sensibility that Understands
Total	941.00				
Shevchenko, Dmitry	500.00	6.20.16	48th Annual SACP Conference	U. of Hawaii	Scriptural Injunctivism
Shevchenko, Dmitry	396.30	10.21.15	1e Past, Present and Future of Cross-Cultural Philosop	Monterey, CA	Hegelian Dialectic and Liberation from Suffering in the Samkhyakarika
Total	896.30				
Signoracci, Gino	500.00	12.1.15	Society for Asian & Comparative Philosophy	Monterey, CA	Liberation in Nyaya, Samkhya, and Advaita
Signoracci, Gino	570.00	12.5.14	Society of Phil in the Cotemporary World	San Jose State	Forgotten Foucault: The Specific and the Universal Intellectual in Truth and Power
Signoracci, Gino	433.18	8.4.14	Society for Asian & Comparative Philosophy	Binghamton, NY	Hegel and Indian Philosophy
Total	1,503.18				
Robinson, Idris	500.00	1.23.17	Historical Materialism Conference	Beirut, Lebanon	Agamben's Linguistic Vitalism and Species-Being
Robinson, Idris	500.00	1.19.16	Benjamin in Palestine	Goethe Institute in Ramallah	Commented on a paper
Total	1,000.00				
Barnes, William	500.00	1.23.17	Philosophy at the Margins, Grad Philosophy Conf	McMaster University (Hamilton, Canada)	Addressing Contemporary Cynicism
Barnes, William	500.00	5.23.14	Cross Currents	U. of Hawaii	The Rise of Cynical Irony
Total	1,000.00				
Alapin, Maya	500.00	4.2.15	Liberal Arts Graduate Symposium	Reno, NV	Constructing Humanity Outdoors
Harris, Stephen	243.36	10.31.13	Law, Culture, Morality: East & West	U. of Illinois, Champaign	Santideva, the Virtues of the Bodhisattva and Eudaimonism
Liakos, David	481.00	1.15.15	Eastern APA	Philadelphia	Using a Myth to Kill a Myth: Sellars Reads Cassirer
Patel, Krupa	500.00	9.8.16	Perceptual Experience and Empirical Reason	Pittsburgh, PA	Participant/No paper
Schoenberg, Phil	500.00	4.1.16	Job Interview Expenses		
Grand Total	10,933.33				





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Graduate Program

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Department of Philosophy
MSC 03 2140
1 University of New Mexico
Albuquerque, NM 87131

Physical Location:
Humanities (HUM)
513

Phone: (505) 277-2405
Fax: (505) 277-6362
thinker@unm.edu

UNM > Home > Graduate Program > Fellowships

Fellowships

The Gwen J. Barrett Memorial Fellowship

Barrett Selection Guidelines

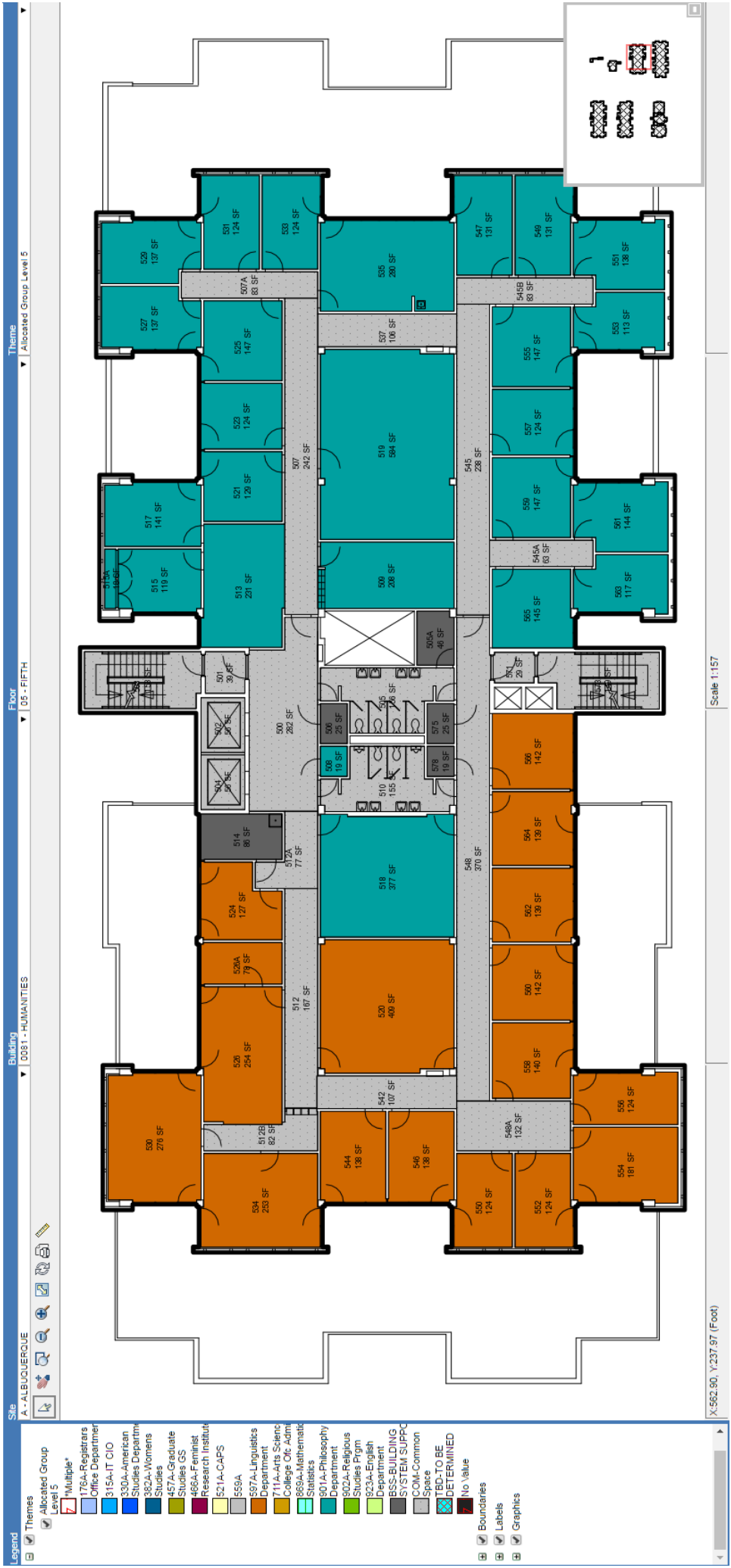
The Barrett Fellowship, currently valued at \$15,600, may be awarded to one or split between two well qualified Ph.D. students per academic year. The award is designed to give the student, or students, the time and freedom necessary to focus on writing his or her dissertation. Students should also note that the awarding of the fellowship in any given year is contingent on the availability of funding and the quality of the applicants.

Qualifications and Application for Barrett Fellowship

The Barrett Fellowship is designated by the Department as (1) a dissertation completion fellowship and (2) a merit fellowship. In accordance with this designation, the following qualifications must be met:

- (1) Prior to consideration, the applicant must have completed all requirements for the Ph.D. other than the dissertation (including language requirements).
- (2) It is probable that the applicant will complete (defend) his/her dissertation by the end of the fellowship period. This probability will normally be demonstrated by the prior completion of a substantial portion of the dissertation, and the presentation of a plausible plan for completing the remainder during the fellowship period. Applicants for the Barrett will be asked to present a written "completion plan" of no more than 1000 words for consideration by the Department. This plan will describe the work completed so far as well as the nature of the uncompleted portion of the dissertation, and provide a timeline for completing the remaining work. The Dissertation Advisor will advise upon and endorse this plan as one likely to lead to completion within the designated period.
- (3) The department judges the applicant's work to date as of exceptional quality. Each applicant for the Barrett will be asked to make his/her dissertation work to date available to the full Department for their assessment.

STUDENTS MUST APPLY FOR THE BARRETT IN ORDER TO BE CONSIDERED. The application will consist of (1) the written completion plan (described above) signed by the applicant and the Dissertation Advisor and (2) all finished dissertation work. This material must be furnished to the Graduate Director no later than May 2. The Department will make an announcement of Barrett awardees (if any) by July 15.



X:562.90, Y:237.97 (Foot)

Scale 1:157

APPENDIX 19: Contact Person/Contact information from Comparison Programs

Program	Contact Person(s)	Contact Information
Florida International University	Ivonne Carrasco Dr. Kenton Harris	305-348-2185 carrasco@fiu.edu; harrisk@fiu.edu
New Mexico State University	Dr. Timothy Cleveland	(575)646-4444 tclevela@nmsu.edu
Northwestern University	Jasmine Hatten	847-491-3656 philosophy@northwetsern.edu
Texas A&M University	Kristine Hughes	(979)862-7829 khughes@tamu.edu
Texas Tech	Debrajean Wheeler	806-742-3275 Debrajean.wheeler@ttu.edu
University of Arizona	Sandra Kimball	(520)621-5045 skimball@email.arizona.edu
University of California, Riverside	Jennifer Morgan Gerardo Sanchez	951-827-5208 Jennifer.morgan@ucr.edu; Gerardo.Sanchez@ucr.edu
University of Hawaii	Patricia Pimental Dr. Ronald Bontekow	808-956-8649 philo@hawaii.edu; bontekow@hawaii.edu
University of Houston	Amy O'Neal – Dir, Assessment & Accred Svcs (undergrad information) Dr. James W. Garson – Professor (grad information)	(713)743-8735 aoneal@uh.edu (713)743-3205 jgarson@uh.edu
University of Kentucky	Katie Barret	859-257-1862 kbarret@uky.edu
University of Oklahoma - Norman	Gabriel Serrano	405-325-6324 philosophy@ou.edu
University of Oregon	Pat Martin	(541)346-7352 Pmartin2@uoregon.edu
University of Texas - Austin	Stephanie A. Hollub-Fletcher	512-471-4857 Stephanie.hollub@austin.utexas.edu

APPENDIX 20: Undergraduate Degree Requirements of Comparison Philosophy Programs

I. B.A. in Philosophy

	Philosophy Program	# Philosophy Courses Required	Specific Philosophy Courses Required
1	UNM	10	1. Greek Philosophy 2. Descartes to Kant 3. Theory of Knowledge OR Metaphysics 4. Symbolic Logic 5. Ethical Theory
2	Florida International	11	1. Logic 2. Epistemology/Metaphysics 3. Value Theory 4. History of Philosophy 5. Non-Western Philosophy
3	New Mexico State	12	1. Formal Logic 2. Writing Philosophy 3. One Course: The Art of Wondering OR Introduction to Philosophy 4. One Course: Social & Political Philosophy OR Ethical Theory OR Philosophy of Law 5. One Course: Ancient Philosophy OR Modern Philosophy 6. One Course: Business Ethics OR Biomedical Ethics OR Environmental Ethics OR Engineering Ethics OR Ethics & Sports OR Applied Ethics OR Ethics & Biomedical Research OR Ethics and Global Poverty 7. Two Courses: Philosophy of Language OR Philosophy of Mathematics OR Philosophy of Mind OR Epistemology OR Philosophy of Science OR Metaphysics
4	Northwestern	13	1. Logic 2. Ethics 3. History of Philosophy (Ancient) 4. History of Philosophy (Early Modern)
5	Texas A&M	10	1. One Course: Introduction to Logic OR Symbolic Logic OR Symbolic Logic II 2. One Course: Philosophy of Natural Science OR Philosophy of Social Science OR Theory of Knowledge 3. One Course: Philosophy of Mind OR Philosophy of Religion OR Metaphysics 4. One Course: Philosophy of Art OR Social & Political Philosophy OR Ethical Theory 5. One Course: 19 th Century Philosophy OR Phenomenology OR Existentialism OR Current Continental Philosophy 6. One Course: Classical American Philosophy OR Recent British/American Philosophy OR Philosophy of Language 7. Classical Philosophy 8. One Course: 17 th Century Philosophy OR 18 th Century Philosophy
6	University of Arizona	11	1. Symbolic Logic 2. Issues and Methods 3. One course: Intro to Moral & Social Philosophy OR Ethics, Economics of Wealth Creation OR Moral Thinking OR Contemporary Moral Problems OR Philosophy of Happiness OR The Social Contract OR Philosophy of Freedom OR Medical Ethics OR Business Ethics OR Environmental Ethics OR Law & Morality OR Feminist Philosophy OR Neuroethics OR The Moral Mind OR Meta-ethics OR Normative Ethics OR Aesthetics OR Social & Political Philosophy OR Philosophy of Law: Jurisprudence 4. One Course: Philosophy of Religion OR Consciousness & Cognition OR Existential Problems OR Intro Philosophy of Science OR Minds, Brains, Computers OR Philosophy of Science OR Metaphysics OR Theory of

			<p>Knowledge OR Knowledge & Cognition O Philosophy of Mind OR Philosophy & Psychology</p> <p>5. One Course: Logic & Critical Thinking OR Logic in Law OR Intro to Philosophy of Language OR Symbolic Logic I OR Symbolic II OR Mathematical Logic OR Foundations of Math OR Philosophical Logic OR Philosophy of Mathematics OR Induction & Probability OR Psychology of Language OR Decision Theory OR Games & Decisions OR Philosophy, Politics, Economics OR Philosophy of Language OR Pragmatics OR Early Analytic Philosophy</p> <p>6. Two Courses: (From 2 different time periods) Ancient Philosophy: Ancient Philosophy OR Readings in Greek OR Greek Philosophy OR Plato OR Aristotle Medieval Philosophy: Medieval Philosophy Modern Philosophy: Early Modern Philosophy OR 19th Century: Hegel to Nietzsche OR History of Moral Philosophy OR History of Political Philosophy OR Rationalists OR Empiricists</p> <p>7. At least 4 courses: Introduction to Philosophy OR Meaning & Language OR African American, Hist of Ideas OR Philosophy of Literature OR 20th Century Philosophy OR Jewish Philosophy OR Phil & Psychiatry OR any course from PHIL 110-499.</p>
7	UC-Riverside	14	<p>1. Critical Thinking</p> <p>2. Logic</p> <p>3. History of Philosophy</p> <p>4. Metaphysics/Epistemology or Philosophy of Language</p> <p>5. Moral & Political Philosophy</p>
8	University of Hawaii	10	<p>1. Logic</p> <p>2. History of Western Philosophy</p> <p>3. Asian Philosophy or Philosophy of Religion</p> <p>4. Political Philosophy</p>
9	University of Houston	9	<p>1. Logic</p> <p>2. Ethics</p> <p>3. History of Ancient</p> <p>4. History of Early Modern</p>
10	University of Kentucky	15	<p>1. Symbolic Logic I</p> <p>2. Ethics OR The Individual & Society*</p> <p>3. Metaphysics & Epistemology</p> <p>(History of Ancient and History of Early Modern are required before declaring the Philosophy major.)</p>
11	University of Oklahoma	10	<p>1. Ethics</p> <p>2. History of Philosophy</p> <p>3. Modern Philosophy</p> <p>4. Logic</p> <p>5. Metaphysics/ Epistemology</p>
12	University of Oregon	13	<p>1. Three courses in the history of philosophy</p> <p>2. One course in Logic</p> <p>3. One course in Gender, Race, Class, & Culture</p> <p>4. Two course in Author's Courses</p>
13	UT-Austin	9	<p>1.Symbolic Logic 2.Ancient Philosophy</p> <p>3.Early Modern Philosophy</p> <p>4.Metaphysics,(including options in Philosophy of Mind, Philosophy of Language, etc)</p>
14	Texas Tech	10	<p>1. Logic</p> <p>2. Ethics</p> <p>3. Classical Greek Philosophy</p> <p>4. Modern European Philosophy</p> <p>5. one of the following: Philosophy of Science, Minds, Brains, and Computers, Epistemology, Philosophy of Language, or Metaphysics</p>

II. B.A. in Pre-Law Philosophy (or similar)

	Philosophy Program	# Philosophy Courses Required	Specific Philosophy Courses Required
1	UNM	10	1. Greek Philosophy 2. Descartes to Kant 3. Theory of Knowledge 4. Symbolic Logic OR Reason & Critical Thinking 5. Ethical Theory 6. Classical OR Modern Social & Political Phil 7. Philosophy of Law
2	Florida International	11	7 courses from the following: Ethical Issues, Political Philosophy, Philosophy of Law, Topics in Philosophy of Law, Marxism, Feminism, Philosophy of Religion, Philosophy of Dialogue, Biomedical Ethics. 1 Logic Course
3	Texas A&M	10	1. Philosophy of the Social Sciences 2. Social & Political Philosophy 3. Ethical Theory 4. Philosophy of Law 5. American Philosophy
4	University of Arizona	11	Double majoring in Philosophy and Law allows for up to 12 credit hours to be used simultaneously in both majors (double-dipping). The Department is currently working on a list of specific courses that will be required for the double major.
5	UC-Riverside	9	1. Critical Thinking 2. History of Philosophy 3. Moral & Political Philosophy 4. Intro to Law & Society
6	University of Hawaii	8	Ethics and Law Concentration Students must take three courses (9 credit hours) from the following: PHIL 300: Business Ethics, 301: Ethical Theory, 302: Political Philosophy, 303: Social Philosophy, 310: Ethics in Health Care, 317: Critical Thinking: Pre-Law, 318: Philosophy of Law, 319: Ethical Issues in Law.
7	Texas Tech	8	Ethics Concentration 1 Philosophy majors may pursue a concentration in ethics by completing six Philosophy courses that focus on ethics. Students may select from: 1. PHIL 2320: Introduction to Ethics (Required for major) 2. PHIL 3320: Introduction to Political Philosophy 3. PHIL 3321: Philosophy of Law 4. PHIL 3322: Biomedical Ethics 5. PHIL 3323: Business Ethics 6. PHIL 3325: Environmental Ethics 7. PHIL 4320: Ethics (Advanced) 8. PHIL 4321: Political Philosophy (Advanced)

APPENDIX 21: Graduate Degree Requirements of Comparison Philosophy Programs

I. Terminal M.A. in Philosophy

	Philosophy Program	# Graduate Philosophy Courses Required	Specific Graduate Philosophy Courses Required
1	UNM	10	2 courses: History (History of Ancient, History of Modern, or History with no more than one designated as History) 2 courses: Ethics, Metaphysics, or Epistemology
2	Texas A&M	8	1 course: Symbolic Logic 2 courses: History 1 course: Value Theory 2 courses: Epistemology & Metaphysics (includes options in Phil Religion, Science, Language, etc.)
3	University of Arizona	10	3 courses: grad seminars PHIL 596A – PHIL 596Z 7 courses: grad surveys PHIL500 – PHIL 595 with one from each of the following fields: 1. Metaphysics OR Epistemology 2. Ethics, Political Philosophy OR Value Theory 3. History of Philosophy 4. Philosophy of Language, Philosophy of Science, Philosophy of Mind OR Cognitive Science.
4	University of Hawaii	10	- At least 7 courses (21 credit hours) must be earned for Philosophy courses, of which at least 3 courses (9 credit hours) at the 600- or 700- level. - No more than 4 courses (12 credit hours) at the upper-divisional undergraduate (300 or 400) level, regardless of department. - Also required for the MA degree are four semesters (or the demonstrated equivalent) of at least one philosophically significant foreign language, typically: classical Greek, Latin, French, German, Arabic, classical Chinese, Japanese, Sanskrit, or Pali. (NB: If a student finishes all philosophy course work requirements for the MA in three semesters—as opposed to the usual four—the student in question will only be required to complete three semesters' worth of language courses.)
5	University of Houston	10	Candidates must complete 36 semester hours of approved courses, of which 30 hours must be taken in the Department of Philosophy. (Examples of graduate courses: - History of Philosophy - Medical Ethics - Philosophy of Language - Ancient Philosophy)
6	University of Oklahoma	12	This degree requires thirty-six hours of coursework, including Symbolic Logic I or equivalent and a graduate course in the history of philosophy. Students enrolled in the non-thesis program must take a written comprehensive examination as stipulated by the Graduate College. A two-hour test over one of the following three areas in the history of philosophy : (1) ancient philosophy, (2) medieval philosophy, or (3) modern philosophy. A two-hour test over one of the following two areas of philosophy: (1) ethics , or (2) metaphysics and epistemology .
7	University of Oregon	12	2 courses: Society & Value 2 courses: Knowledge, Rationality & Inquiry 2 courses: Metaphysics 1 course: Asian Philosophy OR Philosophy of Race OR Native American Philosophy OR Latin American Philosophy 1 course from each of the three out of the four historical periods: Ancient & Medieval, Modern, 19 th Century Philosophy, 20 th & 21 st Century Philosophy 2 courses from each of the four philosophical traditions: Continental Philosophy, Analytic Philosophy, American Philosophy, Feminist Philosophy
8	Texas Tech	8	1 course: Metaphysics and/or Epistemology 1 course: Value Theory 1 course: History of Philosophy

II. Ph.D. Philosophy

	Philosophy Program	# Graduate Philosophy Courses Required	Specific Graduate Philosophy Courses Required
1	UNM	10	3 courses: History (History of Ancient, History of Modern, or History with no more than two from any area) 1 course: Value Theory 1 course: Metaphysics or Epistemology
2	Northwestern	12 (plus 6 courses at 300/400-level)	1 course: Ancient 1 course: Modern 1 course: Moral or Political Philosophy 1 course: Metaphysics, Epistemology, Phil Language, Phil Mind, OR Phil Science
3	Texas A&M	11	1 course: Symbolic Logic 2 courses: History 1 course: M&E 1 course: Value Theory 1 course: Continental Phil 1 course: "New Perspectives on the Canon or non-European Phil"
4	University of Arizona	12	2 courses in two of the following areas & at least one course in each of the remaining two areas. 1. Metaphysics & Epistemology 2. History of Philosophy: If taking two courses, one course in Ancient Philosophy & one in Modern Philosophy. 3. Ethics & Value Theory 4. Logic, Language, & Science
5	UC-Riverside	15	1 course: Metaphysics/Epistemology 2 courses: Ethics and Political Philosophy/ Aesthetics 3 courses: History of Philosophy
6	University of Hawaii	10	1 course: Metaphysics, epistemology and philosophy of science 1 course: political, ethical or social theory, and aesthetics 3 text-intensive Western-focus courses in History of Philosophy
7	University of Kentucky	16	1 course: Metaphysics & Epistemology 1 course: Value Theory 1 course: logic
8	University of Oklahoma	12	1 course: Symbolic Logic 3 courses: History of Phil 3 courses: Ethics 3 courses: Metaphysics/ Epistemology
9	University of Oregon	19	2 courses from each of the four philosophical traditions: Continental Philosophy, Analytic Philosophy, American Philosophy, Feminist Philosophy 2 courses: Society & Value 2 courses: Knowledge, Rationality & Inquiry 2 courses: Metaphysics 1 course from each of the four historical periods: Ancient & Medieval, Modern, 19 th Century Philosophy and 20 th & 21 st Century Philosophy 1 course: Asian Philosophy OR Philosophy of Race OR Native American Philosophy OR Latin American Philosophy
10	UT-Austin	12	1 course: Logic 1 course: Metaphysics-Epistemology 1 course: History of Phil 1 course: Ethics

**APPENDIX 22:
GRADUATES OF THE UNM M.A. & Ph.D. PHILOSOPHY PROGRAMS
SPRING 2009 TO SPRING 2017**

M.A. IN PHILOSOPHY

Summer 2009

Thomas White, "Thomas Nagel and Going Empirical," Committee: Kelly Becker (Chair), Barbara Hannan and Adrian Johnston.

Fall 2009

Hannah Epstein, "Two Arguments by Agamben About Heidegger," Committee: Iain Thomson (Chair), Adrian Johnston and Paul Livingston.

Spring 2010

Binita Vinod Mehta, "Aesthetic Shock of the Divine: Plotinus and the Orthodox Christian Iconography", Committee: John Bussanich (Chair), Andrew Burgess and Russell Goodman.

Summer 2010

Michael Jennings, "What We Talk About When We Talk About Persons," Committee: Iain Thomson (Chair), Kelly Becker and Paul Katsafanas.

Fall 2010

Vernon Smith, "On Following a Thought: Heidegger's Ereignis and Derrida's Difference," Committee: Iain Thomson (Chair), Paul Livingston and Adrian Johnston.

Jesse Schwebach, "Beyond Logos: Heidegger's Philosophical Approach to the Animal," Committee: Adrian Johnston (Chair), Iain Thomson, Russell Goodman.

Spring 2011

Nora Brank, "Pippin, Hegel, and Honneth: An Analysis of Recognition," Committee: Adrian Johnston (Chair), Brent Kalar and Iain Thomson.

Tristram Dammin, "Slavoj Zizek and Ecology," Committee: Adrian Johnston (Chair), Paul Livingston and Walter Putnam.

Sean Petranovich, "Spatiality and Attunements in Heidegger's Early Thought," Committee: Iain Thomson (Chair), Paul Livingston and Adrian Johnston.

Summer 2011

Russell Duvernoy, "Arguing About Silence: The Ineffable Ethic of the Resolute Wittgenstein," Committee: Russell Goodman (Chair), Barbara Hannan and Paul Livingston.

Fall 2011

Alexander Curtas, "Skepticism and Perfectionism in Montaigne, Emerson, and Heidegger," Committee: Iain Thomson (Chair), Russell Goodman and Barbara Hannan.

Spring 2012

Joseph Spencer, "Mathematized Truth: Badiou and Tarski", Committee: Paul Livingston (Chair), Adrian Johnston, Iain Thomson

Summer 2012

Corbin Casarez, "Kripke and Hegel on the Actual Ground of Modal Statements," Committee: Paul Livingston (Chair), Kelly Becker and Adrian Johnston.

Brian Thomas Smith, "Between Logos and Eros: The Rhetoric of the Soul in Plato's Phaedrus," Committee: John Bussanich (Chair), Andrew Burgess (Co-Chair), Charles Paine and Lorenzo Garcia, Jr.

Spring 2013

Mark Behrmann, "Art and the Unconditioned: Schelling's Solution to the Kantian Dualism in the System of Transcendental Idealism," Committee: Brent Kalar (Chair), Adrian Johnston, Iain Thomson

Brian Gatsch, "Virtue, Consequentialism, and Soteriological Ethics in Buddhist Thought," Committee: Richard Hayes (Chair), John Taber, Anne Baril

Shawn Unruh, "The Person Reduced: Two Views, the East and West," Committee: Richard Hayes (Chair), Kelly Becker, Brent Kalar

Summer 2013

Andrew Dobbyn, "The Curious Case of Islamic Fundamentalism", Committee: Adrian Johnston (Chair), Russell Goodman, Michael Candelaria, Barbara Hannan-Cooke

Kris Miranda, "Heralds of the Lightning: Skillful Means, Self-Overcoming and Steps Toward a Nietzschean Bodhisattva," Committee: Richard Hayes (Chair), Anne Baril, Brent Kalar

Robert Vaughan, "Responding to Heidegger's Critique of Sartre," Committee: Iain Thomson (Chair), Adrian Johnston, Paul Livingston

Spring 2014

Michael Barron, "Dewey, Davidson and the Nature of Meaning," Committee: Paul Livingston (Chair), Kelly Becker, Iain Thomson

Summer 2014

Jennifer Gammage, "Tracing Historical Horizons through Heidegger, Nietzsche, and Emerson," Committee: Iain Thomson (Chair), Russell Goodman, Brent Kalar

Patrick Kelly, "Environmental Philosophy," Committee: Ann Murphy (Chair), Kelly Becker and Lisa Gerber

Fall 2014

Joseph Suilmann, "Irony and Self-Creation in Kierkegaard and Rorty," Committee: Russell Goodman (Chair), Kelly Becker and Iain Thomson

Spring 2015

Aaron Currence, "Sensitivity and Induction," Committee: Kelly Becker (Chair), Barbara Hannan and John Taber

Christopher Duncan, "World Collapse, Traumatization, and Heideggerian Inauthenticity," Committee: Iain Thomson (Chair), Adrian Johnston and Ann Murphy

Sarah Fayad, "Politics of Poisis: Postmodern Polysemy as World" (M.A. thesis), Committee: Iain Thomson (Chair), Ann Murphy and Adrian Johnston

Summer 2015

John Preston, "Situating the Encounter with a Work of Art within Dasein's Ontological Structure,"
Committee: Iain Thomson (Chair), Brent Kalar, and Ann Murphy

Christopher Rahlwes, "YS 1.17 as Experiential Claim," Committee: John Bussanich (Chair), John Taber and Richard Hayes

David Simone, "The Agamasastra and Anti-realism," Committee: John Taber (Chair), Richard Hayes and Kelly Becker

Fall 2015

Krista Allen, "McDowell's Animal Mind Fallacy," Committee: Barbara Hannan (Chair), Lisa Gerber, Marsha Baum (UNM Law)

Neil Sims, "The Harder problem of consciousness: Pure Consciousness and its relation to Representation and Qualia," Committee: Kelly Becker (Chair), Mary Domski, John Taber

Spring 2016

Jorge Lizarzaburu Zeballos, "Neuroscience and Psychoanalysis: Towards a Politics of the Brain,"
Committee: Adrian Johnston (Chair), Paul Livingston, Iain Thomson

Summer 2016

Daniel Danner, "Transcending Normality: Autism as a Force of Political Liberation," Committee: Adrian Johnston (Chair), Ann Murphy, Iain Thomson

Spring 2017

Jordan Bancroft-Smithe, "Love's Long Retreat: The Disappearing Role of Love in Hannah Arendt's Political Philosophy," Committee: Iain Thomson (Chair), Emily McRae, Ann Murphy

Tyler Haulotte, "Normativity and Intersubjectivity in the German Idealist Tradition,"
Committee: Adrian Johnston (Chair), Ann Murphy, Iain Thomson

Cody Lutz, "Kant, Deleuze, and Paradoxo-criticism,"
Committee: Paul Livingston (Chair), Adrian Johnston, Ann Murphy

Ph.D. IN PHILOSOPHY

Spring 2010

Allison Hagerman, *An Uncanny Nature: Taking a Side Road to Aesthetic Appreciation of Environment*
Committee: Brent Kalar (Chair), Richard Hayes, Iain Thomson, Yuriko Saito (Rhode Island School of Design, external)

Summer 2010

Christian Wood, *Levinas's Symbiotic Phenomenology of Infinity and Totality*
Committee: Iain Thomson (Chair), John Bussanich, John Taber, Stephen Bishop (UNM Foreign Languages and Literatures, external)

Spring 2011

Teresa Blankmeyer Burke, *Quest for a Deaf Child: Ethics and Genetics*
Committee: Barbara Hannan (Chair), Iain Thomson, Russell Goodman, Phyllis Perrin Wilcox (UNM Linguistics, external)

Spring 2012

Siobhan McLoughlin, *The Freedom of the Good: A Study of Plato's Ethical Conception of Freedom*

Committee: John Bussanich (Chair), Andrew Burgess, Russell Goodman, Paul Livingston, Lorenzo Garcia (UNM Foreign Languages and Literatures, external), Warren Smith (UNM Foreign Languages and Literatures, external)

Spring 2013

Ethan Mills, *The Dependent Origination of Skepticism in Classical India: An Experiment in Cross-Cultural Philosophy*

Committee: John Taber (Chair), Richard Hayes, Kelly Becker, Mary Domski, Andarim Chakrabarti (University of Hawaii, external)

Summer 2013

Laura Guerrero, *Truth for the Rest of Us: Conventional Truth in the Work of Dharmakīrti*

Committee: John Taber (Chair), Kelly Becker, Russell Goodman, Richard Hayes, Paul Livingston, Jay Garfield (Smith College, external)

Fall 2013

Tanya Whitehouse, *The Projection of Language*

Committee: Paul Livingston (Chair), Russell Goodman, Brent Kalar, John Lysaker (Emory, external)

Kristian Simcox, *Idealism and Education: Continuities and Transformations of Schelling's Philosophy and the Implications for a Philosophy of Education*

Committee: Adrian Johnston (Chair), Brent Kalar, Iain Thomson, John Lysaker (Emory, external)

Spring 2014

Tara Kennedy, *Heidegger and the Ethics of the Earth: Eco-Phenomenology in the Age of Technology*

Committee: Iain Thomson (Chair), Lisa Gerber, Brent Kalar, Ann Murphy, Walter Putnam (UNM FLL, external)

Stephen Harris, *Demandingness, Self-Interest and Benevolence in Śāntideva's Introduction to the Practice of Awakening (Bodhicaryāvatāra)*

Committee: Richard Hayes (Chair), Anne Baril, John Taber, Iain Thomson, Damien Keown (external)

Spring 2015

Susanne Claxton, *Heidegger's Gods: An Ecofeminist Perspective*

Committee: Iain Thomson (Chair), John Bussanich, Ann Murphy, Doren Recker (Oklahoma State, external)

Joseph Spencer, *Formalism and the Notion of Truth*

Committee: Paul Livingston (Chair), Iain Thomson, Kelly Becker, William Martin (De Paul University, external)

Fall 2015

Carolyn Thomas, *Heidegger's Contributions to Education*

Committee: Iain Thomson (Chair), Brent Kalar, Russell Goodman, Raoni Paduoi (St. John's College, external)

Spring 2016

Philip Schoenberg, *Transcendence as Transformation: Charles Taylor and the Promise of Inclusive Humanism in a Secular Age*

Committee: Iain Thomson (Chair), Kelly Becker, Russell Goodman, Piotr Gutowski (Catholic University of Lublin, external)

Summer 2016

Jaime Denison, *Finding the Self in Tension: The Importance of Play for Embodied Consciousness in Post-Kantian Philosophical Anthropology and Psychology*

Committee: Adrian Johnston (Chair), Brent Kalar, Iain Thomson, William Bristow (Wisconsin, Milwaukee, external)

Summer 2017 (pending)

Kaitlyn Creasy, *Thinking Differently, Feeling Differently: Nietzsche on Nihilism and Radical Openness*

Committee: Iain Thomson (Chair), Brent Kalar, Ann Murphy, John Richardson (NYU, external)

Gino Signoracci, *Hegel on Indian Philosophy: Spinozism, Romanticism, Eurocentrism*

Committee: Adrian Johnston (Chair), Brent Kalar, Iain Thomson, John Taber, Shannon Mussett (Utah Valley University, external)