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Section One: Preliminary Remarks

(A) Who We Are

The Department of Philosophy at Texas A&M University supports twenty-one tenured or tenure-track faculty members, five adjunct instructors, twenty-six graduate students, and four full-time members of the office staff. We currently serve 105 Philosophy majors and 102 Philosophy minors.

The total budget for the Department in FY 2009 (2008-09) is $2,018,964, of which $1,488,864 is allocated for faculty salaries. The total for staff salaries is $133,222, and the allocation for graduate assistants is $228,627. Additional funding for graduate student stipends comes from the Instructional Enhancement Fees that are attached, essentially as surcharges, to some of our undergraduate courses. The IEFs generated by PHIL 482 (Engineering Ethics) and PHIL 240 (Introduction to Logic), for example, fund 6-8 graduate stipends each year. Funding for special events, programming, faculty research and travel, and new initiatives must be obtained either through salary savings, ad hoc budget requests, internal and external grants, or donations. Funding for operating expenses is provided by the College on a year-to-year basis; for FY 2009, we expect to receive $25K. Departments in the College are allowed to carry balances forward to the next fiscal year, which enables us to plan ahead and to reserve funds for future expenditures.
Funding from the College of Liberal Arts is determined in large part by a Department’s performance, as determined by the Dean of the College, with respect to three *Indicators of Success*:

1. *National Prominence*: significant numbers of faculty with publications in highly selective and high-impact presses or journals or nationally visible venues for creative work; faculty receiving highly competitive awards, fellowships, or grants from external agencies, (e.g., NSF or NIH basic grants, Guggenheim awards, Woodrow Wilson fellowships, ACLS awards, etc.); graduate student success as measured by placement in Ph.D. institutions and publications by graduate students; and undergraduate initiatives that emphasize undergraduate research and creation of special opportunities for undergraduates to enhance their education.

2. *Internationalization*: numerous international awards and invitations to give important addresses abroad; international guest lecturers being brought to Texas A&M; and successful programs to expand international opportunities for undergraduates.

3. *Diversity*: successful recruitment of faculty, graduate students, and undergraduates from under-represented groups; successful efforts to bring speakers from under-represented groups to the department for colloquia and for undergraduate classes; and successful efforts to establish links with schools that serve significant numbers of minority students.
For the calendar year 2007, the Philosophy Department was judged to have made *steady progress* in the area of National Prominence, *modest progress* in the area of Internationalization, and *modest progress* in the area of Diversity. This assessment marks a slight improvement over our assessment for calendar year 2006, when we were judged to have made *modest progress* with respect to all three indicators. As this assessment indicates, the Philosophy Department is not considered one of the *Signature* Departments in the College.

The Philosophy Department is located in Bolton Hall, which it shares with the Department of Communication. We occupy approximately 8,000 square feet of assignable space. Our meeting rooms, faculty and graduate student offices, seminar rooms, and logic lab are distributed throughout the basement and second and third floors of the building. The main office and the administrative suite are located in Bolton 314. In 2011 we are scheduled to move to the newly refurbished YMCA Building on campus. Our assignable space should increase by approximately 50%, to 12,000 square feet. For a proposed breakdown of the assignable space in the YMCA Building, please see Appendix 1.1.

The administrative structure of the Department reflects the letter and spirit of our Constitution and By-laws (see Appendix 1.2). Standing committees include the Steering Committee, the Graduate Program Advisory Committee, the Colloquium Committee, the Computer and Equipment Committee, the Curriculum Committee, the Library Committee, the Rules Committee, the Student Relations Committee, the Faculty Annual Evaluation Advisory
Committee, and the Personnel Committee. (For Committee rosters, please see Appendix 1.3.) The following officers are entrusted with the day-to-day administration of the Philosophy Department:

- **Department Head:** Daniel Conway
- **Associate Department Head:** Christopher Menzel
- **Secretary:** Richard Stadelmann
- **Director of Graduate Studies:** Gary Varner
- **Associate Director of Graduate Studies:** Linda Radzik
- **Director of Undergraduate Studies:** Scott Austin
- **Associate Director of Undergraduate Studies:** Kristi Sweet

**Faculty**

The Philosophy Department now employs twenty-one tenured or tenure-track faculty members. One member of the faculty (Katz) is appointed jointly in the Women’s Studies Program and teaches half time for Philosophy. Of these twenty-one faculty members, seventeen are male and four are female. In terms of academic rank, we have one Distinguished Professor, seven Professors, nine Associate Professors and four Assistant Professors.

We currently have one open faculty position, which we intend to fill at the entry level in Social & Political Philosophy (AOS) and Race Theory (AOC). If existing enrollment trends continue, we are likely to add 2-3 new positions over the next 5-7 years. College-level priorities suggest that any new position is likely to involve a joint appointment between the Philosophy Department and one of
the interdisciplinary programs in the College (e.g., Women’s Studies, Africana Studies, Religious Studies, and Film Studies). Should the possibility arise for new faculty positions in Philosophy, departmental priorities include Philosophy of Mind, Medieval Philosophy, and Philosophy of Science.

As a faculty, we are committed to the following goals: 1) maintaining collegiality and academic integrity; 2) continuing to diversify the faculty and student body; 3) rewarding productivity and excellence; and 4) hiring entry-level colleagues and promoting from within.

The twenty-one members of the regular faculty represent a diversity of philosophical interests and traditions of scholarship. We maintain teaching and research concentrations in American philosophy, history of philosophy, social and political philosophy, applied and professional ethics, and history and philosophy of logic. We also conduct advanced study and research in the areas of Continental philosophy, ethics, epistemology, feminist philosophy, metaphysics, philosophy of language, philosophy of mathematics, philosophy of biology, and philosophy of religion. Finally, we are uniquely positioned to support teaching and research in three fields of potential growth in the profession: Disability Studies, Engineering Ethics, and Latin American Philosophy.

This diversity of philosophical interests is attributable in part to the diversity of degree-granting programs represented by the faculty. The twenty-one members of the regular faculty represent sixteen different Ph.D. programs: University of Texas (2), University of Chicago (2), University of North Carolina
(2), University of California, San Diego (2), Rice University, St. Louis University, Villanova University, Florida State University, University of Memphis, Fordham University, University of Notre Dame, University of Arizona, Tulane University, Claremont Graduate School, Loyola University (Chicago), University of Wisconsin, and Vanderbilt University.

Finally, it bears noting that we are formally known as the Department of Philosophy and Humanities. Although we currently offer only a modest undergraduate curriculum in Humanities, this is an area of potential growth and development, especially if the College of Liberal Arts continues to emphasize interdisciplinary teaching and research. It is possible, for example, that an expansion of our curriculum in Humanities will be deemed desirable as the College develops its interdisciplinary programs.

The following two tables document the faculty hires and departures for the past five years.

**Table 1.1: Faculty Hires in the Past Five Years**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Field</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen Murphy</td>
<td>2004</td>
<td>Social/Political</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Claire Katz</td>
<td>2006</td>
<td>Contemporary French</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Daniel Conway</td>
<td>2006</td>
<td>19th Century</td>
<td>Professor</td>
</tr>
<tr>
<td>Kristi Sweet</td>
<td>2008</td>
<td>Kant, 18th Century</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Benjamin McMyler</td>
<td>2008</td>
<td>Epistemology</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
Table 1.2: Faculty Departures in the Past Five Years

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Field</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colin Allen</td>
<td>2005</td>
<td>Phil. of Science</td>
<td>Professor</td>
</tr>
<tr>
<td>Heather Gert</td>
<td>2007</td>
<td>Ethics</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Derrick Darby</td>
<td>2008</td>
<td>Social/Political</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Shaun Longstreet</td>
<td>2008</td>
<td>Phil. of Religion</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

Adjunct Instructors

We employ as few adjunct instructors as possible. Those whom we do hire are paid a living wage (on a per course basis) and are not required to perform any committee duties. They also are invited to participate in the intellectual and social life of the Department and to present their research in our colloquium series. Resources permitting, we employ adjunct instructors in support of the University’s efforts to provide partner placements.

Graduate Students

Twenty-six students are currently enrolled in our graduate programs: 11 Ph.D. students and 15 M.A. students. Of these twenty-six graduate students, 20 are male and 6 are female. Most students admitted to our graduate programs are offered funding if they seek it, and those who are not admitted with funding stand a very good chance of receiving funding later on. The current stipend for a Ph.D. student is $13K, and the current stipend for an M.A. student is $10.5K. Most of our graduate students are employed as GATs (teaching assistants), though a few are employed as GARs (research assistants). In a typical year, 2-3 of our graduate students will receive either Diversity Fellowships or University
Fellowships. Advanced Ph.D. students typically are invited to teach their own courses and sections.

Graduate students are eligible to receive travel and research funding from the Department, the College, The Glasscock Center for Humanities Research, and the Office of the Vice President for Research.

Office Staff

The faculty and graduate students rely on the support of four full-time members of the office staff:

- The Assistant to the Department Head, Ms. Katherine Jakubik, manages the office, supervises the office staff, and provides the Department Head with administrative support.

- The Senior Systems Administrator, Mr. Thomas Ellis, provides computer and IT support, manages the server, supervises all aspects of information transfer and security, and maintains the Department’s website.

- The Administrative Assistant, Ms. Jamie Swain, processes all bills and invoices, prepares power-point presentations, and manages itineraries and travel plans for colloquium speakers and visiting scholars.

- The Lead Office Associate (position currently not filled) provides program support for the Directors of Undergraduate and Graduate Studies, manages the distribution and collection of grade sheets and student
The Department also employs 3-4 student workers who perform light clerical work, answer phones, take messages, handle printing and photocopying requests, and perform various office tasks.

(B) What We Do

Teaching

The Department of Philosophy at Texas A&M University maintains three academic programs:

- *The undergraduate program*, leading either to a B.A. in Philosophy or to a minor in support of a B.A. or B.S. degree in another discipline. We currently serve 105 majors and 102 minors. Many of our recent graduates have gone on to study for advanced degrees in law, medicine, business, and the liberal arts. We are known throughout the College and University for our time-intensive teaching and advising. Several members of the faculty (Austin, Burch, Daniel, Hand, McDermott) have received awards for their teaching at Texas A&M.

- *The M.A. program*, leading to an M.A. in Philosophy and/or a graduate certificate in another discipline. The M.A. program is designed to serve two distinct constituencies: a) students who come to Philosophy late in their education or upon completing another course of study and/or
career; and b) students who wish to improve their chances of securing admission to an elite Ph.D. program in Philosophy. Recent graduates of the M.A. program have been offered admission to Ph.D. programs at Cornell University, University of Pittsburgh, University of Michigan, University of Arizona, Washington University, Indiana University, University of California, Riverside, Penn State University, Southern Illinois University, Boston College, University of South Florida, University of Kentucky, and Duquesne University.

• The Ph.D. program, leading toward a Ph.D. in Philosophy or related discipline. The Ph.D. program uniquely emphasizes interdisciplinary study and research. Students enrolled in the Ph.D. program are required to earn an M.A., an M.S., or some other approved graduate degree (e.g., JD, MD, MFA, etc.) in a related field of study. Thus far, our Ph.D. program has produced five graduates, all of whom are gainfully employed in the profession.

Research

The standard 2/2 teaching load in the Department of Philosophy reflects the University’s commitment to the importance of original scholarship and research. Members of the faculty are active in the publication of scholarly books and articles; in the presentation of lectures and papers at professional conferences; in the organization of conferences, seminars, and symposia; in the submission of competitive grant and fellowship applications; in the leadership and support of
professional organizations and learned societies; and in the review of manuscript submissions and fellowship applications.

In support of their research, all faculty members receive up to $3K per year from the Department for professional travel. The University’s Faculty Workstation Program provides each faculty member with a new computer every three years. The Department also provides telephone, FAX, printing, photocopying, mail, and courier services at no cost to faculty members.

Supplementary travel and research funds are also available from the College of Liberal Arts, the Glasscock Center for Humanities Research, the Office of the Vice-President for Research, and other offices of the University. In general, funding sources for research and creative activities are plentiful at TAMU, and application processes tend not to be onerous. Although faculty members at TAMU do not receive regular sabbaticals, they are eligible to apply every five years for Faculty Development Leaves. Faculty members in the College of Liberal Arts who receive prestigious residential fellowships are guaranteed 100% of their regular salaries; they also are compensated for relocation expenses.

All new faculty members in the Department are provided with a new computer, a reduced (1/1) teaching load, a research bursary, a minimal service load, and a faculty mentor. All untenured faculty members have access to additional programming funds (e.g., for bringing scholars to campus), additional travel funds, a reduced service load, a semester of internal leave (following a successful third-year review), and at least one faculty mentor.
In the past five years, 13 members of the faculty have produced a book, edited volume, or textbook that has been published (or contracted for publication) by a major university or trade press. Over the same period, members of the faculty have received numerous internal grants and fellowships—including a Fasken Chair in Distinguished Teaching (Daniel), a University Distinguished Achievement Award for Teaching (McDermott), two University Presidential Professorships for Teaching Excellence (Daniel, McDermott), a Piper Professorship (McDermott), as well as competitive awards from the Glasscock Center for Humanities Research (George, Katz, Murphy, Radzik), the College of Liberal Arts (Daniel, George), and the Office of the Vice-President for Research (Katz, LeBuffe, McCann, Murphy)—and several external grants and fellowships, including awards from the American Philosophical Association (Pappas), the National Endowment for the Humanities (Murphy), the National Humanities Center (Conway), the National Science Foundation (Harris, Murphy, Varner), the Center for Philosophy of Religion at Notre Dame (McCann), and the Alexander von Humboldt-Stiftung (Radzik).

The Department also maintains a lively Colloquium and Public Events series. Our weekly colloquia draw on local talent and also feature prominent philosophers from across the country and around the world. In 2007-08, our visiting speakers were Jeanette Boxill (UNC), Jackie Kegley (CSU Bakersfield), Alvin Goldman (Rutgers), Ramon del Castillo Santos (UNED, Spain), Kit Fine (NYU), John Deigh (UT Austin), and Erin McKenna (Pacific Lutheran). We also
hosted the Ancient Philosophy Workshop. A highlight of each year’s Colloquium series is the lecture by the Lone Star Tourist, who agrees to visit Texas A&M, University of Texas, Rice University, and the University of Houston in fairly rapid succession. Recent Lone Star Tourists have included Timothy Williamson (2008), Robert Brandom (2007), Susan Wolf (2006), Michael Williams (2002), Stephen Darwall (2001), and John Cooper (2000). In April of 2008 the Department hosted the inaugural Manuel Davenport Lecture, which was delivered by Douglas Browning (UT Austin). The 2009 Davenport Lecture will be given by Larry Hickman (Southern Illinois University).

In 2008-09, the Department will host three conferences: The 10th Annual South Central Seminar in the History of Early Modern Philosophy (October 23-25, 2008); the 36th Annual Conference of the Society for the Advancement of American Philosophy (March 12-14, 2009); and a celebration of the life and work of John J. McDermott (March 15, 2009).

Service

Faculty members in the Philosophy Department are active in service at all levels of administration, across several departments and colleges, and to various constituencies, including the Faculty Senate, the local chapter of Phi Beta Kappa, the Center for Teaching Excellence, the Glasscock Center for Humanities Research, and the College of Liberal Arts.

Several faculty members also hold leadership positions in professional organizations and learned societies, including the American Philosophical
Association (Smith, Secretary-Treasurer, Central Division), the Friedrich Nietzsche Society (Conway, member of Executive Committee), the International Berkeley Society (Daniel, President), the North American Levinas Society (Katz, member of Executive Board), the North American Society for Philosophical Hermeneutics (George, Secretary), and the Society for the Advancement of American Philosophy (Pappas, member of Executive Committee).

Finally, the Philosophy Department is well known and respected for the extended service of its faculty members to the intellectual life of the University. The following table documents the years of service to Texas A&M University.

**Table 1.3: Years of Service to the University**

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 or more:</td>
<td>Harris, McCann, Stadelmann</td>
</tr>
<tr>
<td>30 or more:</td>
<td>Burch, McDermott</td>
</tr>
<tr>
<td>20 or more:</td>
<td>Austin, Daniel, Menzel</td>
</tr>
<tr>
<td>15 or more:</td>
<td>Hand, Pappas, Varner</td>
</tr>
<tr>
<td>10 or more:</td>
<td>Radzik, Smith</td>
</tr>
<tr>
<td>5 or more:</td>
<td>George, LeBuffe, Sansom</td>
</tr>
<tr>
<td>5 or fewer:</td>
<td>Conway, Katz, McMyler, Murphy, Sweet</td>
</tr>
</tbody>
</table>
Where We Work

The College of Liberal Arts

The Department of Philosophy is housed in the College of Liberal Arts at Texas A&M University. The College supports twelve academic departments, ten interdisciplinary programs, and eight formally recognized research centers (see Appendix 1.4).

In the Fall of 2007, the College of Liberal Arts employed 490 faculty members, of whom 347 were tenured or on the tenure track. In the 2006-07 academic year, the College generated 28.8% of the total semester credit hours for undergraduate students at the University. As a result of its recent growth, the College of Liberal Arts now graduates more students than any other College of the University. The College of Liberal Arts is led by Dean Charles Johnson (Political Science), with the assistance of Executive Associate Dean Ben Crouch (Sociology), Associate Deans Patricia Hurley (Political Science), Pamela Matthews (English), and Larry Oliver (English), and Assistant Deans Donald Curtis and Cheryl Hanks. (See Appendix 1.5.)

Texas A&M University

Founded in 1876, Texas A&M University is the oldest publicly supported institution of higher learning in the state of Texas. Designated a land-grant, sea-grant, and space-grant institution, Texas A&M University comprises ten separate Colleges: Agriculture and Life Sciences; Architecture; George Bush School of
Government and Public Service; Dwight Look College of Engineering; Education and Human Development; Geosciences; Liberal Arts; Mays Business School; Science; and Veterinary Medicine and Biomedical Sciences. In addition to the main campus in College Station, the University also maintains branch campuses in Galveston and in Doha, Qatar. Enrollment figures for the Fall Semester of 2008 identify 38,490 undergraduates and 9,636 graduate or professional students, for a total enrollment of 48,126. On September 26, 2008, Dr. Elsa A. Murano was formally invested as the twenty-third (and first female) President of the University.

Texas A&M University is widely identified with its iconic Corps of Cadets, whose members are known for their commitment to leadership, discipline, and selfless service. The University is also popularly identified with the spirit exemplified by the “12th Man,” who, as legend has it, volunteered from the grandstands to take the place of an injured football player. Students who embody the spirit of the “12th Man” are said to be prepared at any time to lend a hand if needed. This spirit is evident in the widespread popularity of those extracurricular clubs and service organizations that contribute to the “other” education provided by the University. Finally, don’t be surprised if students, staff, and faculty members greet you with a cheery “Howdy!” This is how Aggies (as current and former students are known) let you know that you are welcome and safe in their company.
The Texas A&M University System

Texas A&M University is the flagship institution of the Texas A&M System, which presides over ten universities and seven state agencies. (See Appendix 1.6.) Members of the System’s ten-person Board of Regents (including one non-voting student member) are appointed by the Governor of Texas. The Texas A&M System manages an endowment of $5.6 B, which ranks 4th among publicly supported Universities and University systems.

Where We Live

The main campus of Texas A&M University is located in College Station, Texas (population 89,570), which is located approximately ninety miles northwest of Houston, one hundred miles east of Austin, one hundred eighty miles south of Dallas, and one hundred sixty miles east of San Antonio. Industry, commerce, and economic development in the sister cities of College Station and Bryan (population 67,266) are dominated by the University and the various businesses and industries that support its faculty, staff, clients, and students.

College Station and Bryan are known for their small size, ease of transit, proximity to Houston and Austin, relatively low incidence of violent crime, affordable housing, appealing parks and recreation areas, and family-friendly attractions. Still, some prospective students and colleagues regard Bryan and College Station as less desirable, if more affordable, than Austin, Houston, Dallas, or San Antonio. Exit interviews with departing students and faculty
members occasionally elicit dissatisfactions with the size of Bryan/College Station, the relative lack of artistic and cultural events, the relative lack of employment opportunities for spouses and partners, the relative lack of ethnic and racial diversity, and the conservative (or non-progressive) social climate.

(E) The Challenges We Face

Vision 2020 and Beyond

Of the twelve imperatives identified by the authors of the Vision 2020 report (see Appendix 1.7), three stand out as particularly important for the Department of Philosophy:

(1) Elevate Our Faculty and Their Teaching, Research, and Scholarship;

(4) Build the Letters, Arts, and Sciences Core; and

(11) Attain Resource Parity with the Best Public Universities.

These imperatives are especially significant for departments and programs in the College of Liberal Arts, for they collectively emphasize the need to treat the arts, letters, and humanities with the respect (and institutional support) already accorded engineering, agriculture, and the sciences. As concluded by the College of Liberal Arts Vision 2020 Advisory Committee (see Appendix 1.8), its progress toward the fulfillment of these imperatives has resulted in “forming a community of scholars, connecting faculty, students, and staff in ways that bridge departments and disciplines and offering possible models for creating
even larger networks of scholarly, intellectual community among the university’s college” (p. 14).

In support of the twelve imperatives, the authors of the Vision 2020 report identified fifteen “superior public institutions” that Texas A&M might emulate as it endeavors to join the ranks of the elite research universities in North America. These universities were divided into two groups, which are listed in the following table.

**Table 1.4: Vision 2020 Institutions**

<table>
<thead>
<tr>
<th>University of California, Berkeley</th>
<th>Georgia Institute of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>University of Minnesota</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>Ohio State University</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>Purdue University</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>University of Florida</td>
</tr>
<tr>
<td></td>
<td>University of Texas, Austin</td>
</tr>
</tbody>
</table>

As various responses to the Vision 2020 report have pointed out, the organizational structure, funding sources, institutional mission, and intellectual culture of Texas A&M set it apart from the seven institutions that appear on the first list. The collective force of these responses is to suggest that although we would do well to aspire in general to the reputation, prestige, and visibility of
these institutions, our specific aspirations may be frustrated by institutional forces and structures beyond our control (see Appendix 1.9).

Although the second list provides a more reasonable basis for comparison and emulation, several of these institutions are importantly different from Texas A&M. For example, one of these institutions (Georgia Tech) does not support a Philosophy Department, much less a Ph.D. program in Philosophy. Another institution (University of Florida) faces dramatic cuts in public funding as a result of the state’s fiscal crisis. According to some reports, future appointments in Philosophy at the University of Florida are now at risk, as is the Ph.D. program in Philosophy.

This second list of peer and potential peer institutions nevertheless allows us to identify some of the institutional challenges we face at Texas A&M. Like many of these institutions, Texas A&M is a large, service-oriented land-grant university. The Philosophy Departments at some of these institutions may share some of the following challenges:

- Relative underdevelopment of curricula and programs in the arts, letters, and humanities;
- Relative lack of appreciation for the importance of research in the arts, letters, and humanities;
- Broadly utilitarian (i.e., career- or employment-driven) understanding of the value of education;
• Competition for students’ time and attention with extra-curricular, university-approved programs and traditions, e.g., athletics, clubs, and fraternities;
• Large enrollments, large classes, and large student-to-faculty ratios;
• Unusually large share of “service” teaching apportioned to departments and programs in the arts, letters, and humanities;
• Students who are largely unprepared for, and unappreciative of, serious study in the arts, letters, and humanities;
• Intrusion of anti-intellectual aims, initiatives, and business models;
• Pressure to treat students as consumers of educational products in a highly competitive marketplace; and
• Relative underdevelopment of alumni support and philanthropy, as evidenced, e.g., by relatively few endowed chairs and professorships.

The more specific challenges we face, which may or may not be shared by the Philosophy Departments housed in the universities listed above, include:

• Cultivating intellectual diversity in the face of mounting demands for research specialization;
• Adapting our academic programs to meet the educational needs of a rapidly changing study body;
• Balancing the competing demands for student-friendly, time-intensive teaching and for nationally visible research programs;
• Continuing to recruit and retain excellent junior faculty members; and
• Maintaining a competitive salary structure and combating the adverse effects of salary compression and salary inversion (see Appendix 1.10).

(F) Our Questions for You

Now that you have a better idea of who we are and what we do, please offer us your candid evaluation of our academic programs. The following questions may help you to frame your responses.

1. What might we do to improve our undergraduate program?
   • Design new courses? Eliminate existing courses?
   • Expand our offerings in Humanities? Eliminate them?
   • Modify the requirements for the major? For the minor?
   • Implement specialized tracks through the major?
   • Expand our focus on pre-professional studies?
   • Develop study abroad and internship opportunities?

2. What might we do to improve our graduate programs?
   • Modify the requirements for the M.A. degree? For the Ph.D.?
   • Develop new seminars?
   • Expand existing opportunities for professional development? Create new opportunities?
   • Place greater emphasis on pedagogy and teacher training?
   • Raise stipends?
• Revisit or modify the complementary M.A. requirement for Ph.D. students?

• Increase the size of the graduate programs? Decrease their size?

• Develop different approaches to publicizing our graduate programs?

3. What might we do to enhance the visibility of our research?

4. How might we capitalize more effectively on the size and diversity of our faculty?

5. Do you recommend any changes to the administrative organization of the Department?

6. Are there specific areas of Philosophy in which we should consider making appointments?

7. Do you recommend any changes to our website?

8. Finally, what do you see as our most pressing needs and challenges?
Section Two: The Undergraduate Program in Philosophy

THE UNDERGRADUATE PROGRAM SINCE 2001

Our undergraduate program has seen a steady increase in activity and, until very recently, in enrollment. This report covers the increase, dividing it into these topics:

A. Enrollment

- Overall
- Women and minorities
- Directed studies and Honors theses
- Students studying abroad
- Grade point averages
- Placement
  - Graduate and professional schools
  - The job market

2. Administrative upgrades

- Program Director and Undergraduate Program Advisory Committee
- New advisor and staff support

3. Honors for undergraduates

- Manuel Davenport Prize
- Undergraduate Essay Prize
- Philosophy Club
• Undergraduate journal, *Aletheia*
• Manuel Davenport Lecture and Awards Ceremony
• Phi Sigma Tau
• Phi Beta Kappa

4. Funding

• Glasscock Center for Humanities Research
• College of Liberal Arts Dean’s Office

5. Recognition and publicity

• *New York Times* article
• Faculty teaching awards
• Undergraduate teaching evaluations
• Recognition from the College of Liberal Arts

6. The Future

• Efforts to increase minority enrollments
• Interdisciplinary courses
• Specialized tracks for Philosophy majors

1. Enrollment

  *Overall.* The number of undergraduate majors shows a steady increase from Fall 2001 to Spring 2004, from 77 to 120, or almost 56%. (The symbols ‘A’ and ‘C’ after the abbreviation for a year’s date stand for spring and fall semesters, respectively. Thus ‘01C’ stands for Fall 2001.)
Table 2.1: Undergraduate Majors by Semester

(from College of Liberal Arts Dean’s Office)

01C  77
02A  78
02C  99
03A  98
03C  113
04A  120
04C  119
05A  111
05C  105
06A  98
06C  115
07A  105
07C  87
08A (August 18)  97
08C (August 28)  105

Except for the Spring of 2006, the number remains over 100 until Fall 2007, and then drops for a while. We are currently exploring hypotheses about the reason for this very recent decline, and possible ways to remedy it. It may be, simply, that more students are graduating as time goes on, as the following figures might seem to indicate:

Table 2.2: Graduates by Calendar Year

(From College of Liberal Arts Dean’s Office)

2002  21
2003  19
2004  31
2005  33
2006  30
2007  25 (Spring and Summer only)

That is, the high figures from 2004 and 2006 may represent artificial ‘bumps’ in enrollment when there were many seniors.

During the same period, the number of philosophy minors increased from 30 in Fall 2001 to 95 in Fall 2006, and it currently (August 18, 2008) stands at 102. We believe that this dramatic increase (over 200%) is owing to two causes: first, people who have other primary majors, but wish to go to law school, are telling us that they think that a philosophy minor will help them; second, we hear that students in other fields have come to believe that a liberal arts minor will demonstrate to employers that they can write, argue, make presentations, do research, and generally think outside the box. It may be, also, that students who wish that they could major in philosophy, but are prevented by fear or by parents from doing so, are adding a minor for purposes of exploration or consolation.

Women and Minorities

The percentage of women undergraduate majors in our department now stands at 27.5%, up from 23.0% in fall 2002. We believe that the percentage of women receiving very high grades is higher than the percentage of men
receiving very high grades. It is worth noting that, of the eleven winners of the Manuel Davenport Prize (our highest award for undergraduate excellence), four have been women (see Section 5.) Our enrollment of Hispanic students is currently 11.0%, compared with 12.2% for the university at large. Black, non-Hispanic students comprise 3.3% of our majors (3.2% for the university). American Indian or Alaskan native students total 1.2% (0.5% for the University), and Asians or Pacific Islanders total 1.1% (4.2% at large). For our efforts to increase minority enrollment, see section 6. (Figures from the College of Liberal Arts Dean’s Office and the Office of Institutional Studies and Planning.)

Directed Studies and Honors Theses

We offer a course, PHIL 485 (Directed Study), which gives undergraduates a chance to work one-on-one or in small groups with faculty. Since fall 2001, this course has enrolled 81 students under the direction of various faculty members. We believe this to be a large and healthy number, and we have noticed that students who go on to graduate school in philosophy often take PHIL 485 as a way of preparing themselves through tutorial work. We also offer PHIL 497, which allows Honors students to work with a faculty member, perhaps on a senior Honors thesis, and there have been 8 of these during the same time period. (Figures from Student Information Management System)
Students Studying Abroad

We recently have had at least one student studying abroad in any given semester. This semester (Fall 2008) it is Daniel Divine, studying in Paris; last year it was Sean Hart in Barcelona and Ethan Prall at the University of Nottingham.

Grade Point Averages

The accompanying figures demonstrate that grade point averages of philosophy students are almost always higher, recently, than those for students in the College of Liberal Arts and in the University as a whole.

Table 2.3: Cumulative Grade Point Average (at beginning of term)
(from College of Liberal Arts Dean’s Office)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Department</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>01C</td>
<td>2.257</td>
<td>2.392</td>
<td>2.278</td>
</tr>
<tr>
<td>02A</td>
<td>2.771</td>
<td>2.774</td>
<td>2.833</td>
</tr>
<tr>
<td>02C</td>
<td>2.104</td>
<td>2.385</td>
<td>2.272</td>
</tr>
<tr>
<td>03A</td>
<td>2.901</td>
<td>2.799</td>
<td>2.829</td>
</tr>
<tr>
<td>03C</td>
<td>2.548</td>
<td>2.449</td>
<td>2.291</td>
</tr>
<tr>
<td>04A</td>
<td>2.890</td>
<td>2.834</td>
<td>2.850</td>
</tr>
<tr>
<td>04C</td>
<td>2.425</td>
<td>2.449</td>
<td>2.291</td>
</tr>
<tr>
<td>05A</td>
<td>2.915</td>
<td>2.857</td>
<td>2.856</td>
</tr>
<tr>
<td>05C</td>
<td>2.623</td>
<td>2.405</td>
<td>2.280</td>
</tr>
<tr>
<td>06A</td>
<td>3.018</td>
<td>2.881</td>
<td>2.868</td>
</tr>
<tr>
<td>06C</td>
<td>2.394</td>
<td>2.382</td>
<td>2.248</td>
</tr>
<tr>
<td>07A</td>
<td>2.986</td>
<td>2.898</td>
<td>2.872</td>
</tr>
<tr>
<td>07C</td>
<td>2.579</td>
<td>2.455</td>
<td>2.239</td>
</tr>
<tr>
<td>08A</td>
<td>2.993</td>
<td>2.914</td>
<td>2.860</td>
</tr>
</tbody>
</table>

The following statistics break down these averages still further, covering the total arrived at by adding every semester, including summer, from Fall 2002 to Summer 2008:
Table 2.4
GPAs of Philosophy Majors

<table>
<thead>
<tr>
<th>Range</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-3.75</td>
<td>353</td>
<td>18.5%</td>
</tr>
<tr>
<td>3.74-3.5</td>
<td>200</td>
<td>10.5%</td>
</tr>
<tr>
<td>3.49-3.0</td>
<td>357</td>
<td>18.2%</td>
</tr>
<tr>
<td>2.99-2.5</td>
<td>406</td>
<td>21.3%</td>
</tr>
<tr>
<td>2.49-2.0</td>
<td>528</td>
<td>27.7%</td>
</tr>
<tr>
<td>&lt;2.0</td>
<td>65</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Table 2.5
GPAs in Liberal Arts as a Whole

<table>
<thead>
<tr>
<th>Range</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-3.75</td>
<td>11,035</td>
<td>12.0%</td>
</tr>
<tr>
<td>3.74-3.5</td>
<td>8,798</td>
<td>9.6%</td>
</tr>
<tr>
<td>3.49-3.0</td>
<td>22,207</td>
<td>24.3%</td>
</tr>
<tr>
<td>2.99-2.5</td>
<td>26,706</td>
<td>29.3%</td>
</tr>
<tr>
<td>2.49-2.0</td>
<td>20,190</td>
<td>22.1%</td>
</tr>
<tr>
<td>&lt;2.0</td>
<td>2,312</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

The percentages of Philosophy majors in the higher ranges (3.74-4.0) are higher than those in the College. Those in the middle ranges (2.5-3.49) are lower, while those in the lowest range (2.49 or less) are again higher. It would appear that the high numbers in the highest ranges are not owing to grade inflation. (Source: College of Liberal Arts)

Undergraduate Placement

We do not have complete documentation of our graduates who have gone on to do graduate or professional work. But here are some success stories:

- Kory Sorrell: graduate work at Fordham and Pennsylvania State University in philosophy, law school at Yale, teaches philosophy in Ankara, Turkey.

- Phillip Deen: graduate work at Southern Illinois University, currently Visiting Assistant Professor of Philosophy at Wellesley.

- Jordan Greenhall: Harvard Law School, corporate experience with MP3 and DIV/X.

• Nicholas Setliff: starting graduate work at St. Louis University in philosophy, fall 2008.
• Joseph Prud’homme: Ph.D. at Princeton in government, Assistant Professor at Christopher Newport University.
• Matthew Rosin: graduate school in Education at Stanford.
• Jason Cato: graduate school in Sociology at UC Berkeley.
• Lee Koehler: graduate school in Economics at Vanderbilt.
• Jesse Rester: graduate school in English at TAMU.
• Tim Aylsworth: graduate school in Philosophy at TAMU.
• Cody Sain: graduate school in Philosophy at Boston College.
• David Lewis: graduate school in Philosophy at Notre Dame.
• Taylor Marshall: Westminster Theological Seminary.
• Patrick McGarrity: graduate school in English at TAMU.
• Stephanie Schull: graduate school in Philosophy at Stony Brook University.
• Christopher Trickey: Law School at University of Texas.
• Christopher Stidvent: Law School and graduate school in English at Duke University.
• Sean Griffin: Law School at University of Texas.
• Travis Hobbs: graduate school in Philosophy at Northern Illinois.
• Wesley Dean: graduate school in Philosophy at TAMU; Ph.D. in
Sociology from the University of Alberta; now teaching in the Bush School at TAMU.

- Scott Sturgeon: now at Leeds.
- Wayne Riggs: now at Oklahoma.
- Tom Hilde: Ph.D. in Philosophy at Penn State, now a Research Professor at University of Maryland.

2. Administrative upgrades

Undergraduate advising in the early years of the department, with far fewer majors, was handled informally, either by dividing the majors among the faculty or by referring them to a single faculty member who was designated as their advisor. This was the practice until 2004. But the increase in the number of majors, as well as the increasing complexity of the degree and of the University bureaucracy, necessitated an upgrade. We now have an Undergraduate Program Advisory Committee, which selects the winners of undergraduate prizes and reports to the Head and to the faculty (consisting in Professors Harris, Stadelmann, Sweet, and Austin, as well as undergraduate members José Davis, the president of the Philosophy Club, and Sylvia Allsup-Edwards, the president of Phi Sigma Tau), a Curriculum Committee, through which proposals for new courses must pass (Professors Varner, Katz, and Austin), a Program Director (Austin) and an Associate Director (Sweet) working with a staff member, who assists with counseling, paperwork, registration, adds, drops, forces, and other matters which do not require faculty signatures. We also have upgraded the
undergraduate pages on the departmental website, adding an on-line force list
and answers to frequently-asked questions, as well as information about courses,
degree requirements, and the whereabouts of some of our graduates. We also
are busy during the summer, meeting with new students twice a week. The
Program Director is the advisor for the Philosophy Club, the undergraduate
journal, Aletheia, and the philosophy honor society, Phi Sigma Tau (see more
information below). In general, students at Texas A&M really do need to see an
advisor fairly frequently. Although their transcripts and degree requirements are
now online, these documents are difficult to interpret. Moreover, College and
University bureaucracies are set up in such a way that many petitions,
substitutions, studies abroad, forces, transfer course evaluations, freshman
registrations, and similar functions require the authorization of a faculty contact
person.

3. Honors for undergraduates

We have instituted new ways to recognize undergraduate excellence during
the last few years. There is the Manuel Davenport Prize (named after the late and
much-loved Department Head). This award goes each spring to the junior or
senior who has contributed most significantly to the philosophical life of the
department through academic excellence and/or service); and the Undergraduate
Essay Prize (for the best essay written for a departmental course during the
preceding calendar year). Here are the winners of these prizes:
Table 2.6: Undergraduate Essay Prize Winners

<table>
<thead>
<tr>
<th>Year</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Amanda Wilson</td>
</tr>
<tr>
<td>2004</td>
<td>Jessica Soester</td>
</tr>
<tr>
<td>2005</td>
<td>Benjamin Zinneckeer</td>
</tr>
<tr>
<td>2006</td>
<td>Travis Hobbs</td>
</tr>
<tr>
<td>2007</td>
<td>Travis Hobbs &amp; Ariel Chisholm</td>
</tr>
<tr>
<td>2008</td>
<td>Nicholas Setliff &amp; Joel Rice</td>
</tr>
</tbody>
</table>

Table 2.7: Manuel Davenport Prize Winners

<table>
<thead>
<tr>
<th>Year</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Jason Cato and Lee Koehler</td>
</tr>
<tr>
<td>2002</td>
<td>Nilika Shah</td>
</tr>
<tr>
<td>2003</td>
<td>Rebecca Morgan</td>
</tr>
<tr>
<td>2004</td>
<td>Jessica Soester</td>
</tr>
<tr>
<td>2005</td>
<td>Matthew Coles</td>
</tr>
<tr>
<td>2006</td>
<td>Aaron Williams</td>
</tr>
<tr>
<td></td>
<td>W. Cody Sain</td>
</tr>
<tr>
<td>2007</td>
<td>Timothy Aylsworth</td>
</tr>
<tr>
<td></td>
<td>Ryan Kemp</td>
</tr>
<tr>
<td>2008</td>
<td>Judith Bohr</td>
</tr>
</tbody>
</table>

A new tradition, the Manuel Davenport Lecture and Awards Ceremony, publicly awards these prizes each spring, as well as recognizing the student members of the honorary society, Phi Sigma Tau, and the staff of our new
undergraduate journal. Students are given plaques and copies of recent books by members of the faculty. There are also cash awards for the prizes. Alumni members of the Manuel Davenport Society attend the meeting, which features a lecture given by a distinguished visiting philosopher. This past year our speaker was Grayson Douglas Browning, Emeritus Professor of Philosophy at The University of Texas at Austin.

Other undergraduate activities include:

- The Philosophy Club, which meets weekly during fall and spring, is entirely student-run and is the locus of much pride and spirit. Twenty to thirty members attend. Discussion topics cover a broad spectrum of philosophical issues, and faculty members are occasionally invited to give informal talks about their interests and work. Indeed, the president of the Club often wins the Manuel Davenport Prize, and almost always has a very high grade point average.

- Aletheia, the new undergraduate journal, began its life in 2007 with a $1000 grant from the Glasscock Center for Humanities Research. The editorial board, headed by John Jarrell, anticipates a Fall 2008 publication date. The board will distribute free copies to majors, students in classes, and faculty, and also will distribute them nationally. We know of only about 15 other undergraduate philosophy journals in the country.
• *Phi Sigma Tau*, our chapter of the national philosophy honor society, meets each spring to induct juniors and seniors with high academic averages, and is the parent organization for *Aletheia*.

• *Phi Beta Kappa*, the nation’s oldest and most prestigious honor society. The Philosophy Department pays the induction fee for any Philosophy major invited to join the society.

4. Funding

We are grateful to the *Glasscock Center* for funding the journal and for giving our undergraduates the confidence that even their most imaginative ideas will receive support and acknowledgment. The *College of Liberal Arts Dean’s Office* hosts competitions for funding for new courses, assists interdisciplinary efforts, and has funded the classroom use of *My Freshman Year*, a book distributed to all entering students as part of the College’s ‘Common Ground’ project. Alumni in the Manuel Davenport Society have funded the undergraduate prizes, and we are exploring a new expansion of funding efforts with alumni, as well as a revitalization of the Society.

5. Recognition and publicity.

• Our undergraduate program was recently mentioned in a *New York Times* article (in the same breath with Rutgers!) as part of a study of the national renaissance of undergraduate interest in philosophy. (The article is
Our faculty members have won many College, University, and national teaching awards, sometimes repeatedly. John McDermott has won six of these, including the Danforth Foundation’s E. Harris Harbison National Award for Gifted Teaching (1970), two Distinguished Teaching Awards from the university’s Association of Former Students (1983, 2004), a Presidential Professorship for Teaching Excellence (2004), and the Minnie Stevens Piper Professorship for Outstanding Scholarly and Academic Achievement (2005). Stephen Daniel is also a Presidential Professor for Teaching Excellence (2007) and holds the Murray and Celeste Fasken Chair in Distinguished Teaching in the College of Liberal Arts (2007), as well as four other teaching awards at A&M (1987, 1990, 1992, 2004). Robert Burch, Michael Hand, and Scott Austin have each won a teaching award, Robert from The Association of Former Students in 1983, Michael from the College in 1995, and Scott from the University in 1995.

The department as a whole has acquired the reputation of being teaching-intensive and student-friendly, as these awards and our overall ratio of 105 majors to 21 faculty members would indicate. It is worth noting that the undergraduate teaching evaluations for the department have been consistently high. For example, in response to number 7 on the evaluation questionnaire distributed to students (“I believe this instructor was an
effective teacher”), the department’s average since Spring 2001 is 4.35 (on a scale from 1 to 5). In response to number 10 (“On the whole, this was a good instructor”) we have averaged 4.43 since Spring 2001, compared to 4.33 (the College’s figure in 2007-'08). (Figures from Measurement and Evaluation Services)

- In the past year, the Philosophy Department has been recognized by the College of Liberal Arts for its contributions to the Common Ground initiative for TAMU freshmen (Austin) and for the Engaged Teaching and Learning initiative (Austin, Hand, Katz, Smith). Both initiatives provide funding to the Department, as well as to the individual faculty members involved.

6. The future

- Efforts to increase minority enrollments. Our enrollment of Hispanic and African-American students has been steady (indeed, José Raul Davis is the new president of the Philosophy Club for 2008-'09), but not higher than the percentages for the University at large (see Section 1). Still, the word about the connection between a philosophy degree and law school is spreading, and this fall we plan to take this word to students with a series of presentations on the philosophy of Dr. Martin Luther King to historically black sororities and fraternities on campus. We also plan to provide internships and placements in our M.A. program to students who become interested.
• **Interdisciplinary courses.** We will continue our practice of cross-listing courses taught in conjunction with Women’s Studies, Religious Studies, English, and other departments and programs. Religious Studies 211 (Hebrew Scriptures) is cross-listed with Humanities 211; Religious Studies 304 (Indian and Oriental Religions) with Humanities 304; and Religious Studies 360 (The Bible as Literature) with English 360. Last summer we offered a new course, Philosophy 489 (Special Topics in Gender and Religion), cross-listed with Women’s Studies 489. Philosophy 331 (Philosophy of Religion) is traditionally cross-listed with Religious Studies 331, and PHIL 482 (Ethics and Engineering) with Engineering 482. PHIL 495, Philosophical Writing, is a relatively new one-credit course introduced in order to meet the University’s recent requirement for Writing-Intensive courses as part of existing majors. We also have received approval for Writing-Intensive sections of PHIL 410 (Classical Philosophy), PHIL 413 (Modern Philosophy), PHIL 381 (Ethical Theory), and PHIL 482 (Medical Ethics).

• **Specialized Tracks for Philosophy Majors.** Under the direction of the Associate Director of Undergraduate Studies (Sweet), we recently have begun to explore the feasibility of developing specialized tracks within the major. Thus far we have identified prospective tracks in Law, Medical Ethics, Public Service/Government, Counseling/Ministry, Humanities,
Information Technology, and Media Studies. In developing these proposed tracks, we have followed three guidelines:

- Each of the proposed tracks includes five courses to be suggested to students who are interested in pursuing a particular career or exploring a specific theme. These five courses will constitute half of the requirements necessary to complete the major in Philosophy.
- Most of our students have only two electives available to them at the time they declare a major in Philosophy. Owing to this constraint, at least three of the courses in each track must fulfill distribution requirements for completion of the major (these three are listed first in each of the programs that follow).
- Courses that may contribute to a track, but which are required for all philosophy majors, are not included. These include Phil 240 (Introduction to Logic), Phil 410 (Classical Philosophy), and Phil 413 (Modern Philosophy). For a listing of these tracks and a form to be used by students selecting a track, please see Appendix 2.1.
Appendix 2.1

Proposed Specialization Tracks for Philosophy Majors

Law Track
For students who are interested in attending law school.

Phil 307 Philosophy of the Social Sciences
Phil 332 Social and Political Philosophy
Phil 381 Ethical Theory
Phil 334 Philosophy of Law
Phil 415 American Philosophy

Medical Ethics Track
For students who are interested in pursuing careers in the medical profession, including prospective doctors, nurses, health-care professionals, and hospital administrators.

Phil 305 Philosophy of the Natural Sciences
Phil 320 Philosophy of Mind
Phil 381 Ethical Theory
Phil 480 Medical Ethics
Phil 483 Professional Ethics

Public Service/Government Track
For students interested in pursuing careers in the public sector, such as public advocacy, social work, foreign service, or civil service.

Phil 307 Philosophy of the Social Sciences
Phil 332 Social and Political Philosophy
Phil 415 American Philosophy
Phil 334 Philosophy of Law
Phil 111 Contemporary Moral Issues

Counseling/Ministry Track
For students who are interested in pursuing advanced study or careers in counseling, or positions within organizations with a religiously oriented mission.

Phil 331 Philosophy of Religion
Phil 381 Ethical Theory
Phil 418 Phenomenology and Existentialism
Phil 208 Philosophy of Education
Phil 441 Medieval Philosophy

Humanities Track
For students who are interested in pursuing careers, or advanced study in, writing, education, or the arts.

Phil 331 Philosophy of Religion
Phil 330 Philosophy of Art
Phil 424 Philosophy of Language
Phil 371 Philosophy of Literature
Phil 208 Philosophy of Education

Information Technologies
For students interested in pursuing careers related to such fields as computer programming and software development.

Phil 341 Symbolic Logic I
Phil 361 Metaphysics
Phil 416 Recent British and American Philosophy
Phil 342 Symbolic Logic II
Phil 205 Technology and Human Values

Media Studies Track
For students interested in pursuing careers in journalism, the media, and related communication fields.

Phil 351 Theory of Knowledge
Phil 330 Philosophy of Art
Phil 419 Current Continental
Phil 375 Philosophy of Visual Media
Phil 205 Technology and Human Values
The chart below displays the distribution requirements students must fulfill to complete a major in Philosophy. Each row presents a distribution group from which students must take one course. They are not limited to one from each distribution group, but only one will count toward the distribution requirement.

The first three courses in a track must be drawn from this chart, with no two of these three drawn from the same row. The other two courses may be drawn from anywhere in this chart (including from a distribution group already represented in the first three courses chosen), or any other course in our curriculum (excluding Phil 240, Phil 410, and Phil 413).

<table>
<thead>
<tr>
<th>Track ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Logic (Phil 240)</td>
</tr>
<tr>
<td>Symbolic Logic I (Phil 341)</td>
</tr>
<tr>
<td>Symbolic Logic II (Phil 342)</td>
</tr>
<tr>
<td>Phil of Natural Sciences (Phil 305)</td>
</tr>
<tr>
<td>Phil of Social Sciences (Phil 307)</td>
</tr>
<tr>
<td>Theory of Knowledge (Phil 351)</td>
</tr>
<tr>
<td>Philosophy of Mind (Phil 320)</td>
</tr>
<tr>
<td>Philosophy of Religion (Phil 331)</td>
</tr>
<tr>
<td>Metaphysics (Phil 361)</td>
</tr>
<tr>
<td>Philosophy of Art (Phil 330)</td>
</tr>
<tr>
<td>Social and Political Phil. (Phil 332)</td>
</tr>
<tr>
<td>Ethical Theory (Phil 381)</td>
</tr>
<tr>
<td>19th Century (Phil 414)</td>
</tr>
<tr>
<td>Phenomenology and Exist. (Phil 418)</td>
</tr>
<tr>
<td>Current Continental (Phil 419)</td>
</tr>
<tr>
<td>American Philosophy (Phil 415)</td>
</tr>
<tr>
<td>Recent Brit. and American (Phil 416)</td>
</tr>
<tr>
<td>Philosophy of Language (Phil 424)</td>
</tr>
</tbody>
</table>

Electives:

____________________________________________________________________

____________________________________________________________________
Section Three: The Graduate Programs in Philosophy

The Philosophy Department’s M.A. program admitted its first students in 1989c\(^1\) and produced its first graduates in 1991b. During the remainder of that decade, the department developed a national reputation within academic philosophy, which was based largely on the quality of the master’s students it was feeding into major Ph.D. programs around the country. The program provided an important service to the profession by taking promising students with minimal background in philosophy, who otherwise would have stood little chance of being admitted to a high-quality Ph.D. program in the field, and providing them with what those Ph.D. programs recognized as excellent preparation for Ph.D. level work in the field. It also improved the prospects of undergraduate philosophy majors, allowing them to compete for positions in some of the top-ranked Ph.D. programs in the country. In a 1999 external review of the program, Richard Foley, then of Rutgers University and now at NYU (both Universities have top-ranked Ph.D. programs in Philosophy), wrote: “Texas A&M’s current Master’s program in philosophy is as well known and as highly respected as many Ph.D. programs. ... The faculty of the Texas A&M Department are as strong as some top–30 Ph.D. programs in philosophy.”\(^2\)

In 2001, the Department proposed a unique Ph.D. program, which would require

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\(^1\) Lower case letters next to four digit years are used to designate the spring, summer, and fall semesters, as in: 2000a, 2000b, and 2000c, respectively.

\(^2\) Quoted from Doctor of Philosophy Proposal in Philosophy, April 2001, Appendix I, pp. 2 and 3.
students to earn, en route to finishing their Ph.D. in philosophy, a master’s (or higher level) degree in another field, which would supplement the students’ research and/or teaching emphases within philosophy. Nearly every area of philosophy overlaps with at least one other discipline, and research that crosses disciplinary boundaries is becoming increasingly important. So it was believed that by obtaining a degree in a supporting field, Ph.D. recipients would enhance their research capabilities, and improve their prospects for employment, by being able to teach undergraduate courses in more than one field. The program was approved and accepted its first students in 2002c. In the last two years the Ph.D. program has graduated its first five students. All five have been placed in full-time positions at four-year colleges, two of them tenure track, with another two showing promise of becoming tenure track within the next year or two. This is a commendable placement record for a brand new Ph.D. program. It suggests that the program’s unique requirement for a supplementary master’s degree is indeed enhancing its graduates’ marketability, and we have informal but direct evidence that the supplementary M.A. helped in particular cases (see section 3(F)). So at age six, Texas A&M’s Ph.D. program is thriving and the Department plans to increase the ratio of Ph.D. students to M.A. students in coming years.

(A) Graduate Program Administration

Management of the two graduate programs is overseen by the Director of Graduate Studies (DGS). The DGS also serves as a general academic advisor to Ph.D. students. When the Ph.D. program was created, a second position was created for general
advising of M.A. students, a position which subsequently became known as the Associate DGS. These positions are appointed by the Department Head for renewable terms of two years with the advice of the Steering Committee and the Graduate Faculty.

A Graduate Program Advisory Council (GPAC) serves as the Department’s admissions committee for both the M.A. and the Ph.D. programs and, pursuant to the Department constitution, the GPAC generally “assists the Director of Graduate Studies in supervising graduate programs” (Article V, Section One). The GPAC is chaired by the DGS and consists of the DGS, the Associate DGS, plus at least one representative from each tenure-track rank represented in the department and a graduate student representative. The graduate student has full voting privileges, except that he or she is excluded from discussions of, and does not vote on matters involving, assessment of individual graduate students (including ranking applicants for admission).

According to the Department constitution, the GPAC “acts on all policy matters that require no change in the catalog and no change to any standing departmental document concerning graduate programs” (Article V, Section Two). This has been interpreted as permitting the GPAC to make decisions about administrative details without consulting the full faculty, but requiring approval by the full faculty for all matters involving substantive changes in catalog wording, program requirements, policies regarding good academic standing of graduate students, etc.

In 2007c, Daniel Conway began serving as placement officer. In addition to helping advanced students prepare for the job market, he offers a Teaching Practicum course every spring semester.
In addition to the Associate DGS, GPAC, and placement officer, the DGS is assisted in clerical details by a staff member whose job also includes a range of other duties. That staff member also fulfills an informal advising function by apprising graduate students of various deadlines, where they must go for various forms, etc.

(B) M.A. Program Curriculum

The Philosophy Department’s MA program was designed both to prepare students for study in Ph.D. programs and to provide interested students with more limited postgraduate experience in philosophy. Accordingly, the M.A. program offers two options: a traditional thesis option is appropriate for students planning to pursue a Ph.D. in philosophy, but a non-thesis option is also available for students seeking a terminal M.A. for other reasons.

An overview of course requirements for the M.A. degree is given in Table 3.1.

<table>
<thead>
<tr>
<th>Table 3.1: M.A. Program Course Work Requirements</th>
<th>Thesis option</th>
<th>Non-thesis option</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Philosophy</td>
<td>6 hours</td>
<td>History of Philosophy</td>
</tr>
<tr>
<td>Value Theory</td>
<td>3 hours</td>
<td>Value Theory</td>
</tr>
<tr>
<td>Metaphysics &amp;</td>
<td>6 hours</td>
<td>Metaphysics &amp;</td>
</tr>
<tr>
<td>PHIL 641, Math. Logic I</td>
<td>3 hours</td>
<td>PHIL 641, Math. Logic I</td>
</tr>
<tr>
<td>Electives</td>
<td>6 hours</td>
<td>Electives</td>
</tr>
<tr>
<td>Research (thesis)</td>
<td>6 hours</td>
<td>Research (thesis)</td>
</tr>
<tr>
<td></td>
<td><strong>30 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>
Students are required to take courses in each of the following areas:

(1) history of philosophy (two);
(2) value theory (one); and
(3) epistemology & metaphysics (two).

The distribution mandated by this requirement insures that graduates of the program have substantial exposure to each of these major, traditional areas of philosophical inquiry. In addition, M.A. students must take a logic course (PHIL 641, Mathematical Logic I) that includes proofs of soundness and completeness for first-order predicate logic, and either two electives (thesis option) or four (non-thesis option). With approval of the student's thesis Advisory Committee, electives may include graduate courses offered by other departments (not to exceed six hours for thesis option students and nine hours for non-thesis option students).

Since a full time course load is nine hours per semester, the thesis option effectively requires less than four semesters’ work. Since most students are supported as GATs, however, and GATs are required to take nine units per semester, both thesis and non-thesis option students normally take 36 hours of course work. This means that most thesis option students end up taking either two more electives beyond the required minimum of two, or one more elective plus three additional hours of research.

Finally, there is no departmental language requirement for the M.A. degree. Each student’s thesis committee determines what language requirement, if any, is appropriate for the thesis or internship project the student is undertaking.
The unique feature of Texas A&M’s doctoral program in philosophy is the requirement to earn, in addition to the Ph.D., a supporting M.A. (or higher level) degree in a field other than philosophy. The rationale for the requirement is two-fold. First, nearly every area of philosophy overlaps with at least one other discipline, and research that crosses disciplinary boundaries is becoming increasingly important. Earning an advanced degree in a supporting field both enhances graduates’ research capabilities and improves the quality and content of their teaching within philosophy. The second rationale is that it can improve their employability by making them attractive to smaller and/or two-year schools where an ability to teach courses in two different departments might be a distinct advantage.

All supporting degrees must be approved by the GPAC. Applicants who already hold a degree at the master's level and wish to count it as their supporting degree are asked to explain, in their statement of purpose, how the degree supports their research and teaching interests within philosophy. Other applicants are expected to secure admission to a master's program in an approved field by the end of their second year of study.

To date, the GPAC has approved the following supplementary degrees (with associated philosophical research interests of the students in question indicated in parentheses)

- Master’s of Public Service and Administration (political philosophy)
- Master’s of Divinity (philosophy of religion)
- Master’s of Theological Studies (philosophy of religion)
• Civil Engineering (engineering ethics, philosophy of technology)
• Wildlife and Fisheries Sciences (environmental ethics)
• Computer Science (philosophy of mind)
• Business Administration (business ethics)
• Hispanic Studies (Latin-American philosophy)
• Juris Doctor (philosophy of law)
• Psychology (philosophy of mind)
• Exercise Physiology (philosophy of science)
• English (hermeneutics)
• Literature (role of fiction in moral education and reasoning)
• Aerospace Engineering (engineering and military ethics)
• Education (philosophy of education)

As described in greater detail in section (F) below (“Placement”), the first five graduates of the Ph.D. program have all entered full-time positions at four-year colleges. This is a commendable record for a brand new Ph.D. program, suggesting that this unique requirement indeed enhances its graduates’ marketability.

Course requirements for the Ph.D. (summarized in Table 3.2) are designed to produce students who are also well-rounded across the traditional areas of research specialization within philosophy. Students are required to take at least two courses in each of the following areas:

(a) history of philosophy;
(b) value theory;
(c) metaphysics and epistemology; and
(d) logic, language and philosophy of science.
Table 3.2: Ph.D. Program Course Work Requirements

<table>
<thead>
<tr>
<th>With supplementary master’s in hand</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Philosophy</td>
<td>6 hours</td>
</tr>
<tr>
<td>Value Theory</td>
<td>6 hours</td>
</tr>
<tr>
<td>Metaphysics &amp; Epistemology</td>
<td>6 hours</td>
</tr>
<tr>
<td>Logic, Language, and Philosophy of Science</td>
<td>6 hours</td>
</tr>
<tr>
<td>PHIL 641, Mathematical Logic I</td>
<td>3 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>18 hours</td>
</tr>
<tr>
<td>Teaching Practicum</td>
<td>1 hour</td>
</tr>
<tr>
<td>Research (dissertation)</td>
<td>18 hours</td>
</tr>
<tr>
<td></td>
<td><strong>64 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Without supplementary master’s in hand</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Philosophy</td>
<td>6 hours</td>
</tr>
<tr>
<td>Value Theory</td>
<td>6 hours</td>
</tr>
<tr>
<td>Metaphysics &amp; Epistemology</td>
<td>6 hours</td>
</tr>
<tr>
<td>Logic, Language, and Philosophy of Science</td>
<td>6 hours</td>
</tr>
<tr>
<td>PHIL 641, Mathematical Logic I</td>
<td>3 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>18 hours</td>
</tr>
<tr>
<td>Teaching Practicum</td>
<td>1 hour</td>
</tr>
<tr>
<td>Research (dissertation)</td>
<td>14-20 hours</td>
</tr>
<tr>
<td>Supplementary master’s</td>
<td><strong>30-36 hours</strong></td>
</tr>
</tbody>
</table>

Ph.D. students also are required to take the same logic course as the M.A. students (PHIL 641, Mathematical Logic I, which includes proofs of soundness and completeness for first order predicate logic), and a one unit teaching practicum, which is described in greater detail in section (D) below (“Advising and Mentoring”). A fuller description of the course requirements for the M.A. and the Ph.D., including lists of courses meeting various area requirements, is given in Table 3.3. Catalog descriptions for all graduate courses offered in the department are given in Appendix 3.1 (“Graduate Courses”).
1. **Area requirements** – In both programs, students must take courses in each of the following areas: (1) logic, (2) history of philosophy, (3) value theory, and (4) epistemology & metaphysics.

   **A. Logic, Language and Philosophy of Science**

   **M.A. & Ph.D.:** PHIL 641, its equivalent, or a higher level logic course.

   **Ph.D.:** Two courses from the following.
   - PHIL 642, Mathematical Logic II
   - PHIL 643, History and Philosophy of Logic
   - PHIL 645, Philosophy of Science
   - PHIL 646, Philosophy of a Particular Science
   - PHIL 658, Philosophy of Language

   Depending on their content, the following courses may count in one of the above areas.
   - PHIL 664, Seminar in Applied Philosophy
   - PHIL 682, Philosophical Authors
   - PHIL 685, Directed Studies
   - PHIL 689, Special Topics

2. **Electives**

   **M.A. program:** Students must take a total of either six hours (for the thesis option) or 12 hours (for the non-thesis option) of courses selected from the following:
   1. Any of the area requirement courses not used to meet an area requirement, with the exception of PHIL 641.
   2. With approval of the student’s Advisory Committee, graduate courses outside the department (not to exceed six hours for thesis option students and nine hours for non-thesis option students).
   3. Other graduate courses in philosophy, with the exception of PHIL 641.
   4. With approval of the student’s Advisory Committee, up to nine hours of 300 or 400 level undergraduate courses in philosophy.

   **Ph.D. program:** Students must take a total of 18 hours of electives selected from any graduate course in philosophy which is not used to fulfill an area requirement, except PHIL 641. However, courses taken to fulfill a student’s area requirements and electives must include at least four courses from among the following:
   - PHIL 661, Seminar in History of Philosophy
   - PHIL 662, Seminar in Ethics and Value Theory
   - PHIL 663, Seminar in Metaphysics and Epistemology

   For the M.A. program only, the following courses may also be used to satisfy the epistemology and metaphysics area requirement:
   - PHIL 645, Philosophy of Science
   - PHIL 646, Philosophy of a Particular Science
   - PHIL 658, Philosophy of Language
The required course work adds up to 46 hours (15 courses of three hours each, plus the one hour Teaching Practicum). Texas A&M rules require a minimum of 96 hours of course work for a Ph.D., but only 64 hours if the candidate has a master’s degree in hand. As summarized in Table 3.2, this means that students who enter the Ph.D. program with an approved supplementary master’s in hand would normally need to take 18 hours of research (two semesters’ worth) in order to graduate. Students who complete the supplementary master’s in residence at Texas A&M will need to complete a minimum of 96 hours of course work. Since master’s degrees at Texas A&M require either 30 or 36 hours of course work (for thesis and non-thesis options, respectively), this means that students who complete their supplementary master’s in residence at Texas A&M would normally need to take either 14 or 20 hours of research. To date, most students in the program have finished their programs in a timely fashion, as discussed in section (E) below (“Recruitment, Admissions, and Retention”).

Of 16 continuing and graduated students, six (37.5%) have arrived with supplementary degrees in hand, one (6.25%) earned a supplementary master’s at Texas A&M prior to entering the Philosophy Ph.D. program, eight (50%) have earned or are planning to earn their supplementary master’s while in the program, and one (6.25%) completed all course work in the program before going elsewhere to complete a supplementary master’s. Thus it is expected that about half of all entering Ph.D. students will earn their supplementary degrees in residence, and students admitted to the Ph.D. program are guaranteed four years of support (enough to complete 72 hours of coursework) if they have the supplementary degree in hand, and six years (enough to
complete 108 hours) if they will be earning the degree while in residence at Texas A&M. (In either case, any student who is judged to be making satisfactory progress toward the degree will be eligible to receive an additional year of funding if needed.)

Although comprehensive exams are not required in all graduate programs at Texas A&M, the Philosophy Department requires Ph.D. candidates to pass two four-hour comprehensive exams. Exams are offered in the following three areas:

(1) history of philosophy;
(2) ethics and value theory; and
(3) metaphysics and epistemology.

The comprehensive exams are offered once each semester and summer session, and students may take only one exam per term. The exams are administered near the ends of these terms, and students are asked to request a comprehensive exam early in the preceding term. This gives the Department Head time to appoint an ad hoc committee to write, administer, and score the exam. Around the end of the preceding term, a memo announcing the exam is distributed to all Ph.D. students. This memo includes a description of the structure of the exam and a suggested reading list. After seeing this memo, students who have requested an exam have the option of not taking it. Appendix 3.2, “Sample Comprehensive Exams,” includes examples of comprehensive exams given in each of the above areas, as well as the memos/reading lists distributed ahead of time. To date, a total of 18 comprehensive exams have been attempted by nine different students. The committees appointed to score the exams have passed 14 (77.8%) of the 18 exams attempted. Of the four failing exams, two were partial failures, meaning that the committee required the student to retake only one of the four questions on the
Texas A&M requires all Ph.D. candidates to pass a preliminary examination administered by the dissertation advisory committee around the time the student completes all required formal course work (i.e., units other than PHIL 691, Research). Departments are allowed to determine the format and content of these exams, although the Office of Graduate Studies stipulates that they must include both a written and an oral component. To date, preliminary examinations administered to Philosophy Department students have focused on the students’ mastery of the general literature relevant to the chosen dissertation topic, with a bibliographic essay constituting the required written portion of the exam.

There is no departmental language requirement for the Ph.D. Each student’s dissertation committee determines what language requirement, if any, is appropriate for the dissertation project the student undertakes.

Finally, Ph.D. students are required to include, among the courses taken to satisfy their area and electives requirements, at least four courses from a list of courses which have as a prerequisite completion of at least 12 hours of graduate work in philosophy. The rationale for this prerequisite was to create a series of more specialized courses, populated with more mature graduate students (since first-year students would not meet the prerequisite). However, enforcement of the prerequisite is left up to the instructors, and to date no one has enforced it.
Advising and Mentoring

General academic advising (regarding course work, paperwork deadlines, etc.) is done by the DGS and the Associate DGS, with the assumption that M.A. students will normally visit the Associate DGS, Ph.D. students the DGS. The DGS meets with every Ph.D. student at least once each year, to review each student’s progress in the program.

Each fall, the Center For Teaching Excellence (http://cte.tamu.edu/) conducts a mandatory, day-long orientation for new GATs. The Philosophy Department holds a mandatory meeting for all its graduate students the second day of the fall semester. This meeting has two parts. In the first, the new edition of the Graduate Student Handbook is distributed, and all substantive changes to graduate program policies are discussed. In the second half, the responsibilities of GATs are discussed, including record keeping, privacy issues, etc. (The current edition of the Graduate Student Handbook is included as Appendix 3.3.)

The original design of the Ph.D. program also included a required “teaching practicum,” to insure that graduates of the program have some structured, discipline-specific pedagogical training. A one-unit course designed to meet this requirement was first taught during the spring semester of 2008, and the syllabus for that course is included as Appendix 3.4. Earlier students were “grandfathered in” by various means: some were mentored closely by faculty members as they taught their own classes the first time, while others had extensive solo teaching experience at junior colleges and were exempted from the teaching practicum requirement on that grounds. Each year, the department also organizes several informal, optional meetings on various topics,
including applying to PhD programs (primarily for M.A. students, but also open to undergraduates), and the job-seeking process and issues related to succeeding in the profession (primarily for Ph.D. students, but open also to M.A. students).

Finally, the Department requires a minimum GPR for graduate students that is higher than the University requirement (3.25 v. 3.00). The Department also permits students with GAT support to have a maximum of one incomplete on their record as of August 1 of each year. At the same time, the Graduate Student Handbook (§VIII[D]) spells out carefully designed procedures that must be followed en route to terminating students’ GATs and removing them from the graduate programs.

(E) Recruitment, Admissions and Retention

Applicants to the Department’s graduate programs are required to submit the following materials:

- transcripts from all post-secondary institutions
- GRE scores;
- a CV or resumé;
- a statement of purpose;
- three letters of recommendation; and
- a writing sample.

In ranking applicants for admission and funding, the GPAC “looks at the whole person,” with no one element disqualifying any application. Normally, students are admitted beginning with the fall semester, and the GPAC meets in early March to rank applicants for fall admission. All applications that are complete or nearly complete by that time are ranked by each faculty member of the GPAC according to the procedure detailed in Table 3.4 (the graduate student member of the GPAC does not have access to
the applications and does not participate in the ranking procedure). The DGS and Associate DGS then make offers of admission and funding as directed by majority vote of the GPAC.
Table 3.4: Method Used in Ranking Applicants to the M.A. and Ph.D. Programs

1. Prior to the meeting, all applicants’ files will be made available for inspection by all faculty members of the GPAC in a secure location.

2. Each faculty member of the GPAC will rank each applicant to each program on the following scale:

   9 or 10  Top notch candidates
   6, 7, or 8  Definitely admissible, and good candidates for support as GATs
   4 or 5    Admissible, but not good candidates for support
   2 or 3    Marginally admissible, should not get GATs
   1        Not admissible under any circumstances

3. At the meeting, a combined ranking for each applicant will be determined by averaging the faculty members’ individual rankings. All applicants to the Ph.D. program will also be given a separate ranking as potential applicants to the M.A. program (but not vice-versa). (So, for instance, an applicant to the Ph.D. program who was judged “not admissible” might be rated above certain “good candidates for support” when rated separately as an M.A. applicant.)

4. Once these rankings are established, the GPAC will decide, by majority vote:

   (A) The maximum number of available GATs to offer to applicants to the Ph.D. program.
   (B) How “deep” into the Ph.D. applicants to go in trying to fill those GATs.
   (C) How “deep” into the M.A. applicants to go.
   (D) Which Ph.D. applicants to include, when rated as if they had applied to the M.A. program instead, on the ranked list for offers of admission to the M.A. program.
   (E) How many M.A. applicants to offer admission without GAT support.

Two ordered lists of applicants will then be generated:

   A list of the top Ph.D. applicants from among whom the Director of Graduate Studies is authorized to fill at most the number of funded positions specified in step (B) above.

   A list of all M.A. applicants, with the Ph.D. applicants specified in step (D) above included, scored as if they had applied to the M.A. program rather than the Ph.D. program.

Following the meeting, the Director of Graduate Studies and Associate Director will begin making offers of admission and support in the order specified by these lists and consistent with the GPAC’s decisions above.
The numbers of applications received and admissions made to the M.A. and Ph.D. programs for the regular (fall matriculation) recruitment cycle since 2002 are summarized in Table 3.5. As the rightmost column of that table makes clear, the Department is involved in an oscillating admissions pattern, with larger numbers of students recruited in even-numbered calendar years, and smaller numbers recruited in odd-numbered calendar years. This is a result of the Department’s service commitment to PHIL/ENGR 482, Engineering Ethics. The College of Engineering made this course mandatory for all undergraduate Engineering majors beginning with the fall semester of 1996. This caused enrollments in the course to rise suddenly, necessitating the hiring of extra GATs in the Philosophy Department that year. Since the Department did not yet offer a Ph.D. at the time, that initiated a cycle in which larger numbers of students graduated from the two-year M.A. program in even numbered years, necessitating the recruitment of larger numbers of new GATs in even numbered years. Increasing the ratio of Ph.D. to M.A. students is expected to dampen that oscillation in coming years.
<table>
<thead>
<tr>
<th>Semester</th>
<th>M.A. program</th>
<th>Ph.D. program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications received</td>
<td>Offers w/support extended</td>
</tr>
<tr>
<td>2008c</td>
<td>49</td>
<td>24</td>
</tr>
<tr>
<td>2007c</td>
<td>47</td>
<td>6</td>
</tr>
<tr>
<td>2006c</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>2005c</td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td>2004c</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>2003c</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>2002c</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

"Applications received" refers to applications that were complete enough to be considered by the GPAC at its annual, early March meeting to rank applicants for fall admission. Available data are reported from annual reports by the DGSs filed with the Dean's Office and/or from spreadsheets used for ranking applicants. Blank cells indicate data that could not be located via either source.

The Department’s best recruitment-related publicity seems to be word of mouth among philosophy professors who recommend our M.A. program to their advisees and the M.A. program’s ranking in the on-line *Philosophical Gourmet* (http://www.philosophicalgourmet.com/). Prior to the inauguration of the Ph.D. program, the Philosophy Department’s M.A. program was consistently ranked among the top master’s only programs in the country by the *Gourmet*. Currently, the top four ranked programs are Tufts, University of Wisconsin–Milwaukee, Virginia Polytechnic, and University of Northern Illinois. Below those four the *Gourmet* lists Georgia State University, University of Houston, University of Missouri–St. Louis, Western Michigan University, California State University–Los Angeles, Colorado State, and Texas Tech.
Since 2004, the Department has been ranked in the list’s third group under applied ethics, and for 2005-06 it was listed as “Also Notable” for ancient philosophy.

During the 2003c recruitment cycle, DGS Hugh McCann tried using the McNair Senior Database to reach potential applicants of high caliber. He mailed a letter inviting applications to about 100 students who had taken the GRE within the last several years, indicating philosophy as a possible graduate major. When that fall’s new crop of graduate students were asked how they became interested in Texas A&M’s graduate philosophy programs, however, none of them said that s/he had received the letter from McCann. Five said that their professors’ recommendations were the most important factor, four mentioned The Philosophical Gourmet rankings, three said the Department’s web site was most important, two mentioned interactions with Department graduate students whom they had met at conferences, and one had used the “resource area” on the American Philosophical Association’s web site to find the program.

One indication of how successful the Department is at recruiting high-caliber graduate students is that it has recruited eight applicants on Graduate Merit and Graduate Diversity Fellowships since 2002c, as detailed in Table 3.6. Funded by the Association of Former Students, these fellowships are awarded through University-wide competitions. About 30 Merit Fellowships are awarded annually on the basis of scholarly achievement and promise. Recipients typically have a combination of high GRE scores, high undergraduate GPRs, and very strong letters of recommendation.
### Table 3.6

<table>
<thead>
<tr>
<th>Year</th>
<th>Diversity Fellowships</th>
<th>Merit Fellowships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Offered</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>M.A.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2002c</td>
<td>N.A.</td>
<td>Data unavailable</td>
</tr>
<tr>
<td>2003c</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2004c</td>
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<tr>
<td>2008c</td>
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<td>1</td>
</tr>
<tr>
<td>Totals:</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Merit Fellows receive a very generous package of benefits:

- a $20,000 annual stipend for the first year;
- up to $8000 per year towards tuition and fees;
- up to $1000 towards health insurance coverage; and
- no GAT assignment during the fellow’s first year, coupled with guaranteed support as a GAT after that.

Beginning with the fall 2004 recruitment cycle, about 70 Diversity Fellowships have been awarded University-wide. This program gives priority “to students who further the goals and core actions of the Texas A&M Campus Diversity Plan” ([http://diversity.tamu.edu/plan/index.asp](http://diversity.tamu.edu/plan/index.asp)). Although recipients typically are Hispanic or African-American, other students with relevant experience (e.g., students who grew up in predominantly African-American communities or who attended historically black colleges or universities) are also eligible. Diversity Fellows receive the same package of benefits as Merit Fellows, although Diversity Fellows receive a $20,000
stipend for two years if entering an M.A. program, three years if entering a Ph.D. program. Diversity Fellows are employed as GATs their first year (on the theory that this increases retention by integrating them into the intellectual and social life of the department). Table 3.6 shows that in most years the Philosophy Department has succeeded in having at least one nominee offered a fellowship in one or both of these categories. Given that our graduate programs are relatively small, this indicates that the Philosophy Department recruits strong candidates in the field. Of nominees offered one or the other kind of fellowship, 8 out of 13 (61.5%) have accepted their offers. Since most of these applicants also receive very attractive offers from philosophy departments at other universities, this too testifies to the strength of good applicants’ attraction to Texas A&M’s graduate programs in philosophy.

Table 3.7 shows the average GRE and undergrad GPRs of students admitted each year since 2002c. After the first year the Ph.D. program admitted students, the GRE scores and undergraduate GPRs of those admitted to the Ph.D. program have tended to be equal or higher than those of students admitted to the M.A. program. Given the strong reputation of the Department’s M.A. program, this suggests that the Ph.D. program is competing effectively for qualified applicants. Table 3.8 emphasizes the improvement in GRE scores among the incoming Ph.D. class by comparing the average scores of incoming students across the first five years of the program (2002c-2006c), across the entire history of the program (2002c-2008c), and across the last two years (2006c-2008c).
Table 3.7

**Total number of entering students:**

<table>
<thead>
<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

**Verbal GRE scores of entering students:**

<table>
<thead>
<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>598</td>
<td>673</td>
<td>530</td>
<td>540</td>
<td>627</td>
<td>665</td>
<td>665</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>611</td>
<td>642</td>
<td>630</td>
<td>583</td>
<td>665</td>
<td>620</td>
<td>604</td>
<td>520</td>
<td>668</td>
<td>613</td>
</tr>
</tbody>
</table>

**Quantitative GRE scores of entering students:**

<table>
<thead>
<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>574</td>
<td>760</td>
<td>410</td>
<td>710</td>
<td>663</td>
<td>765</td>
<td>685</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>668</td>
<td>652</td>
<td>760</td>
<td>615</td>
<td>678</td>
<td>630</td>
<td>637</td>
<td>668</td>
<td>668</td>
<td>595</td>
</tr>
</tbody>
</table>

**Combined Verbal and Quantitative GRE scores of entering students:**

<table>
<thead>
<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>1172</td>
<td>1433</td>
<td>940</td>
<td>1250</td>
<td>1290</td>
<td>1430</td>
<td>1350</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>1279</td>
<td>1294</td>
<td>1390</td>
<td>1198</td>
<td>1343</td>
<td>1250</td>
<td>1241</td>
<td>1188</td>
<td>1336</td>
<td>1208</td>
</tr>
</tbody>
</table>

**Analytic GRE scores of entering students:**

<table>
<thead>
<tr>
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<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>592</td>
<td>747</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>660</td>
<td>690</td>
<td>640</td>
<td>720</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written GRE scores of entering students:**

<table>
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<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>50</td>
<td>55</td>
<td>48</td>
<td>55</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>53</td>
<td>55</td>
<td>60</td>
<td>51</td>
<td>45</td>
<td>54</td>
<td>48</td>
</tr>
</tbody>
</table>

**Undergraduate GPRs of entering students:**

<table>
<thead>
<tr>
<th></th>
<th>02c</th>
<th>03c</th>
<th>04a</th>
<th>04c</th>
<th>05c</th>
<th>06a</th>
<th>06c</th>
<th>07a</th>
<th>07c</th>
<th>08c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>3.60</td>
<td>3.92</td>
<td>3.41</td>
<td>3.17</td>
<td>3.71</td>
<td>3.95</td>
<td>3.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>3.60</td>
<td>3.30</td>
<td>2.95</td>
<td>3.56</td>
<td>3.78</td>
<td>3.77</td>
<td>3.66</td>
<td>3.55</td>
<td>3.55</td>
<td>3.70</td>
</tr>
</tbody>
</table>
Table 3.8

<table>
<thead>
<tr>
<th></th>
<th>2002c-2006c</th>
<th>2002c-2008c</th>
<th>2007c-2008c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal GRE scores of entering PhD students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>612.3</td>
<td>628.9</td>
<td>665.0</td>
</tr>
<tr>
<td>Quantitative GRE scores of entering Ph.D. students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>635.4</td>
<td>659.5</td>
<td>711.7</td>
</tr>
<tr>
<td>Combined GRE scores of entering Ph.D. students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1247.6</td>
<td>1288.4</td>
<td>1376.7</td>
</tr>
</tbody>
</table>

Table 3.9 shows the numbers and percentages of minorities and women in the department across academic years. Although the Department has succeeded in recruiting four Hispanic students over the last five years, the two Diversity Fellowships it has been able to offer to African-American applicants have been declined. The percentage of women in the graduate programs has hovered around 20%, which is respectable in comparison to the national average representation of women in philosophy.
Table 3.9 Enrollment of Women and Minorities in the Graduate Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Total enrolled</th>
<th>Women</th>
<th>Hispanics</th>
<th>African-Americans</th>
<th>Women + minorities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>19</td>
<td>3 (15.8%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (15.8%)</td>
</tr>
<tr>
<td>2003-2004</td>
<td>27</td>
<td>6 (22.2%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>6 (22.2%)</td>
</tr>
<tr>
<td>2004-2005</td>
<td>28</td>
<td>5 (17.9%)</td>
<td>2 (7.1%)</td>
<td>0 (0%)</td>
<td>5 (17.7%)</td>
</tr>
<tr>
<td>2005-2006</td>
<td>24</td>
<td>4 (16.7%)</td>
<td>2 (8.3%)</td>
<td>0 (0%)</td>
<td>4 (16.7%)</td>
</tr>
<tr>
<td>2006-2007</td>
<td>22</td>
<td>3 (13.6%)</td>
<td>2 (9.1%)</td>
<td>0 (0%)</td>
<td>4 (18.2%)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>24</td>
<td>3 (12.5%)</td>
<td>2 (8.3%)</td>
<td>0 (0%)</td>
<td>4 (16.7%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>24</td>
<td>5 (29.8%)</td>
<td>2 (8.3%)</td>
<td>0 (0%)</td>
<td>6 (25.0%)</td>
</tr>
</tbody>
</table>

* This number is not the sum of those in the three columns to the left when there are minority females.

Finally, Table 3.10 summarizes retention and graduation data for students who matriculated into the M.A. and Ph.D. programs each semester since 2002c. Each line with a matriculation date represents one student who matriculated into the M.A. program (left half of table) or the Ph.D. program (right half). In the “Graduation” columns are indicated the semester in which the student represented on that line graduated, and in the “Withdrawal” columns are indicated the semesters in which the student explicitly withdrew from the program. A “DNF” (did not finish) entry in that column indicates students who did not explicitly withdraw from the program but never finished the degree. The highlighted cells indicate students who either withdrew from their program or took longer than normal to finish, where “longer than normal” means more than 2.5 years for M.A. students, and, for Ph.D. students, more than five years if
entering with the supplementary degree in hand, and more than seven years if completing the supplementary master’s in residence at Texas A&M.

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>Graduation</th>
<th>Withdraw*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2006a</td>
<td>2007c</td>
<td></td>
</tr>
<tr>
<td>2005c</td>
<td>2007a</td>
<td></td>
</tr>
<tr>
<td>2005c</td>
<td>2007a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2008a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006b</td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2004a</td>
<td>2006b</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2005a</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2005a</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2005a</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2005b</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>DNF</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2006a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004b</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2004a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>Graduation</th>
<th>Terminal MA</th>
<th>Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006c</td>
<td>N.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>N.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006c</td>
<td>N.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005c</td>
<td>2007a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004c</td>
<td>N.A.**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2008b</td>
<td>2007b***</td>
<td></td>
</tr>
<tr>
<td>2003c</td>
<td>2005a</td>
<td>2005a</td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2007a</td>
<td></td>
<td></td>
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<tr>
<td>2002c</td>
<td>2006b</td>
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<td>2002c</td>
<td>2008a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>2006a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002c</td>
<td>N.A.****</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: * A semester number in the "Withdraw" column indicates when a student resigned their assistantship, whereas "DNF" indicates that the student exhausted their support without finishing the degree. ** Continuing student who is earning the supplementary masters in residence here at A&M. *** This student transferred into the philosophy PhD program at Massey University in New Zealand after her dissertation advisor left our department. **** This student has been employed full time as an instructor at College of Biblical Studies (Houston) and has therefore been taking coursework part time.
Placement

The Department has a strong record placing graduates of its M.A. program in high-quality philosophy PhD programs around the country. Table 3.11 lists all the philosophy Ph.D. programs that graduates of the M.A. program have entered, along with the current *Philosophical Gourmet* rankings of those programs. Table 3.12 summarizes these data. Of 64 graduates who entered Ph.D. programs, about 60% entered ones that are ranked on the *Philosophical Gourmet*:

http://www.philosophicalgourmet.com/overall.asp). One eighth (12.5%) entered programs ranked in the top ten, and just over one third (34.4%) entered top-20 ranked programs.

| Total number entering philosophy Ph.D. programs | 64 |
| Portion of total entering Leiter-ranked programs | 38 | 59.4% |
| Portion of total entering top 40-ranked programs | 32 | 50.0% |
| Portion of total entering top 30-ranked programs | 22 | 34.4% |
| Portion of total entering top 20-ranked programs | 19 | 29.7% |
| Portion of total entering top 10-ranked programs | 8  | 12.5% |

Table 3.12: Placement of M.A. program graduates in philosophy Ph.D. programs
Table 3.11: Placement of M.A. Graduates in Ph.D. programs

<table>
<thead>
<tr>
<th>Rank*</th>
<th>Ph.D. Program</th>
<th>Years of Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Brown University</td>
<td>1998</td>
</tr>
<tr>
<td>16</td>
<td>Cornell University</td>
<td>2002</td>
</tr>
<tr>
<td>16</td>
<td>Duguesne University</td>
<td>2006</td>
</tr>
<tr>
<td>16</td>
<td>Duke Divinity School</td>
<td>2004</td>
</tr>
<tr>
<td>27</td>
<td>Florida State University</td>
<td>2000</td>
</tr>
<tr>
<td>44</td>
<td>Johns Hopkins University</td>
<td>2003</td>
</tr>
<tr>
<td>53</td>
<td>Loyola University of Chicago</td>
<td>1993</td>
</tr>
<tr>
<td>5</td>
<td>MIT</td>
<td>2001</td>
</tr>
<tr>
<td>50</td>
<td>Pennsylvania State University (2 students)</td>
<td>1994, 2001</td>
</tr>
<tr>
<td>2</td>
<td>Rutgers University</td>
<td>1992</td>
</tr>
<tr>
<td></td>
<td>Saint Louis University</td>
<td>2002</td>
</tr>
<tr>
<td>32</td>
<td>Stanford University</td>
<td>2004</td>
</tr>
<tr>
<td>32</td>
<td>Temple University</td>
<td>2000</td>
</tr>
<tr>
<td>32</td>
<td>Texas A&amp;M University (2 students)</td>
<td>2002, 2002</td>
</tr>
<tr>
<td>20</td>
<td>University of Arizona</td>
<td>2006</td>
</tr>
<tr>
<td>31</td>
<td>University of California, Irvine</td>
<td>2006</td>
</tr>
<tr>
<td>20</td>
<td>University of California, Riverside</td>
<td>2007</td>
</tr>
<tr>
<td>20</td>
<td>University of California, San Diego</td>
<td>2001</td>
</tr>
<tr>
<td>39</td>
<td>University of California, Santa Barbara</td>
<td>2003</td>
</tr>
<tr>
<td>32</td>
<td>University of Colorado</td>
<td>2002</td>
</tr>
<tr>
<td>48</td>
<td>University of Connecticut</td>
<td>2003</td>
</tr>
<tr>
<td>32</td>
<td>University of Massachusetts</td>
<td>1996</td>
</tr>
<tr>
<td>32</td>
<td>University of Memphis</td>
<td>2001</td>
</tr>
<tr>
<td>3</td>
<td>University of Michigan (2 Students)</td>
<td>2006, 2006</td>
</tr>
<tr>
<td>10</td>
<td>University of North Carolina</td>
<td>2000</td>
</tr>
<tr>
<td>5</td>
<td>University of Pittsburgh (2 students)</td>
<td>2000, 2008</td>
</tr>
<tr>
<td>44</td>
<td>University of Rochester (2 students)</td>
<td>1998, 1999</td>
</tr>
<tr>
<td>16</td>
<td>University of South Florida</td>
<td>2007</td>
</tr>
<tr>
<td>16</td>
<td>University of Southern California</td>
<td>2002</td>
</tr>
<tr>
<td>13</td>
<td>University of Texas</td>
<td>1997</td>
</tr>
<tr>
<td>39</td>
<td>University of Virginia (3 students)</td>
<td>2002, 2004, 2005</td>
</tr>
<tr>
<td></td>
<td>University of Warwick</td>
<td>1995</td>
</tr>
<tr>
<td>39</td>
<td>Washington University in St. Louis</td>
<td>2005</td>
</tr>
</tbody>
</table>

* Rank among top 54 philosophy Ph.D. programs in the United States according to the 2006-2008 Leiter Report (http://www.philosophicalgourmet.com/). "?" indicates "Other Faculties Evaluated in 2006 (not ranked)."
Table 3.13 lists the five students who have graduated from the Department’s Ph.D. program to date. All five have been placed in full-time positions at four-year colleges. Two of the positions are tenure track. Of the others, David Henderson has been “promised that it can be made into a tenure-track position in the near future,” and the one year position that Muhammad Haris entered this fall may be re-searched as a tenure track position next year. This is a very good placement record, we believe, for a brand new Ph.D. program, and it suggests that the program’s unique requirement for a supplementary master’s degree is indeed enhancing the marketability of its graduates.

<table>
<thead>
<tr>
<th>Grad. Sem.</th>
<th>Graduate Name</th>
<th>Dissertation Title</th>
<th>Supplementary Master’s</th>
<th>Areas of Specialization</th>
<th>Chair of Committee</th>
<th>Placement</th>
<th>Tenure track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006a</td>
<td>James (Jake) Noland</td>
<td>&quot;Two Rival Versions of Historical Inquiry and Their Application to the Study of the Sixteenth Amendment&quot;</td>
<td>Master's of Public Service and Administration, George Bush School of Government and Public Service, Texas A&amp;M, 2004a</td>
<td>Social and political philosophy, ethical theory, philosophy of history</td>
<td>John McDermott</td>
<td>Virginia Commonwealth (beginning 2007c)</td>
<td>No</td>
</tr>
<tr>
<td>2007b</td>
<td>Jeremy Evans</td>
<td>&quot;An Essay on Divine Commands, Divine Will, and Moral Obligation&quot;</td>
<td>Master's of Divinity with Biblical Languages, Southwestern Baptist Theological Seminary 2001a</td>
<td>Philosophy of religion, ethics (both applied and metaethics), philosophical theology</td>
<td>Hugh McCann</td>
<td>New Orleans Baptist Theological Seminary (beginning 2006c)</td>
<td>Yes</td>
</tr>
<tr>
<td>2007a</td>
<td>Kent Dunnington</td>
<td>&quot;Addiction and Action: Aristotle and Aquinas in Dialogue with Addiction Studies&quot;</td>
<td>Master's of Theological Studies, Duke University, 2007a</td>
<td>Philosophical theology, ethics (including virtue ethics and medical ethics), philosophy of religion</td>
<td>John McDermott</td>
<td>Greenville College (Greenville, Illinois, beginning 2007c)</td>
<td>Yes</td>
</tr>
<tr>
<td>2008a</td>
<td>Muhammad Haris</td>
<td>&quot;Four Facets of the Relation of Tragedy to Dialectic and the Theme of Crisis of Expectations&quot;</td>
<td>M.S. in Civil Engineering, Texas A&amp;M University, 2002b</td>
<td>Philosophy of literature and culture, history of philosophy, engineering ethics</td>
<td>John McDermott</td>
<td>University of North Carolina - Charlotte (beginning 2008c)</td>
<td>No*</td>
</tr>
</tbody>
</table>

* Job may be re-searched as tenure-track next year. ** Graduate has been assured position will become tenure-track "in the near future."

---

3 Emails from Henderson (dated 6/15/08) and Haris (6/19/08).
Aside from the fact that the Department’s first five Ph.D.s have all landed positions at four-year colleges, it is easy to see how their supplementary masters degrees have helped to make some of the Department’s graduates natural fits for the positions they now occupy. This is obvious in the case of Jeremy Evans, whose Master’s of Divinity made him a natural fit for a Baptist seminary. Another clear example is Muhammad Haris. While his position was advertised with an open AOS, its AOC included engineering ethics, and the department described itself in the ad as “closely affiliated with UNC Charlotte's Center for Professional and Applied Ethics” (http://www.apa.udel.edu/apa/publications/jfp/177/additions.asp). Dr. Haris’ master’s in Civil Engineering, coupled with his extensive experience teaching engineering ethics, made him a natural for the position. David Henderson’s position was advertised with an AOS in environmental philosophy (http://www.apa.udel.edu/apa/publications/jfp/177/additions.asp), a specialization that his M.S. in Wildlife and Fisheries Sciences nicely supplements.

(G) **Funding**

The Department’s graduate programs currently receive a base budget of about $215,000 from the College of Liberal Arts. In addition, the Department receives about $80,000 in Instructional Enhancement funds in support of PHIL/ENGR 482, Engineering Ethics. This level of funding has for a number of years allowed the Department to support 25 graduate students as GATs and one as a GAR. The GAR assists Distinguished Professor
John McDermott, and the GATs have usually been dedicated to classes, as shown in Table 3.14.

### Table 3.14: Use of GATs

<table>
<thead>
<tr>
<th>Prior to academic 2007-2008</th>
<th>GATs</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL/ENGR 482, Engineering Ethics (600+ seats)</td>
<td>12</td>
<td>TAs</td>
</tr>
<tr>
<td>PHIL 240, Introduction to Logic (300+ seats)</td>
<td>3</td>
<td>TAs</td>
</tr>
<tr>
<td>PHIL 251, Introduction to Philosophy (300+ seats)</td>
<td>4</td>
<td>TAs</td>
</tr>
<tr>
<td>Miscellaneous large (80-120 seat) classes</td>
<td>3</td>
<td>Graders</td>
</tr>
<tr>
<td>Miscellaneous smaller classes taught by GATs</td>
<td>3</td>
<td>Instructors</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Since academic 2007-2008</th>
<th>GATs</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL/ENGR 482, Engineering Ethics (600+ seats)</td>
<td>6</td>
<td>TAs</td>
</tr>
<tr>
<td>PHIL 240, Introduction to Logic (300+ seats)</td>
<td>3</td>
<td>TAs</td>
</tr>
<tr>
<td>PHIL 251, Introduction to Philosophy (300+ seats)</td>
<td>4</td>
<td>TAs</td>
</tr>
<tr>
<td>Miscellaneous large (80-120 seat) classes</td>
<td>3</td>
<td>Graders</td>
</tr>
<tr>
<td>Miscellaneous smaller classes taught by GATs</td>
<td>3</td>
<td>Instructors</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td></td>
</tr>
</tbody>
</table>

The Department currently pays GATs who are M.A. program students $10,500 per nine month academic year; Ph.D. students receive $13,000. Some students are able to supplement their stipends by teaching summer school courses. Texas A&M pays full time tuition for all GATs and GARs, but not various fees, which add up to around $800 per semester. A small amount of graduate program funding is used to offset a portion of these fees, ranging from $200 to $400 per semester.
Until recently, a College of Engineering graduate student would occasionally be used to fill an opening in the Engineering Ethics course, but all of the money received in support of that course from the College of Engineering would normally be used to support Philosophy graduate students. Beginning with academic year 2007-2008, however, the College of Engineering requested that half of the GAT positions for that class be filled with its own graduate students. This has effectively reduced the number of students that the Philosophy Department can support as graduate assistants from about 25 down to about 20.

In addition to supporting them as graduate assistants, the Department has for many years provided a minimum of $2000 in travel support to graduate students. Generally students have received up to $300 to defray the cost of presenting a paper at a domestic conference, $500 for international conferences. Students are also encouraged to apply to the Glasscock Center for Humanities Research for $300 travel grants. A list of travel supported in this way is given in Table 3.15.
### Table 3.15: Funded conference presentations by students in the M.A. and Ph.D. programs

#### 2007-2008

<table>
<thead>
<tr>
<th>Student</th>
<th>Title</th>
<th>Conference</th>
<th>Location</th>
<th>Date</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Diaz (Ph.D.)</td>
<td>“Cosmopolitan Identity and Human Dignity,” 14th Annual Meeting of the Society for Philosophy in the Contemporary World</td>
<td>Morelia, Mexico, July 19-24</td>
<td>$500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Deem (M.A.)</td>
<td>“Repraesentare and Exhibere Descartes’ Theory of Representation in the Third Meditation,”</td>
<td>South Central Seminar in the History of Philosophy</td>
<td>University of Tulsa</td>
<td>November 16-17</td>
<td>$300.00</td>
</tr>
<tr>
<td>Cole Williams (M.A.)</td>
<td>“What is the Connection Between Worshipfulness, Creation, and Conservation?”</td>
<td>Gonzaga University Graduate Conference in Philosophy</td>
<td>April 4-5</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td>Kim Diaz (Ph.D.)</td>
<td>“Dewey and Freire's Pedagogy of Recognition: A Critique of Subtractive Schooling,”</td>
<td>APA Pacific Division, Pasadena</td>
<td>March 18-23</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td>Mason Cole (Ph.D.)</td>
<td>“The Virtuous Egoist: A Defense of the Compatability of Egoism with Aristotle's Ethical Theory,”</td>
<td>Gonzaga University Graduate Conference in Philosophy</td>
<td>April 4-5</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td>Mason Cole (Ph.D.)</td>
<td>“Learning by Construction: Logic Art as Pedagogy” (with Debby Hutchins)</td>
<td>APA Pacific Division, Pasadena</td>
<td>April 18-23</td>
<td>$300.00</td>
<td></td>
</tr>
</tbody>
</table>

#### 2006-2007

<table>
<thead>
<tr>
<th>Student</th>
<th>Title</th>
<th>Conference</th>
<th>Location</th>
<th>Date</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Diaz (Ph.D.)</td>
<td>“Art, Identity &amp; Everyday Experience,”</td>
<td>The Verge Arts Series Conference</td>
<td>Trinity Western University in Canada</td>
<td>May 4-7</td>
<td>$300.00</td>
</tr>
<tr>
<td>Kent Dunnington (Ph.D.)</td>
<td>APA Eastern Division, Washington D.C., December 27-29 — did not present, department helped with expenses for job interviews</td>
<td></td>
<td></td>
<td></td>
<td>$263.26</td>
</tr>
<tr>
<td>Kent Dunnington (Ph.D.)</td>
<td>“Christianity and ‘Modern Liberal Democracy’,”</td>
<td>Annual Academy of Religion Conference</td>
<td>Washington D.C.</td>
<td>January 17-23</td>
<td>$300.00</td>
</tr>
</tbody>
</table>
### 2005-2006

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Location and Date</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emil Salim (M.A.)</td>
<td>“‘O Dearest Friend, Shalt Thou Mine Lover Be?’: Love as an Excess of Friendship in Aristotle’s <em>Nicomachean Ethics</em>,”</td>
<td>Society for Student Philosophers, Grand Rapids, October 1-2</td>
<td>$500.00</td>
</tr>
<tr>
<td>Emil Salim (M.A.)</td>
<td>“Motion and the Unmoved Mover in Aristotle’s Metaphysics Lambda,”</td>
<td>Graduate Student Conference on Aristotle, SUNY Buffalo, April 2006</td>
<td>$400.00</td>
</tr>
<tr>
<td>Mark Bernier (M.A.)</td>
<td>“Leibniz on the Reality of Corporeal Substances,”</td>
<td>South Central Seminar in Early Modern Philosophy, Baylor University, November 18-19</td>
<td>$130.80</td>
</tr>
<tr>
<td>Kent Dunnington (Ph.D.)</td>
<td>“Divine Love and Impassibility: Some Arguments for a Maligned Doctrine,”</td>
<td>Wesleyan Philosophical Society, Kansas City, March 2</td>
<td>$253.00</td>
</tr>
<tr>
<td>Jake Noland (Ph.D.)</td>
<td>“Personal Survival, Community, and Abortion,”</td>
<td>Pacific meeting of Society of Christian Philosophers, San Diego, February 16-18</td>
<td>$300.00</td>
</tr>
<tr>
<td>Kim Diaz (Ph.D.)</td>
<td>“Why Dewians Need to Read Mead,”</td>
<td>Conference on American Philosophy, University of South Florida, November 4-5</td>
<td>$400.00</td>
</tr>
<tr>
<td>Shaun Miller (M.A.)</td>
<td>“Luce Irigaray: Love Through Difference,”</td>
<td>Love in the Public Square: A Conference at the Rockville Center on Long Island, March 31-April 1</td>
<td>$400.00</td>
</tr>
<tr>
<td>Azzurra Crispino (M.A.)</td>
<td>“Distant Needy, Feminist Contractarianism, and the Problem of Motivation,”</td>
<td>Society for Women’s Advancement in Philosophy 2nd Annual Conference, Florida State University, March 31-April 2</td>
<td>$400.00</td>
</tr>
<tr>
<td>David Wiens (M.A.)</td>
<td>“Why Liberalism Cannot Remain Neutral,”</td>
<td>Columbia/NYU Graduate Student Conference in Philosophy, April 1-2</td>
<td>$162.80</td>
</tr>
</tbody>
</table>

### 2004-2005 ($2,000 rec’d from Larry Oliver’s office)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Location and Date</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wiens (M.A.)</td>
<td>“Moral Selfhood, Moral Uncertainty, and Moral Inquiry,”</td>
<td>Mid-South Philosophy Conference, Memphis, February 18-20</td>
<td>$209.42</td>
</tr>
<tr>
<td>Mark Bernier (M.A.)</td>
<td>“A Possible Ontological Argument,”</td>
<td>Pacific Meeting of the Society of Christian Philosophers, George Fox University, Oregon, April 14-16</td>
<td>$400.00</td>
</tr>
<tr>
<td>Jeremy Evans (Ph.D.)</td>
<td>“Platonism and the Euthyphro Dilemma,”</td>
<td>Central APA, Chicago, April 28-30</td>
<td>$400.00</td>
</tr>
<tr>
<td>Allen Gehring (M.A.)</td>
<td>“A Defense of Aquinas on Divine Simplicity,”</td>
<td>Central APA, Chicago, April 28-30</td>
<td>$400.00</td>
</tr>
</tbody>
</table>
Finally, the Department’s graduate programs are indirectly supported by part of the salary for the staff position that provides clerical assistance to the DGS.

(H) Problems Facing the Graduate Programs

As detailed above, the Department’s new Ph.D. program has done well placing its first five graduates, and the Department’s M.A. program has a well-established record placing its graduates in elite Ph.D. programs. The success of the Ph.D. program raises several issues for the Department, however.

1. The future of the M.A. program. One issue concerns the ratio of M.A. to Ph.D. students. In light of its early success placing its Ph.D. graduates, the Department plans to expand the Ph.D. program by consistently recruiting four new students each year. In contrast, between 2002c and 2007c, an average of only 2.5 new students were recruited into the Ph.D. program each year. In this respect, the Ph.D. program has grown more slowly than projected in the Department’s original (2001) proposal, as shown in Table 3.16. However, if the Department succeeds in recruiting four new students into the Ph.D. program every year (as it did this year), the program will expand quickly.
### Table 3.16

**PhD Program Enrollment as Projected in 2001 Proposal (p. 47)**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning students from prior year</td>
<td>N.A.</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>New first-year students</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Attrition from previous year</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Graduate Majors</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

### Actual PhD Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning students from prior year</td>
<td>N.A.</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>New first-year students</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Attrition from previous year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total students in Ph.D. program</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

### Currently Project Future PhD Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning students from prior year</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>New first-year students</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Attrition from previous year</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total students in PhD. program</td>
<td>15</td>
<td>17</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>
The bottommost panel of Table 3.16 tracks the projected growth of the program beyond the current academic year under the following assumptions:

1. The Department succeeds in recruiting four new students into the Ph.D. program each year;
2. One student drops out each year. (This is a pessimistic assumption in light of Table 3.10 above, which shows that of students who matriculated into the Ph.D. program in its first five years, only 3 have withdrawn or taken a terminal master’s so far.); and
3. The remaining students are all full time, and they all graduate in five years. (This is an optimistic but not unrealistic average, given that students matriculating with the supplementary degree in hand can finish in four years, students completing it in residence can finish in six years, and about half of our students enter with the supplementary degree in hand.)

The graduation figures for years eight through 12 reflect the above assumptions for all students recruited beginning in 2008c, plus reasonable predicted graduation dates for students recruited before that.

Under the above assumptions, the Ph.D. population will peak at 20 in 2012-13 and stabilize at 19 thereafter. Given that the Department currently supports fewer than 20 students as GATs and GARs, this means that the M.A. program will effectively disappear in the next few years, unless additional base funding becomes available. One source would be Instructional Enhancement funds that are currently are used to support GATs in PHIL/ENGR 482, but this would require renegotiating the Department’s arrangement with that College. Other sources of supplementary funding might include: competitive external grants and fellowships; research and teaching opportunities outside Philosophy at TAMU; grants and fellowships received by faculty members in Philosophy; and funds currently used to pay adjunct instructors.
2. Seminar v. survey courses. Another issue related to the ratio of Ph.D. to M.A. students in the Department concerns the following courses:

PHIL 661, Seminar in the History of Philosophy;  
PHIL 662, Seminar in Ethics and Value Theory;  
PHIL 663, Seminar in Metaphysics and Epistemology;  
PHIL 664, Seminar in Applied Philosophy; and  
PHIL 682, Philosophical Authors.

The catalog descriptions for the above courses all include “12 hours of graduate work in Philosophy plus approval of instructor.” The rationale was that the above classes are supposed to be more narrowly focused than other, more survey-type courses in the curriculum, such as:

PHIL 611, Ancient Philosophy;  
PHIL 616, Modern Philosophy;  
PHIL 632, Social and Political Philosophy;  
PHIL 635, Ethical Theory;  
PHIL 640, Epistemology; and  
PHIL 650, Metaphysics.

The 12 hour prerequisite was not attached to these courses in an attempt to steer first year students into them and raise the experience level of students in the 660-range seminar classes and the Philosophical Authors class. The assumption was that the interests of M.A. students would be better served by such survey-type classes, and that the more narrowly focused classes would attract Ph.D. students. It is up to the professor to enforce such prerequisites, however, and to date no one has done so. Also, Ph.D. students preparing for comprehensive exams have recently requested more survey-type classes as preparation.
3. The supplementary master’s requirement. A cluster of other issues concerns the supplementary master’s requirement.

The GPAC has repeatedly discussed the question of whether this degree should supplement the students’ research and/or teaching interests, or their research interests, specifically. The former description is suggested by part of the original rationale for the requirement: that the ability to teach in more than one department would be attractive to some smaller and/or two year colleges. The latter description is suggested by the other part of the rationale: that most areas of philosophical research overlap with some other discipline and research that crosses disciplinary boundaries is becoming increasingly important.

Another issue relating to the supplementary master’s requirement concerns recruitment. If the Ph.D. program did not require students to earn a master’s degree in another field, a student who has already completed a master’s degree in philosophy would be able to complete the program in just four years, which is comparable to what they could do in another philosophy Ph.D. program. To complete a Ph.D. in philosophy from Texas A&M, however, these students would need to spend an additional two years earning a second master’s degree in another field. This would seem to disadvantage the Department in recruiting qualified Ph.D. students. Of the 16 students who have graduated from or are currently enrolled in the Ph.D. program, however, seven arrived having already earned master’s degrees in philosophy. So, presumably, the advantage of being guaranteed support while earning a master’s in another field has outweighed the cost of spending two more years in college for these students. At the
same time, some faculty members have suggested that the department offer, as a complement to the current dual degree track, a traditional Ph.D. in philosophy, *sans* the supplementary master’s requirement.

4. Transferring from the M.A. program in to the Ph.D. program. Because courses used to complete requirements for one degree cannot be listed on a student’s degree plan for another degree, students who complete an M.A. in our department cannot count the courses they have taken towards requirements for the Ph.D. This means that students who enter our M.A. program and wish to continue here for a Ph.D. must decide relatively early in their second year to transfer into the Ph.D. program without completing a master’s. This increases by almost two years (since 30 hours are required on the degree plan for the M.A.) the length of time it takes to earn a Ph.D. with us if one takes a master’s en route to the Ph.D. It would also disadvantage any student who goes directly into the Ph.D. program but who drops out in the third year or later. Such a student would have no degree to show for his or her work, despite the fact that he or she would have completed enough work to earn a terminal M.A.
PROGRAM OF REQUIREMENTS

YMCA BUILDING RENOVATION
Texas A&M University
College Station, Texas

PROJECT

NO. 2-3021
August 2008

Project Planning Division
Facilities Planning and Construction Department
The Texas A&M University System
College Station, Texas
## Summary of Requested Facilities

### 1.0 FIRST LEVEL

<table>
<thead>
<tr>
<th>1.1</th>
<th>Aggie Honor System Office (AHSO)</th>
<th>Occ.</th>
<th>SF/Occ.</th>
<th>SF/Room</th>
<th>No. Rooms</th>
<th>Total SF</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>180</td>
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<td>120</td>
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<td>140</td>
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<tr>
<td>1.1.03</td>
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Subtotal AHSO Offices: 1220

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<th>1.2</th>
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<th>SF/Occ.</th>
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Subtotal PHILOSOPHY Seminar/Classrooms: 2250

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<th>SF/Room</th>
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<td>1</td>
<td>150</td>
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Subtotal Administration: 1262

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<td>Student Worker</td>
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Subtotal Marketing: 886

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<th>Total SF</th>
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<td>150</td>
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<td>varies</td>
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<td>1.5.03</td>
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<td>varies</td>
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Subtotal Communications: 1046

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<th>1.6</th>
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<th>SF/Room</th>
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<th>Total SF</th>
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<td>varies</td>
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<td>1</td>
<td>140</td>
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<td>varies</td>
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Subtotal Shared Space: 280

**TOTAL FIRST LEVEL** 6944
## Summary of Requested Facilities

### 2.0 SECOND LEVEL

<table>
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<tr>
<th>2.1 SECOND LEVEL</th>
<th>Occ.</th>
<th>SF/Occ.</th>
<th>SF/Room</th>
<th>No. Rooms</th>
<th>Total SF</th>
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<tbody>
<tr>
<td>2.1.01 Dean of Faculties (DOF)</td>
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<td></td>
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</tr>
<tr>
<td>2.1.02 Associate Dean of Faculties</td>
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<td>2.1.03 Director of Faculty of Development</td>
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<tr>
<td>2.1.04 Director of Faculty Administration</td>
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<td>2.1.06 Business Coordinator</td>
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<td>2.1.10 Administrative Assistant/Reception</td>
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Subtotal Dean of Faculties: 2100

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<tr>
<td>2.2.02 Senate Speaker</td>
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Subtotal Faculty Senate: 1250

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<td>150</td>
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<td>150</td>
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<tr>
<td>2.3.03 Workroom</td>
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</tr>
<tr>
<td>2.3.04 Storage</td>
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<tr>
<td>2.3.05 File room</td>
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Subtotal Shared Areas: 850

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<table>
<thead>
<tr>
<th>2.5 VP Marketing &amp; Communications</th>
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</tr>
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Subtotal VP Marketing & Communications: 1000

**TOTAL SECOND LEVEL**: 5700
## Summary of Requested Facilities

### PHILOSOPHY DEPARTMENT

#### 3.0 THIRD LEVEL

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<th>Code</th>
<th>Description</th>
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<th>SF/Occ.</th>
<th>SF/Room</th>
<th>No. Rooms</th>
<th>Total SF</th>
</tr>
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<tbody>
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<tr>
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Subtotal Faculty/Graduate/Seminar: 5450

#### TOTAL THIRD LEVEL

5450

### 4.0 FOURTH LEVEL

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<th>Description</th>
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<th>SF/Occ.</th>
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<tbody>
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<td>4.1.02</td>
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Subtotal Administrative Area: 1150

#### 4.2 Program Offices

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<th>SF/Room</th>
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Subtotal Program Offices: 700

#### 4.3 Center for Applied Professor Ethics (CAPE)

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<td>150</td>
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<td>Conference Room</td>
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Subtotal Center for Applied Professor Ethics: 690

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<tr>
<td>4.4.01</td>
<td>Faculty Office</td>
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Subtotal Faculty: 1500

#### 4.5 Common Area

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<th>SF/Room</th>
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<th>Total SF</th>
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<tr>
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<td>4.5.06</td>
<td>Workroom/Mailroom</td>
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Subtotal Common/Shared Areas: 1440

#### TOTAL FOURTH LEVEL

5480

Total NSF (Assignable): 23,574

Est. Total GSF (60% Efficiency): 39,250
Department Bylaws

CONSTITUTION

DEPARTMENT OF PHILOSOPHY AND HUMANITIES

TEXAS A & M UNIVERSITY

ARTICLE I - NAME

The name of this organization shall be "the Department of Philosophy and Humanities," henceforth called "the Department." It is a constituent division of the College of Liberal Arts, Texas A & M University (College Station), and Texas A & M University System.

ARTICLE II - POLICY

The Department will assure that people are given equal opportunity without regard to race, color, religion, sex, sexual orientation, national/ethnic origin, age, handicap status, or status as a disabled veteran or veteran of the Vietnam era.

ARTICLE III - MEMBERSHIP

Section One - Full Members

A. All persons holding full-time tenured or tenure-track faculty appointment in the Texas A&M University System with an administrative location (AD LOC) in the Department are Full Members.

http://philosophy.tamu.edu/Resources/Bylaws.html
B. Full members shall have all privileges and responsibilities of membership.

Section Two - Associate Members

A. Emeritus faculty, retired faculty, and faculty with term appointments are Associate Members.

B. Associate members shall have responsibilities of membership appropriate to their association with the Department, and all privileges of membership except voting rights.

Section Three - Adjunct Members

A. Upon recommendation of the Department Head, the Department may designate persons as Adjunct members for a specified period of time.

B. Adjunct members may be given specific privileges within the Department and the University as designated on an individual basis.

Section Four - Honorary Members

A. Upon recommendation of the Department Head, the Department may select persons who have made extraordinary contributions to the program and/or reputation of the Department for the office of Honorary Member of the Department.

B. Honorary members have no specific duties or
privileges. However, they may be given privileges and appropriate recognition at the discretion of the Department.

ARTICLE IV - OFFICERS

Section One - Head

The Head is the administrative and executive officer of the Department and its spokesman to the University administration, the University community, and to external society.

Section Two - Associate Head

The Associate Head is appointed by the Head with the advice of the Steering Committee.

Section Three - Director of Graduate Studies

The Director of Graduate Studies is appointed by the Head for renewable terms of two years with the advice of the Steering Committee and the Graduate Faculty.

Section Four - Director of Undergraduate Studies

The Director of Undergraduate Studies is appointed by the Head for renewable terms of two years with the advice of the Steering Committee.

Section Five - Secretary

The Secretary shall be elected at the Annual Meeting.
Section Six - Parliamentarian

The Parliamentarian shall be appointed by the Head at the Annual meeting.

ARTICLE V - MEETINGS

Section One

The Department will be considered to be a quasi-political organization with yearly official sessions beginning and ending at the Annual meeting.

Section Two - Annual Meeting

The Annual Meeting of the Department shall be held in September at a date selected by the Head in consultation with the Steering Committee.

Section Three - Regular Meetings

Regular meetings will be held as often as necessary to conduct the business of the Department provided that they are held at least once each semester.

Section Four - Called Meetings

Meetings may be called by the Head, by a majority vote of the Steering Committee or by petition of 20% of the voting members. The petition will be presented to the Secretary.

Section Five - Notification of Meetings

The Secretary will notify all members of all annual, regular or called meetings at least seven days prior to
the date of the meeting.

ARTICLE VI - QUORUM

Section One - Definition

The quorum will be a majority of all full members of the Department excluding members who are on leaves of absence.

Section Two - Attendance

The secretary shall record attendance at all meetings.

Section Three - Proxy Participation

Proxy participation or voting is not permitted.

ARTICLE VII - COMMITTEES

Section One - Standing Committees

The following standing committees shall be established.

- A. Steering Committee
- B. Graduate Program Advisory Council
- C. Undergraduate Program Advisory Council
- D. Colloquium Committee
- E. Computer and Equipment Committee
- F. Curriculum Committee
• G. Library Committee

• H. Rules Committee

• I. Student Relations Committee

• J. Faculty Annual Evaluation Advisory Committee

• K. Personnel Committees (Committees on Promotion and Tenure) The Personnel Committee is established by and functions in accordance with the procedures and regulations concerning promotion and tenure of Texas A&M University, the College of Liberal Arts, and the Department's own 'Guidelines for Personnel Procedures for the Department of Philosophy and Humanities,' which are hereby incorporated by reference.

**ARTICLE VIII - PARLIAMENTARY AUTHORITY**

The parliamentary authority for all meetings of this organization, including, annual, regular, called, special, committee and sub-committee meetings shall be *Robert's Rules of Order, Newly Revised*, provided that RNR is not inconsistent with the laws and regulations of the State of Texas, the Texas A & M University System, Texas A & M
University (College Station), The College of Liberal Arts, the Department Constitution, or the Department Bylaws.

**ARTICLE IX - AMENDMENTS**

Section One

This Constitution may be amended at any regular or called meeting of this organization by two-thirds of the members present and voting, provided that the amendment has been presented at a previous meeting or has been distributed to the full membership thirty days prior to the meeting.

Section Two

This Constitution may also be amended by a mail vote by a majority vote of all voting members of the organization.

**BYLAWS**

**DEPARTMENT OF PHILOSOPHY AND HUMANITIES**

**TEXAS A & M UNIVERSITY**

**ARTICLE I - ELECTION OF OFFICERS**

Section One

The term of the elected officer of the Department, the Secretary, shall be for approximately one year beginning at the Annual meeting in September and
ending at the next Annual meeting in September.

Section Two

The terms of the appointed officers of the Department, Assistant Head, Director of Graduate Studies, Director of Undergraduate Studies and Parliamentarian shall be determined by the Head in consultation with the Steering Committee.

ARTICLE II - DUTIES OF OFFICERS

Section One - Head

1. The Head shall serve as the Administrator of the Department and its staff.

2. The Head shall serve as the Executive officer of the Department.

3. The Head shall preside at all meetings of the Department.

4. The Head shall appoint an Associate Head, Director of Graduate Studies, Director of Undergraduate Studies and Parliamentarian.

5. The Head shall serve as Chair of the Steering Committee.

6. The Head shall serve as an ex-officio non-voting member of all Committees and
Sub-committees.

7. The Head shall represent the Department to the administration of the College, and where appropriate to the University and System.

8. The Head represents the Department at University functions.

9. The Head represents the Department at public functions.

Section Two - Associate Head

1. The Associate Head shall perform the duties of Head whenever the Head is absent or unable to serve.

2. The Associate Head shall perform such duties as the Head may designate.

Section Three - Secretary

1. The Secretary shall record the business of all regular and called meetings of the Department, including but not restricted to minutes and attendance.

2. The Secretary shall be the custodian of the permanent records of the Department.
3. The Secretary shall promptly call special meetings of the Department, in consultation with the Head and the Steering Committee, upon receiving an appropriate petition.

4. The Secretary shall notify all members of all annual, regular or called meetings at least seven days prior to the meeting.

5. The Secretary shall be a non-voting ex officio member of the Steering Committee

Section Four - Parliamentarian

1. The Parliamentarian shall perform the functions of a registered parliamentarian as formulated by the National Association of Parliamentarians.

2. The Parliamentarian shall be an ex-officio voting member of the Rules Committee

ARTICLE III - ORDER OF BUSINESS

The regular order of business shall be:

A. Opening ceremonies (optional).

B. Determining the quorum.

C. Reading (and approval)
of the Minutes of the Previous Meeting.

D. Reports of the Department officers.

E. Reports of the Steering Committee.

F. Reports of Standing Committees.

G. Reports of Special Committees.

H. Special Orders (if any).

I. Unfinished Business - General Orders (if any).

J. New Business.

K. Adjournment.

ARTICLE IV - STEERING COMMITTEE

Section One - Membership of the Steering Committee

The Steering Committee membership shall be composed of the Head, The Associate Head, The Secretary, The Director of Graduate Studies and one member elected from and by each of the following categories of voting members:

1. Full Professors

2. Associate Professors

3. Assistant Professors and Instructors

Section Two - Duties of the Steering Committee
The Steering Committee, as a representative of the Faculty to the Head, assists and advises the Department Head in setting Departmental policies. It advises the Department Head on appointments of Departmental officers, as indicated in these By-Laws; on the date of the Annual Meeting; and on other matters of Departmental business about which the Head seeks its advice.

ARTICLE V - THE GRADUATE PROGRAM ADVISORY COUNCIL

Section One - Membership of the Graduate Program Advisory Council

The Graduate Program Advisory Council shall be composed of the Director of Graduate Studies, at least one representative from each tenure-track rank represented in the department, and a graduate student representative. Appointment to the Committee is by the Department Head, with the advice and consent of the Steering Committee and the Director of Graduate Studies.

Section Two: Duties of the Graduate Program Advisory Council

The Graduate Program Advisory Council assists the Director of Graduate Studies in supervising graduate programs. It acts on all policy matters that require no change in the

http://philosophy.tamu.edu/Resources/Bylaws.html
catalog and no change to any standing departmental document concerning graduate programs. It is chaired by the Director of Graduate Studies. All members have voting privileges, except that the graduate student representative does not vote on matters involving individual student evaluations.

**ARTICLE VI - THE UNDERGRADUATE PROGRAM ADVISORY COUNCIL**

Section One - Membership of the Undergraduate Program Advisory Council

The Undergraduate Program Advisory Council shall be composed of the Director of Undergraduate Studies, at least one representative from each tenure-track rank represented in the department, and an undergraduate student representative. Appointment to the Committee is by the Department Head, with the advice and consent of the Steering Committee and the Director of Undergraduate Studies.

Section Two - Duties of the Undergraduate Program Advisory Council

The Undergraduate Program Advisory Council assists the Director of Undergraduate Studies in supervising Undergraduate programs. It acts on all policy matters that require
no change in the catalogue and no change to any standing departmental document concerning undergraduate programs. It is chaired by the Director of Undergraduate Studies. All members have voting privileges, except that the undergraduate student representative does not vote on matters involving individual student evaluations.

ARTICLE VII - THE COLLOQUIUM COMMITTEE

Section One - Membership of the Colloquium Committee

The members of the Colloquium Committee shall be five Department faculty, representing a range of research specializations and with at least one representative from each tenure-track rank represented in the Department. The Chair of the Colloquium Committee shall be appointed by the Department Head at the beginning of the spring semester each year with the advice of the steering committee and the previous year’s Chair. The other members shall be appointed early in the spring semester by the Head in consultation with the newly appointed Chair.

Section Two - Duties of the Colloquium Committee

The duties of the Colloquium Committee shall be:

http://philosophy.tamu.edu/Resources/Bylaws.html
• A. to arrange a series of Colloquia, including invited as well as local speakers, soliciting input from faculty to insure that the series reflects the diversity of research specializations in academic philosophy.

• B. to see that all related scheduling and reimbursement arrangements are made.

ARTICLE VIII - THE COMPUTER AND EQUIPMENT COMMITTEE

Section One - Membership of the Computer and Equipment Committee.

The Computer and Equipment Committee shall consist of at least two faculty members, appointed by the Department Head, who are knowledgeable about the equipment and computing needs of the Department.

Section Two - Duties of the Computer and Equipment Committee

The Computer and Equipment Committee advises the Department Head on the purchase and maintenance of major items of equipment and computer software.

ARTICLE IX - THE CURRICULUM COMMITTEE

Section One Membership of the Curriculum Committee.
The Curriculum Committee shall have at least three members and shall include the Director of Undergraduate Studies, the Director of Graduate Studies, and the Departmental Representative to the College Undergraduate Course and Curriculum Committee. In the event that two of these offices are held by the same person, the Department Head shall appoint members as needed to bring the number up to a minimum of three.

Section Two Duties of the Curriculum Committee.

The Curriculum Committee shall consider all proposals for changes in the Department's course offerings or curricular requirements, referring them to the full Department for action as appropriate and as required by College and University procedures.

ARTICLE X - THE LIBRARY COMMITTEE

Section One - Membership of the Library Committee

The Library Committee, which is appointed by the Department Head, shall be chaired by the Departmental Library Representative and include at least two other faculty.

Section Two Duties of the Library Committee
The Library Committee acts as an advisory committee for the Departmental Library Representative and develops policies and recommendations concerning the University Library and its relationships with the Department.

ARTICLE XI - RULES COMMITTEE

Section One Membership of the Rules Committee

The members of the Rules Committee shall be the Parliamentarian and two other faculty members appointed by the Department Head.

Section Two - Duties of the Rules Committee

The duties of the rules committee shall be:

- A. maintain at all time up-to-date copies of the Constitution, Bylaws, Standing Rules and precedental procedures adopted and/or practiced by the Department.

- B. at least yearly, review the Constitution, Bylaws, standing Rules and precedental procedures and make any recommendations for amendments thereto (if any) deemed to be appropriate. This review will include reviewing all other
Departments' bylaws in the College of Liberal Arts.

- C. Review all proposed amendments to the Constitution and Bylaws and present recommendations to the Department regarding disposition of proposed amendments.

ARTICLE XII - STUDENT RELATIONS COMMITTEE

Section One - Membership of the Student Relations Committee

The members of the Student Relations Committee shall include the Director of Undergraduate Studies, the Advisor of the Philosophy Club, and the Advisor of the Pretheological Society. In the event that two of these offices are held by the same person, the Department Head shall appoint members as needed to bring the number up to a minimum of three.

Section Two - Duties of the Student Relations Committee

The Student Relations Committee develops Departmental policies and actions concerning the recruitment and retention of undergraduate and graduate students and related issues of student welfare.

ARTICLE XIII - FACULTY ANNUAL EVALUATION

http://philosophy.tamu.edu/Resources/Bylaws.html
ADVISORY COMMITTEE

Section One - Membership of the Faculty Annual Evaluation Advisory Committee

There will be three regular members and one alternate member. All members will be tenured faculty of the Department. Regular members will serve rotating three years terms. (For the first election length of terms, one, two or three years,, will be determined by lot.) The alternate member will serve a one year term.

Section Two - duties of the Faculty Annual Evaluation Advisory Committee

(A) The Annual Evaluation Advisory Committee shall conduct the peer reviews and the post-tenure peer reviews for the Department.

(B) The Committee shall receive from the Department Head a draft annual evaluation of each faculty member and copies of the relevant materials upon which the evaluation was based.

(C) The Committee shall review each annual evaluation in a timely manner and prepare a responsive report to each evaluation. Minority reports from the Committee are permitted.

(D) Reports from the Committee may

1. (1) Report that the Committee concurs
with the Department Head's evaluation.

2. (2) Report that the Committee does not concur with the Department Head's evaluation. In this case, the Committee must indicate precisely what part or parts of the evaluation it disagrees with and present an alternate evaluation.

In both types of reports the committee as a whole or individual members of the committee may prepare statements.

(E) The Department Head shall consider the Committee's report(s) as advisory in determining the final evaluation report of each faculty member with one exception. If the draft evaluation if a faculty member presented by the head to the Committee is "unsatisfactory," and the Committee, by majority vote, does not concur, the Department Head may not award an unsatisfactory to that faculty member.

If both the Head of the Department and the Faculty Annual Evaluation Advisory Committee award a faculty member a rating of "unsatisfactory" that faculty member may appeal the evaluation to the tenured faculty of the department, which after considering the basis of the evaluation may either uphold or reject the evaluation.
(F) Members of the Committee will recuse themselves when their own evaluation is being considered by the Committee. At that time the alternate will be seated as a full member of the Committee.

Section Three - Selection of the Faculty Annual Evaluation Advisory Committee

Regular and Alternate Members of the Committee will serve on a rotational basis. An initial list of all tenured faculty members, except the Department Head, will be prepared with order arranged by lot. The first three slots become the first three regular members. The fourth slot will become the first alternate member. The next year the fourth slot will become a regular member. The fifth slot will become the alternate member and so on. After serving on the committee as a regular member, the faculty member's name will return to the bottom of the list. New faculty members' names as they obtain tenure, and department heads' names, when they return to the teaching faculty and research faculty will be added to the list at a random position following the names of all those currently serving on the committee. At least one Professor and at least one Associate Professor must be included among the regular members.

ARTICLE XIV -
PERSONNEL COMMITTEES

Section One

The Personnel Committee is established by and functions in accordance with the procedures and regulations concerning promotion and tenure of Texas A&M University, the College of Liberal Arts, and the Department's own AGuidelines for Personnel Procedures for the Department of Philosophy and Humanities, which are hereby incorporated by reference.

ARTICLE XV - NOMINATION AND ELECTIONS

Section One

The Steering Committee shall appoint a Nominating Committee of at least three members at the last meeting of the Steering Committee of the Spring Semester.

Section Two

The Nominating Committee shall be representative of the Department in so far as possible.

Section Three

The Nominating Committee shall submit no less than one and no more than three nominations for all officers to be elected at the Annual meeting.

Section Four

Nominees shall be eligible
and shall agree in writing to accept the nomination.

Section Five

Election shall be by majority vote. In the event that no candidate obtains a majority vote a run-off election will be held immediately with the candidates in the run-off selected by plurality and the number of candidates in the run-off being twice the number to be elected. However, in the event of a tie for qualification for run-off candidates, all tied candidates will be included in the run-off, even if this results in more than twice as many candidates as positions to be filled. If subsequent run-offs are necessary the same procedure will be followed.

Section Six

The Nominating Committee will assist in conducting elections for and recruiting candidates for The Liberal Arts Council and all college wide or university wide offices selected by Department or for which members of the Department are eligible.

Section Seven

Nominations for office may also be made from the floor at any appropriate meeting.

Section Eight

Elections for office will be by secret ballot.
ARTICLE XV - AMENDMENTS

These Bylaws may be amended at any regular or called meeting of the Department by a majority vote of the members present and voting, provided that the amendment has been presented at a previous meeting.

ARTICLE XVI - VACANCIES

Section One

In the event of a vacancy in the office of an elected officer by resignation, disability, death, removal from office or other incapacity if a semester or more than a semester remains in the term of office a new election will called using the procedure for the original election. If less than a full semester remains the office will be filled by appointment by the Steering Committee.

Section Two

In the event of a vacancy in the office of an appointed officer by resignation, disability, death, removal from office or other incapacity, the position will be filled by the same process employed in the original appointment.

Section Three

Elected officers may be removed from office for nonperformance of duty. In the case of department-wide elected officers, removal will be by two-thirds vote of members of
the Department present
and voting at a Regular or
Special Meeting called for
said purpose. In the case
of elected officers
representing a specific
portion of the Department,
removal will be by two-
thirds vote of that portion
of the Department present
and voting at a Regular or
Special Meeting called for
said purpose. Two weeks'
notice by mail will be
required.

Section Four

Appointed officers serve at
the pleasure of the
appointing officers with
appropriate consultation.

**TRANSITION RULES**

**Article One**

From the current date,
January 7, 1994, until the
Annual meeting in
September 1995 those
currently serving on
committees, with the
exception of the Steering
Committee, will continue in
service, and the Head will
appoint any new positions
required by the
Constitution and Bylaws,
other than the Secretary.

**Article Two**

An election will be held as
soon as possible to select
the elected members of
the Steering Committee.
They will serve for the
remainder of the current
session.

**Article Three**
An election will be held as soon as possible to select the Secretary.

Article Four

All sections of the Constitution and Bylaws marked "to be completed by the Spring of 1995," will be completed by the individual committees as soon as possible, presented to the current Bylaws Committee (which will become the Pro Tem Rules Committee until the next annual meeting), for action, and presented to the Department for ratification or amendment at a meeting in the Spring of 1995 at a date to be selected by the newly elected Steering Committee.

Article Five

All sections of the Constitution and Bylaws that can be implemented will become effective immediately upon adoption.

Article Six

All rules, regulations and policies currently in effect in the University, the College and the Department which are not inconsistent with the Constitution and Bylaws of the Department will continue in effect until they are altered by appropriate parliamentary procedure.

Article Seven

The relationship of the
Music Program and Music faculty, and any other university entity such as Religious Studies and faculty, in the Department will be determined in accordance with currently existing rules and regulations of the College, The Department and the Program. The Rules Committees is instructed to work with the Head, the Program Director and the Dean to prepare any necessary Bylaws, standing rules, or recorded precedence.
Appendix 1.3
Committees, FY 09 (2008-09)

Steering Committee
Dan Conway, Head
Chris Menzel, Associate Head
Richard Stadelmann, Secretary
Gary Varner, DGS
Hugh McCann (Professor), 2007-2010
Michael Hand (Professor, replacement for 2008-09)
Gregory Pappas (Associate Professor), 2006-2009
Michael LeBuffe (Assistant Professor), 2008-09

GPAC
Gary Varner (DGS), Chair
Linda Radzik (ADGS)
John McDermott (Distinguished Professor)
Roger Sansom (Associate Professor)
Ben McMyler (Assistant Professor)
Mason Cole (Graduate Student)

Colloquium Committee
Chris Menzel, Chair
John McDermott (Distinguished Professor)
Michael Hand (Professor)
Colleen Murphy (Assistant Professor)

Computer and Equipment Committee
Robin Smith
Chris Menzel
Tom Ellis

UPAC
Scott Austin (DUS), Chair
Ed Harris (Professor)
Richard Stadelmann (Associate Professor)
Kristi Sweet (Assistant Professor)
José Davis (Undergraduate Student)
John Jarrell (Undergraduate Student)

Library Committee
Robin Smith, Chair
John McDermott
Robert Burch
Rules Committee
Richard Stadelmann (Parliamentarian), Chair
Robert Burch
Michael Hand

Tenure and Promotion Evaluation Subcommittee (Michael LeBuffe)
Robin Smith, Chair
Steve Daniel (Research)
Gregory Pappas (Teaching)
Scott Austin (Service)

Faculty Annual Evaluation Advisory Committee
Linda Radzik (term expires 2009)
Hugh McCann (term expires 2010)
Gary Varner (term expires 2011)
Roger Sansom (alternate, term expires 2012),
Ed Harris replaces McCann for 2008-09

Curriculum Committee
Scott Austin, DUS and UIC Representative
Gary Varner, DGS
Claire Katz

Nomination and Elections Committee
Michael Hand (Professor), Chair
Gregory Pappas (Associate Professor
Michael LeBuffe (Assistant Professor)

Honors and Awards Committee
Ted George, Chair
Ed Harris
Colleen Murphy

Search Committee
Steve Daniel, Chair
Ed Harris
Gregory Pappas
Lisa Ellis (Political Science)

Diversity Committee
Gregory Pappas
Linda Radzik
Kristi Sweet
Kim Diaz
Ed Harris

Representative to the University Libraries
Robin Smith

Representative, Liberal Arts Council
Richard Stadelmann

Representative, Liberal Arts Undergraduate Instruction Committee
Scott Austin

Representative, Liberal Arts Diversity Committee
Michael LeBuffe

Faculty Mentors
Colleen Murphy:  Linda Radzik, Claire Katz
Kristi Sweet:  Linda Radzik, Claire Katz
Ben McMyler:  Linda Radzik
The College of Liberal Arts at Texas A&M University

Departments
  Anthropology
  Communication
  Economics
  English
  European and Classical Languages
  Hispanic Studies
  History
  Performance Studies
  Philosophy and Humanities
  Political Science
  Psychology
  Sociology

Programs
  Africana Studies
  American Studies
  Arabic and Asian Language Office
  Asian Studies
  Digital Humanities
  Film Studies
  International Studies
  Journalism Studies
  Religious Studies
  Women's Studies

Centers & Institutes
  Center for Maritime Archaeology and Conservation (CMAC)
  Center for the Study of the First Americans (CSFA)
  English Language Institute (ELI)
  Glasscock Center for Humanities Research (GCHR)
  Institute of Nautical Archaeology (INA)
  Mexican American and U.S. Latino Research Center (MALRC)
  Public Policy Research Institute (PPRI)
  Race and Ethnic Studies Institute (RESI)
The College of Liberal Arts
and
Vision 2020: Creating a Culture of Excellence

An Assessment of Progress

May 26, 2007

Vision 2020 Advisory Committee Members:

Margaret J. M. Ezell
John Paul Abbot Professor of Liberal Arts and
Distinguished Professor of English (Chair)

Isabel Ayala
Sociology Graduate Student

Meredith L. Geese '07
Liberal Arts Undergraduate Student—History

Charles H. Gregory '64

Robert W. Harvey '77

Kenneth J. Meier
Charles H. Gregory Chair in Liberal Arts
and Distinguished Professor of Political Science

Michele A. Mobley '86

Larry Oliver
Associate Dean (Ex Officio)

Linda L. Putnam
George T. and Gladys H. Abell Professor of Communication and Regents Professor

Rogelio Saenz
Professor of Sociology

Linda J. Shaw
Assistant Director for Operations,
Public Policy Research Institute

Paul K. Stafford '90

Lindsay Anderson
Sociology Graduate Assistant and
Dean's Office Staff Support

AAU Deans

Phillip Certain
Dean Emeritus, University of Wisconsin-Madison

Karen Lawrence
Dean of Humanities, University of California, Irvine

Steven Rosenstone
Dean, College of Liberal Arts,
University of Minnesota
Liberal Arts Vision 2020 Advisory Committee Assessment Process

Background

*Imperative #4*

"**Build the Letters, Arts, and Sciences Core**: Texas A&M University has historically placed less emphasis on the letters and arts. ... the best public universities have stronger and deeper liberal arts programs and a fuller range of such programs with a significantly higher institutional commitment. ... It is abundantly clear that we will never be seen as a premier institution nationally without a far stronger letters, arts, and sciences program."


At the beginning of the 2006–2007 academic year, Dean Charles A. Johnson created a college-level advisory committee composed of faculty, staff, and current and former students to examine the College of Liberal Arts’ progress in addressing the goals in *Vision 2020: Creating a Culture of Excellence* (Item 1). The dean gave the committee four charges:

- Highlight significant accomplishments and progress by the College toward *Vision 2020* goals.
- Determine what steps are necessary to sustain and accelerate movement toward these goals.
- Identify areas where progress toward *Vision 2020* goals is lagging.
- Suggest adjustments to approaches taken by the College to achieve *Vision 2020* goals.

The Vision 2020 Advisory Committee chose to assess the college’s performance against the original 12 imperatives and the Vision 2020 Arts and Science Theme Group recommendations. *Vision 2020’s* Imperative #4 stressed the essential role of the college in the university reaching its goals of national and international prominence in research and in providing an excellent educational environment for students. It also stated the need for the university to invest in improving many areas of the college, in particular the performing and fine arts, graduate research programs, and faculty, staff, and student diversity.

The guiding questions for assessment were:

Where was the College at the start of the *Vision 2020* endeavor in the 1999–2000 academic year?
What is the situation of the College currently in the 2006–2007 academic year?
What still needs to be done for the College to achieve *Vision 2020’s* goals?

For summary purposes, the committee has grouped the *Vision 2020* imperatives into four general areas:

1. **Building and Supporting a National and Internationally Visible Community of Scholars,**
2. **Enhancing the Intellectual Opportunities and Environment for All Students,**
3. **Fulfilling Its Commitment as Part of a Land Grant University to the State of Texas through Diversity and Community Outreach,** and
4. **Reviewing Resources.**

**Then and Now**

As the committee gathered data from departments, research centers, university administrative offices, and individual faculty and students, they learned that at its starting point in the 1999–2000 academic year, the college often trailed behind the more mature colleges of liberal arts found at aspirational peer institutions (the College itself did not even exist in its current formation until 1965). The relative youth of many of the College’s departments and programs makes progress toward the goals of *Vision 2020* from 1999 to the
present even more noteworthy in terms of the University’s investments in the College, as noted in the table below.

<table>
<thead>
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<td>309 tenured/tenure-track faculty</td>
<td>327 tenured/tenure-track faculty</td>
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<tr>
<td>Faculty salary averaged 88.5% of peers</td>
<td>Faculty salary averaged 92.75% of peers</td>
</tr>
<tr>
<td>8 faculty hires: 6 male, 2 female;</td>
<td>20 faculty hires: 9 male, 11 female;</td>
</tr>
<tr>
<td>6 white, 2 African American</td>
<td>11 white, 1 African American, 3 Hispanic, 5 Asian</td>
</tr>
<tr>
<td>5612 student enrollment</td>
<td>6883 student enrollment</td>
</tr>
<tr>
<td>(4595 undergraduate, 747 graduate)</td>
<td>(6097 undergraduate, 786 graduate)</td>
</tr>
<tr>
<td>11 departments</td>
<td>12 departments</td>
</tr>
<tr>
<td>5 interdisciplinary programs</td>
<td>9 interdisciplinary minors, 4 interdisciplinary majors</td>
</tr>
<tr>
<td>19.5:1 faculty/student ratio</td>
<td>18:1 faculty/student ratio</td>
</tr>
<tr>
<td>5 research centers and institutes</td>
<td>8 research centers and institutes</td>
</tr>
</tbody>
</table>

In 2006, the College had:
- a budget of more than $43 million—augmented by $5.6 million in competitively awarded extramural funding;
- an income of more than $1.45 million from permanent endowments that totaled more than $29 million;
- 11 endowed chairs, 23 endowed professorships, and 9 endowed faculty and graduate fellowships; and
- funding approval for a Liberal Arts and Humanities Building, which will house the Department of English and all Department of Performance Studies programs.

I. Building and Supporting a National and Internationally Visible Community of Scholars

"The reputation of any great university rests on the excellence of its letters, arts, and sciences faculty."

"A dedicated arts performance facility should be planned and built. This is the single most important addition Texas A&M needs to make to improve its national standing."
—Arts and Sciences Theme Group, Final Report, Vision 2020

Since Vision 2020, two university-wide events highlight the increasing strength of the liberal arts faculty and programs in terms of national recognition:
- In 2001, Texas A&M was invited to join the Association of American Universities.
- In 2004, the Texas A&M faculty was authorized to establish a chapter of Phi Beta Kappa.

Within the College during this period:
- Two new departments were created—performance studies and Hispanic studies. One department—journalism—was converted to an interdisciplinary program.
• Three new doctoral programs were added in communication, Hispanic studies, and philosophy.

Faculty Perceptions: Accomplishments

“I think the department has improved dramatically since I arrived here in 1988. The quality of the faculty (and the research produced) has improved; we’re publishing in more competitive venues; we have several people who enjoy international reputations; the quality of the graduate students has risen dramatically. As a result, I think we are now more competitive in our attempts to recruit top faculty (and to retain them).”

“We are a stronger, more diverse, and more internationally oriented department now than we were in the 1990s…so I go into each recruiting season confident that we’ll be able to attract our strongest candidates to join us.”

“In my 33 years here, Vision 2020 has been the most lasting and influential university document thus far produced. It has a specificity that has led to some clear benchmarks, and those have had a demonstrable effect on targets and goals.”

“I became aware of Vision 2020 during the application process. I was impressed by it, particularly the commitment to creating new faculty, and it played a positive role in my decision to come to Texas A&M. I figured that any university that was willing to make that sort of investment in faculty would be a good place to work.”

Accomplishments and Progress

• Faculty Hiring: The university administration granted the college 64 liberal arts faculty positions in Texas A&M’s faculty reinvestment program (some 30 of these new positions are currently in the search and hiring process). The addition of these 64 new positions, plus new positions resulting from previous allocations and expanded enrollments, means that the college will have approximately 380 tenured and tenure-track faculty positions by 2009.

“It is easier to recruit new faculty at the junior level. The numbers of quality applications have increased. We do not get all of our first choices when making faculty hires, but we get a number of them. The junior faculty hired in the last few years probably would not have even applied in the 1990s.”

—Patricia Hurley, professor and head of political science

“I was aware of the Vision 2020 plan (Dean Johnson and Associate Dean Larry Oliver enthusiastically explained it to me), and it indeed had a big positive effect on my decision to come here.”

—Yoosoon Chang, professor of economics and department head designate

• Quality of Faculty Hires: The Ph.D.-granting institutions of recent faculty hires are from top-ranked research institutions such as the University of California–Berkeley, Duke, Northwestern, Columbia, Harvard, Notre Dame, Yale, Brown, Rochester, Johns Hopkins, UCLA, Wisconsin–Madison, Princeton, Stanford and Rutgers, Penn State, Edinburg, Oxford, and Cornell.

• Awards, Fellowship, and Grants: In the last seven years, 46 faculty have earned prestigious external awards and fellowships, as recognized by the National Research Council, from the John S. Guggenheim Foundation, American Council of Learned Societies, Humboldt Foundation, Woodrow Wilson Foundation, National Endowment for the Humanities, American Philosophical Society, and Fulbright Program as well as national professional organizations. In addition, 32 faculty working in social and behavioral sciences and the humanities received research funding from federal sources such as the National Science Foundation, National Endowment for the Humanities, National Institutes within the
Department of Health and Human Services, American Council of Learned Societies, and the Library of Congress (Item 2).

- National Rankings: The Departments of English, History, Political Science, and Sociology improved their standing in the 2006 US News and World Report ranking of doctoral programs; the Department of Political Science moved into the top 10 (no. 8) among public institutions (Item 3).

- Accountability Measures: In 2002 the college initiated “Indicators of Success” annual reports, revised by the faculty in 2003. The reports link departmental “success or achievements” in the areas of the college’s priorities of national visibility, internationalization, and diversity. These reports formed the basis for differential allocations of merit moneys across departments.

**Sustaining and Accelerating Movement toward Goals: Scholarly Communities**

- Research Centers: Since 2000, the College of Liberal Arts has funded several projects providing centers for scholarly community sustained within the college (Item 4).

  - Melbern G. Glasscock Center for Humanities Research: Endowed in 2002 by Melbern G. Glasscock from Houston, Texas, the center is one of but a handful of endowed humanities research centers located at a public university. In 2005, the center moved into the Melbern G. Glasscock Building, where it serves as a hub for humanities research. It has supported the creation of 16 working groups composed of faculty and graduate students, many of which are interdisciplinary and some of which make connections across colleges. Its faculty seminars and individual support are acknowledged in publications from disciplines across the college, and it likewise supports graduate student travel to national and international conferences.

  - Mexican American and U.S. Latino Research Center (MALRC): Approved in 2004, the center enables faculty to conduct research on issues that impact the quality of life of Mexican Americans and other Latinos in Texas and the United States, i.e., social, cultural, economic, health, political, educational, and demographic issues. To date, MALRC has funded 41 developmental grants involving 62 faculty. Some faculty grant recipients come from The Texas A&M University System, including Texas A&M University, Texas A&M International, the Health Science Center’s College of Medicine, and the School of Rural Public Health. Other faculty grantees are from The University of Texas–Pan American, University of Oklahoma, Princeton University, Arizona State University, and a university in Mexico and one in El Salvador.

  - Center for Maritime Archeology and Conservation (CMAC): Established in 2005 in collaboration with the Institute for Nautical Archaeology, the center provides research space, equipment, and digital graphic facilities to support state-of-the-art maritime archeology research. It also fosters connections between research and scholarship across the Texas A&M campus as well as nationally and internationally. CMAC forms an umbrella coordinating the activities of the CMAC laboratories and their interaction with the Nautical Archeology Program, the Institute of Nautical Archaeology, and colleges at Texas A&M University. Maritime archeology research projects are supported, and the next generation of nautical archeologists is trained in state-of-the-art research facilities, all of which allows CMAC to play a significant role in making the Nautical Archeology Program a premier graduate academic program.

  - Center for the Study of the First Americans (CSFA): Moved to Texas A&M in 2002, the center explores—through research, education and outreach programs—questions surrounding the peopling of the Americas. The center features solid financial support through an endowed faculty chair, faculty professorship, and the endowed North Star Archaeological Research Program, which investigates the earliest archaeological sites in the New World to address issues surrounding theories about how the first Americans traveled to the Americas.
Race and Ethnic Studies Institute (RESI): Reconstituted in 2007, the Institute strives to foster an interdisciplinary community of social science and humanities scholars in the areas of education, immigration, politics, culture, and health.

College Initiatives Supporting the Infrastructure of Research

- **Library Resources:** Since 2001, the college has collaborated closely with the Texas A&M University Libraries to secure a $2 million endowment for special collections of importance to scholars working in liberal arts. The College has made important purchases in electronic databases and resources key to scholarship in the humanities and social sciences (Item 5).

- **Digital Initiatives and Graduate Student Support:** The college likewise offers support and encouragement for humanities informatics and graduate student research. The University Libraries has for several years cooperated with the Melbern G. Glasscock Center for Humanities Research to promote the use of digital initiatives in humanities scholarship and in graduate student research in the humanities (Item 6).

- **Instructional Technology Training:** The college sponsors a summer institute for faculty interested in improving teaching methodology and the assessment of learning through the use of technology in the classroom.

- **Information Technology (IT) Support for Secure and Accessible Computing and the Faculty Workstation Program:** The college has worked to increase its capacity to provide faculty access to IT techs and network administrators who can help with backups, security reports (required by the institution), reliable web-based mail, and routine printer and computer repair. The college revised the university’s faculty workstation program to shorten the time cycle and increase the number of faculty eligible to receive new computers.

Areas Still Needing Development

**Faculty Perceptions: Concerns**

"Both the departments and the college need to do more to advertise our achievements and how much Texas A&M has changed over the past decade. Colleagues who visit are often staggered by how intellectually vibrant we are, especially in comparison to their preconceived notions based on the university’s old reputation. ...[the process] could be helped along by some simple changes to the main spots through which the public, prospective students, and colleagues outside the university engage and learn about us, particularly our web pages... Virtually all of our peer institution’s [web] sites are phenomenally better...some pages in the college are very good...but others are woefully lacking."

"The climate change within the college has been uneven as some departments were identified for additional faculty and others were not. Faculty in departments that received positions are much more optimistic about Vision 2020 than those in departments that did not."

"Whereas previously there was a strong commitment to service within the department, on behalf of the department, this commitment no longer exists. It seems clear to all faculty that research and publication have become magnified in their importance within the College of Liberal Arts."

"I believe Texas A&M still lags seriously behind almost every institution of its stature in the development of the arts, and it is not evident that it is prepared, even with the guidance of Vision 2020, to make the kinds of investments required."

Appendix 1.8 page 6
"I am still not convinced that the upper echelons of leadership understand what a top-notch humanities institution looks like...efforts in the humanities are piecemeal and even naive at times."

- While the overall averages of faculty salaries in comparison to peer institutions have improved over this period, it still lags behind at all ranks. (Item 7)
- Uneven progress among departments in improving faculty and in receiving new positions and resources to implement Vision 2020 goals
- Lack of a center, comparable to the Glasscock Center for Humanities Research, offering technical and statistical support for social science research
- Lack of any arts program to complement newly created Department of Performance Studies
- Uneven recognition of and support for departments with heavy service teaching responsibilities over departments with less of a service load and more research accomplishments
- Need for more departmental staff to offset increases in faculty and to handle an increasing workload from a decentralization of previously held university tasks
- Uneven presentation by the College of people and accomplishments in public media, particularly department websites

II. Enhancing the Intellectual Opportunities and Environment for All Students

Strengthening the Graduate Programs
Imperative #2 in Vision 2020 calls for strengthening graduate programs, especially to increase the quality and number of graduate students seeking advanced degrees, to improve the quality of life and opportunities for graduate students, and to improve the infrastructure for graduate education.

Accomplishments and Progress
- Graduate Student Tuition: As of 2005, Texas A&M began covering tuition (not fees) for graduate assistantships. This added between $3200 and $3500 to graduate student stipends and made recruitment packages more competitive than in previous years.
- Ph.D. to M.A. Ratio: The College of Liberal Arts has experienced a change in the ratio of Ph.D. to M.A. students. During a seven-year period, the college has added three new doctoral programs in communication, Hispanic studies, and philosophy. Thus, the number of Ph.D. students has increased, and the number of M.A. students has dropped slightly (Items 8 & 9).
- Graduate Enrollments: In the past three years, graduate enrollments have increased by about 50 students from the 2000 figure. Recent patterns suggest that the college is moving in the right direction, especially in numbers of Ph.D. enrollments (Item 10).
- Graduate Program Quality: Overall the quality of graduate programs in the college is improving, especially for some departments. Quality indicators include the average Graduate Record Examination (GRE) scores of entering students, national awards that students receive, time to degree, placement of Ph.D. students after graduation, and rankings of graduate programs.
  - GRE Scores: For the 2006–2007 academic year, the average verbal score was 570; the average quantitative score was 639 (Item 11). In addition to rising GRE scores, graduate students are winning awards, giving papers at national and international conferences, and publishing in refereed journals.
○ **Ph.D. Student Placement/Academics:** A comparison of figures from 2002 to 2006 reveals that the number of Ph.D. students placed in tenure-level positions in research universities is slightly higher than that of other schools. Although the distribution of students in these jobs is similar across the five years (*Items 12 & 13*), Texas A&M is placing more doctoral graduates at peer institutions—such as Purdue, Illinois, Iowa, Colorado, and Michigan State—than in previous years (*Item 14*).

○ **Ph.D. Student Placement/Non-academic:** For several doctoral programs, placement in government and the private sector is very high (anthropology, economics, and clinical psychology), and some programs place students in post-doctoral medical and research programs (psychology) (*Item 13*). Thus, different missions of doctoral programs may distract from the overall goal of placing the best students in research/teaching positions.

○ **Participation in National Initiatives:** The Departments of History and English took part in the Initiative on the Doctorate by the Carnegie Foundation for the Advancement of Teaching, a two-year process of examining the changing nature of doctoral education in the 21st century.

- **Quality of Life:** Overall the quality of life for graduate students is strong as reflected by the number of students with independent office space, availability of mentoring programs, provisions of travel funds and summer support, and increases in graduate student stipends.
  - Approximately 78 percent of liberal arts graduate students have exclusive office space (*Item 15*). All departments provide orientation and mentoring programs, teaching opportunities, and travel support.
  - Graduate student stipends have steadily increased in the past five years, and departments view their programs as competitive with peer institutions in financial support. Graduate directors continue to call for more merit fellowship dollars, but the University’s diversity fellowship has provided a major boost in recruiting top minority students.
  - The annual expenditure for graduate program support has increased by about $1,300,000 since 1999 (*Item 16*). Departments report that as much as $600,000 comes from salary savings, fellowships, and graduate teaching outside liberal arts departments.

**Areas Still Needing Development**

- ** Graduate Enrollments Still Lagging:** Graduate enrollments have not increased substantially since 1999 and are slightly lower in the overall ratio of graduate to undergraduate students (*Item 17*).

- **Graduate Degrees Awarded Unchanged:** The number of graduate degrees awarded and the ratio of graduate to undergraduate degrees awarded remain almost identical to 1999 figures (*Items 18 & 19*).

- **New Programs at Expense of Other Programs:** New doctoral program funding seems to come from converting M.A. dollars to Ph.D. stipends, rather than from an infusion of new money.

- **Comparisons with Peers:** Compared to peer institutions, Texas A&M is lower in graduate enrollments and the ratio of graduate to undergraduate students (*Item 20*).
  - In a sample of four peer institutions, Texas A&M ranked the lowest in the overall number of graduate students and in the ratio of graduate-to-undergraduate enrollments.
  - Minnesota had the highest number of graduate students (1339 for Minnesota and 786 for Texas A&M), while Wisconsin had the highest ratio of graduate to undergraduate students (20 percent for Wisconsin and 12.8 percent for Texas A&M).

**Enhancing the Undergraduate Experience**

Imperative #3 in *Vision 2020* addresses the undergraduate academic experience. One goal seeks to nurture students to ensure their success, as measured through retention and graduation rates. Another goal calls for enriching students’ educational opportunities. As the leading provider of undergraduate education at Texas A&M, the college shoulders a significant responsibility for ensuring that students thrive and graduate. To this
end, the college has developed programs and activities for incoming freshmen and for students already in liberal arts degree programs. The College served more than 6000 undergraduates and more than 1200 freshmen in fall 2006, the second largest enrollment of undergraduates behind the College of Engineering. More than one-fourth of all women students, African-American, and Hispanic students who graduate with an undergraduate degree are liberal arts majors (Item 21).

"As someone who started out in architecture, I can say that I was (happily) lured into the College of Liberal Arts by outstanding professors who made topics in the humanities seem of utmost importance to understanding the world around me."
—graduating senior

Accomplishments and Progress
Three themes from a series of university reports on Enhancing the Undergraduate Experience (March, May, and August 2006) exemplify the high quality of undergraduate experiences offered in the College of Liberal Arts: smaller class sizes, learning communities and quality academic experiences.

Retention and Graduation Rates of Students Who Start Their Studies in Liberal Arts (Item 21)
- The college retains 77 percent of freshmen majors and graduates 66 percent of its majors in six years.
- The university’s four-year retention and graduation rates of students who start their studies in a particular college are 73 percent and 45 percent, respectively.

Small Class Size
- Between spring 2002 and spring 2007, the average undergraduate class (section) size decreased from 54 to 50.4 per class.
- The average freshman class (section) size was 58—down from 65 in 2002.
- In fall 2006, more than 37 percent of liberal arts classes had 20 or fewer students.

Learning Communities
- **Common Ground:** This is a freshman reading initiative that emphasizes a serious, introspective consideration of timely and timeless topics. The college gives every incoming freshman a book and then offers panels, online discussions, courses, and other events built around the book. In the 2006–2007 academic year, students read Typical American by Gish Jen, which addressed immigration, education, and the pursuit of happiness.
- **Cornerstone Program:** This freshman learning community provides faculty mentoring to increase a freshman’s sense of belonging, develop critical thinking skills, create a “small school” atmosphere within the university and create a sense of identity in the international university community.

"It made a difference in my decision to come to such a large school. For me, it shrunk the university."
—freshman Cornerstone Program participant

Quality of Educational Experience
- **Honors Program:** The College Honors Program (LBAR) strives to foster an interdisciplinary outlook characteristic of the liberal arts. It consists of several facets including dormitories, peer leaders, a student council and listserves. Students work closely with some of the most distinguished faculty at Texas A&M and take part in a community of honors students. In the 2003–2004 academic year, the college doubled the number of freshmen taking honors classes.
"The subject of my honor's senior seminar was Africana film and culture—which was cross-listed as an English, Africana studies, and a film studies course. The opportunity to approach learning through the synthesis of these areas was refreshing and relevant—it made me consider the importance of interdisciplinary approaches to understanding the structures that shape our culture and the texts that it produces."

—graduating senior

- **Capstone Course**: 13 of 19 programs require a capstone or “summary experience” course for seniors.
- **"I" and "W" Courses within the College**: “Inquiry Rich” and “Writing Intensive” courses exist throughout the university, as mandated by the University Core Curriculum Review Committee (2000) and the Quality Enhancement Plan (QEP). All undergraduates must take two “W” courses to graduate (Faculty Senate Resolution 20.108). As the college that teaches a large portion of the university’s Undergraduate Core Curriculum and serves 6000 majors, the College of Liberal Arts sets the standard of excellence in undergraduate education. The college currently offers 52 approved “W” courses and is in the process of instituting an “I” course requirement for its graduating majors, the only college in the university to do so.
- **Special Topic Classes and Study Opportunities**: Students have the opportunity to address current social and political events in special topics courses, such as the “Sociology of Disaster: Katrina,” which provide a variety of educational opportunities.
- **Study Abroad**: The college maintains a high level of participation in international experiences for undergraduates, with the majority of students in the university-level Study Abroad Program enrolled in the College of Liberal Arts. More than 500 Liberal Arts students participated in 15 study abroad programs in the 2005–2006 academic year.

**Areas Still Needing Development**

- **Retention and Graduation Rates**: Although the college’s percentages are above the university’s figures, they still lag behind the Vision 2020 goals of a 95 percent freshman retention rate and an 80 percent six-year graduation rate.
- **Enrichment Experiences**: While the College has initiated several educational experience opportunities, the National Survey of Student Engagement report bears out particular educational experiences the college should increase for liberal arts majors—research projects with faculty, internships/practicum, study broad, independent study, capstone experience, and learning communities.

"Language offerings in the College of Liberal Arts are pathetic compared to what you see in all our peer institutions. Lack of languages means that we cannot train undergraduate students for top programs... In addition, we only accept graduate students who work on English, German, and French sources."

"Personally, I have been disappointed with my foreign language classes at Texas A&M... I think it's important to look at our languages, regardless, because they are crucial to the liberal arts experience, and all liberal arts majors are required to take at least 14 hours of a language."

—undergraduate major

- **Language Offerings**: Even though language offerings have increased during this time period, Texas A&M still offers far fewer language courses and at less advanced levels than its peer institutions. In 2006, Texas A&M offered 11 different languages; The University of Texas at Austin offered 31; Indiana offered 49; Ohio State offered 29; and Wisconsin–Madison offered 66 (Item 22).
- **Visual Arts**: While the establishment of the performance studies program is a major step forward, there are no plans to incorporate any elements of the visual arts into the college.
III. Fulfilling Its Commitment as a Part of a Land Grant University to the State of Texas through Diversity and Community Outreach

Diversity
The 2000 census clearly captures the increasingly diverse population that lives in Texas. Latinos and African Americans made up more than half (54 percent) of the Texas population 0 to 17 years of age. These two groups are projected to comprise three-fourths of all Texas citizens 0 to 17 in 2040 (Item 23). For Texas to continue to thrive in today’s global society and economy, it must educate its increasingly diverse population.

“We still have far too few faculty and students of color on a campus in a state that is now demographically majority minority. This is a serious moral and practical problem for this historically white institution. We also have too few women faculty, and too little commitment to reducing racism, sexism, and homophobia among our students. We have made some very good starts on solutions in this regard, but much more needs to be done.”
—Joe Feagin, professor of sociology and Ella C. McFadden Professor of Liberal Arts

The first part of Vision 2020’s Imperative #6 calls for Texas A&M to attract and nurture a more ethnically, culturally, and geographically diverse faculty, staff, and student body. The College of Liberal Arts’ leadership took this to heart and established the following goals:

- Recruit and retain diverse faculty and students.
- Increase diversity/international content and perspectives in the curriculum.
- Educate faculty and students on the value of diversity.
- Foster a welcoming and inclusive environment throughout the College.

Accomplishments and Progress
- Liberal Arts Majors: Latinos and African Americans constituted 13 percent of all majors in 2000 and 16 percent in 2006 as compared to 14 percent in 1999 (Item 24).
- Faculty Hires (Item 25):
  - Slightly more than half of all new faculty hired since the 2002–2003 academic year have been women, compared to two-fifths between the 1998–1999 and 2001–2002 academic years.
  - Slightly more than one-fifth (22 percent) of the faculty hired since the 1998–1999 academic year were African American or Latino.
- Graduate Students (Item 26):
  - About 14 percent of doctoral students were African American or Latino in 2006, up from 6 percent in 2000 (Item 25).
  - International students made up about 6 percent of liberal arts majors in 2006, a level that has been fairly consistent since 2002, with more focusing on doctoral education.

Actions That Accelerated Movement toward Goals
- Diversity and internationalization were two of the dean’s three top priorities.
- Departments were awarded with base funds and merit increases for achievements in diversity and internationalization.
- In 2001 the college created a Dean’s Advisory Committee on Diversity consisting of faculty, staff, and students.

Areas Still Needing Development
- Women and Minority Faculty Still Underrepresented:
  - Even though slightly more than half of all new faculty hired since the 2002–2003 academic year have been women, compared to two-fifths between the 1998–1999 and 2001–2002 academic years, women are still underrepresented among tenured faculty.
○ Even though slightly more than one-fifth (22 percent) of faculty hired since the 1998–1999 academic year have been African American or Latino, these groups constitute only one-eighth (13 percent) of tenured and tenure-track faculty in liberal arts.

○ Numbers alone do not create a climate of excellence in terms of a diverse university population. The climate on campus and in the community as a whole is still perceived as being hostile or resistant to changes.

Community Outreach
“The way that we relate to the local community, Houston, and other metropolitan areas of the state will have a powerful impact on Texas A&M University and the communities supporting and supported by the university. In addition, it is critical that the community in which we live provide opportunities for families to work and grow.”
—Imperative #9, Vision 2020: Creating a Culture of Excellence

Accomplishments and Progress
Although not a stated priority in either the university or college’s documents during this period, it is notable that several well-received departmental and center initiatives have addressed community outreach. Such endeavors contribute to the growing maturity of the college’s creative and scholarly community by promoting bridges among the college, university, and general public. These endeavors also bring greater public awareness to the college’s achievements and goals.

• **Performance on Campus: The Department of Performance Studies:** The department increased the number of arts experiences available to students, the campus community and the community at large by sponsoring and producing performances by nationally and internationally prominent and emerging artists.

  “These events offer more than ‘entertainment’ but stand as exemplars of how the arts construct national identity, negotiate sociopolitical exigencies, challenge preconceptions, and expand aesthetic possibilities central to creative citizenship and leadership.”
  —Judith Hamera, professor of performance studies and department head

• **Brazos Valley Reads:** The Department of English began this program in 2005 as part of the “One Book, One Community” program promoted by the Center for the Book at the Library of Congress. The program fosters community involvement and discussion as part of collective learning.

  “Our goal [is] to promote a community-wide endorsement of the value of reading good books, to achieve a broad and deep participation in the experience, and to stimulate opportunities for all segments of the community to have reading and discussion groups about a book that is important both as literature and for its insights into the human condition.”
  —Paul Parrish, Regents Professor and head of the Department of English

• **Psychology Clinic:** Established in 1986, the clinic is a not-for-profit training facility for the clinical psychology doctoral training program. The Texas A&M Psychology Clinic offers services in comprehensive psychological evaluations; consultation with schools, physicians, allied health personnel, and agencies; and specialized therapy for adults, children and adolescents, families, couples and groups in the community on a sliding fee scale.

  “While one of our primary goals is to train psychologists, we also feel a responsibility to provide quality, cost-effective care to people in the Brazos Valley who might not have funds or insurance coverage for psychological services.”
  —Robert Heffer, clinical associate professor of psychology and director of the clinic
• **Center for the Study of the First Americans (CSFA):** The Center has about 1000 dues-paying members, but it also disseminates the results of academic research on the first Americans to the general public through its publications—a quarterly news magazine the *Mammoth Trumpet*, an annual journal *Current Research in the Pleistocene*, and scholarly books published through the Texas A&M University Press.

• **Public Policy Research Institute (PPRI):** The institute delivers empirical research on projects that impact public policy. Over the past few years, PPRI has completed projects for select state agencies and state offices on the disproportional assignment of minority students to special education, the incentives and disincentives created by current policies that govern services to children with severe disabilities, and the disproportionate sentencing of minorities to juvenile detention facilities (*Item 28*).

  "Philosophically, the PPRI mission is very consistent with the land grant concept of providing all citizens access to the fruits of university research."

  —Charles D. Johnson, institute director and professor of psychology

**IV. Reviewing Resources**

To fulfill the goals set forth in *Vision 2020*, the College must have the financial and resource support to do so. Imperative #11 addresses four areas that impact the resources that come to the university: public support, state resource flow, strategic alliances, and private giving. The College of Liberal Arts has addressed and been impacted by two of these four: state resource flow and private giving.

**Accomplishments and Progress**

• A substantial increase has occurred in the base allocation (i.e., budget from the university) since the *Vision 2020* report (*Item 28*).
  - In absolute terms, the base budget has increased by 45 percent since fiscal year (FY) 2000 (to approximately $43.6 million in FY 2007).
  - In inflation adjusted terms, this equates to an increase of approximately 22 percent over the same period.
  - At the same time, the number of weighted semester credit hours (WSCH) taught in the college has increased modestly (3.5 percent), while the number of majors in the college has increased substantially (15 percent).
  - Thus, the real (inflation adjusted) resources available to the college from the university have increased by 20 percent per WSCH and 7.5 percent per major since the *Vision 2020* report was issued.

• The college benefited from a near tripling of indirect cost returns to the college. This source now contributes almost $300,000 per year.

• Substantial improvement has been made in fundraising (*Item 29*).
  "Vision 2020 works!"

  —John Knudsen, senior development officer for liberal arts

• The College exceeded its $35 million capital campaign goal by almost 20 percent, raising $41.6 million.

• Of the funds raised, 82 percent ($34 million) are endowment gifts with either current funds or bequests, funding six new chairs and one new professorship, numerous fellowships and scholarships and research.

• Total endowment has more than doubled since 1999. The total endowment is now at $41.2 million, which provides roughly $2 million a year in income for the college.
Areas Still Needing Development

- University data suggests that Texas A&M is still below national norms for resources expended per student relative to its aspirational peers.
- Given the relatively young age of the college and its brief history as an active private fundraiser, its endowment probably falls well short of its aspirational peers. For example, The University of Texas at Austin enjoys a liberal arts endowment almost six times larger than that of Texas A&M, and the University of Illinois is three times larger. As a result, both schools have considerably more endowed chairs and professorships.

Anticipated Actions That Will Accelerate Movement toward Goals

- The college’s base allocation is expected to grow in line with the overall university budget.
  - This assumes that the Texas Legislature continues to provide both general and supplemental funding to the university as it has in the past and continues to allow the university to set tuition levels.
  - This assumes that the university continues to place importance on the improvement in the college as encouraged in Vision 2020.
- Private fundraising will continue to grow in importance.
  - Planned gifts (bequests, remainder trusts, annuities, and the like) constituted more than 56 percent of the college’s campaign goal. The college endowment will grow as these gifts “mature” (Item 30).
  - The number of living alumni now exceeds 39,000 (30 percent of whom graduated before 1990 and are thus reaching their “early giving years”). This number is small by national peer standards but is growing rapidly as the number of liberal arts majors increases.
  - Texas A&M plans at least one more university-wide capital campaign to be completed prior to the year 2020.

Conclusion and Recommendations

Conclusion

The College of Liberal Arts has made progress in addressing the aspirations in Vision 2020: Creating a Culture of Excellence. Because the college is central to the imperatives and plays an essential role in advancing the national and international stature of the university, the university made significant investments in the college during the period assessed. The college responded by increasing productivity and prominence of its faculty, enhancing the educational opportunities of its students, monitoring professional placement after graduation, and creating a more diverse college community. Over the last six years, the college formed a community of scholars, connecting faculty, students, and staff in ways that bridge departments and disciplines and offering possible models for creating even larger networks of scholarly, intellectual community among the university’s colleges.

However, all of the highlighted accomplishments are at risk if the university does not continue to support Imperative #4 to build the core letters, arts, and sciences. While the college has journeyed far from its starting point, there is still a significant distance to travel. A number of departments have developed exceptional programs, but the college must continue this development until it achieves excellence across the college, a characteristic of a mature intellectual community.

When measured by the growing numbers of faculty, graduate students, programs, and awards, the College of Liberal Arts is succeeding in building a dynamic academic community. The college, however, must also devise innovative strategies to sustain diverse scholarly intellectual communities and sustain a climate of
inclusiveness for its new students and new faculty. To create a vibrant and sustainable culture of excellence, the college must look closely at the ways in which the liberal arts will engage with critical questions raised by advances in the technologies of research and information, as well as responding to the changing needs of 21st century students and the roles they will play in society.

Recommendations

In order for the college to continue its path of progress, the committee strongly urges that the College begin a series of college-wide dialogues and forums that will assess the ways in which the following issues should shape its future planning:

- **Creating a Culture of Excellence across the College:** The College must continue to reward success in the areas of diversity, internationalization, and scholarly and creative accomplishment at the national level while also creating a culture of excellence across all departments—a culture of excellence does not arise from the success of individual departments alone or from faculty acting in isolation.

- **Promoting an Inclusive Educational Environment:** To foster dynamic intellectual communities, the college must explore not only what creates an unwelcoming or negative environment for students, faculty, and staff, but also what sustains a climate of well-being and inclusiveness.

- **Building an Appropriate Level of Professional Staff and Infrastructure Support:** The College must address the infrastructure and staff needs that are critical in supporting an increasingly productive faculty and an increasing body of student majors.

- **Maintaining Faculty Hiring Momentum:** The College must maintain the momentum created through the faculty reinvestment hires to sustain and development dynamic, productive scholarly communities, which in turn create the intellectual environment that attracts competitive graduate and undergraduate majors. It should seek to attract key senior faculty in addition to strong junior faculty. One key element will be to continue to strive to bring faculty salaries in line with those at peer institutions.

- **Continuing to Build the Resource Base of the College:** The recommendations outlined will require substantial additional resources. The College must continue to promote itself—its current strengths and its aspirations—so as to enhance university base funding as well as public and private financial support and avoid backsliding in its progress toward excellence.

- **Addressing the Implications in the Changing Nature of Graduate Education:** The College must discuss this report’s implications about graduate education (including the shift to Ph.D. education in the college), placement issues, the goals of Ph.D. programs, the number of students placed in non-academic sectors, how to retain the highly valuable diversity fellowships, and—in cooperation with the university—raising the amount of merit fellowships to improve the college’s competitiveness for top graduate students.

- **Developing the College’s Investment in the Undergraduate Experience through Improvements in Course Offerings and Enrichment Opportunities:** The college teaches a large percentage of all Texas A&M University undergraduates and can deliver rich intellectual and creative opportunities that bridge disciplines and prepare students for future careers both within and outside the traditional classroom setting. One area where *Vision 2020* proposes improvement is in the expansion of offerings in the fine arts and in the improvement of offerings in foreign languages. The college must continue to expand these two programs.
FINANCE COUNCIL
REACTIONS TO REPORT OF THE VISION 2020 ADVISORY COUNCIL

In its Progress Report dated January 10, 2006, the Vision 2020 Advisory Council evaluated Texas A&M University’s progress toward achieving the major imperatives of Vision 2020. Included in this evaluation is a discussion of some financial challenges associated with achieving these imperatives. At the request of Executive Vice President & Provost David Prior, the Finance Council has reviewed the Vision 2020 Advisory Council’s report and offers the following recommendations for consideration. These recommendations are separated based on matters that reflect (1) legislative priorities and initiatives and (2) internal decisions and allocations.

OPPORTUNITIES REFLECTING LEGISLATIVE PRIORITIES AND INITIATIVES

1. State Funding Models for Tier 1 Research Institutions:

As noted in the Vision 2020 Advisory Council’s report, the current formula funding system utilized by the state of Texas does not consider the costs of research excellence, but instead focuses on semester credit hour growth. This focus places already large institutions (such as Texas A&M University) at a significant disadvantage, as it is more difficult (if not impossible) to demonstrate significant growth when enrollment is at currently high levels. Further, even if such growth were possible, it would result in higher student-to-faculty ratios and a decline in the educational experience of our students, particularly at the undergraduate level, which would not be consistent with the imperatives of Vision 2020.

If indeed “very different funding requirements for excellence between Tier I Research universities and those of the institutions whose mission is driven primarily by undergraduate education” (from page 11 of the Vision 2020 Advisory Council’s report) exist, it is important that Texas A&M University define those needs that differentiate us from non-Tier 1 Research institutions. It appears that state officials view Texas A&M University and the University of Texas as larger versions of undergraduate institutions. Specifically, the economic impact of our faculty’s research on the state of Texas is either not known by our legislators or not explicitly considered in their funding models.

Along these lines, it is interesting to note that the states of California (with Tier 1 institutions UCLA and California-Berkeley) and Michigan (with Tier 1 institutions University of Michigan and Michigan State University) have established markedly different funding models for Tier 1 institutions and other institutions. In particular, a substantial discrepancy exists between the funding of institutions in the University of California system compared to those in the California State System. An examination of the U.S. News & World Report rankings of universities indicates that this
distinction and differentiation are indeed “paying off” (in terms of higher institutional rankings).

Given the above, it appears that the current strategy contemplated by Texas A&M University during the upcoming legislative session of working with the University of Texas to impress upon legislators the importance of Tier 1 Research institutions is sound. Incumbent in this type of effort is explicitly quantifying the impact of Tier 1 Research institutions and demonstrating how such institutions contribute to the well-being of the state of Texas beyond other four-year institutions. It will be important to carefully balance the issues of access to our university to the citizens of Texas (which is always of concern to legislators) with the economic impact of top research universities on citizens of the state of Texas.

2. State Support of Faculty Excellence:

At least two southern states (Kentucky and Oklahoma) have state-funded programs in which donor commitments for faculty and/or research excellence are matched by state funds. (Louisiana had a similar program at one time, but has discontinued it). The incentive provided to donors under these programs has anecdotally resulted in new and/or enhanced gifts being received because of the state matching funds. These gifts, along with the state “matching funds” have, in turn, enhanced the institution’s ability to attract and retain top faculty, consistent with “Elevating the Faculty” (the first imperative of Vision 2020).

The state of Texas has recently shown some inclination to provide increased funding to institutions of higher learning, particularly in areas where increased economic development would result. While the likelihood of successfully introducing a matching program for privately-raised funds is uncertain, it would appear to be an effective mechanism to enhance the teaching, research, and service efforts of our faculty while attracting additional investment (through privately-raised funds) for this purpose.

3. Revision of Statutory Procurement Codes:

Certain modifications to state policies and procedures governing the procurement of goods and services would provide enhanced flexibility, improved efficiency, and increased financial benefits to Texas A&M University. These modifications are discussed below. Assuming that the benefits to Texas A&M University and entities operating within Texas A&M University are significant, the possibility of seeking modifications to these policies should be explored.
a. Application of Texas Education Code § 51.9335:

The recent adoption of this chapter removed procurement oversight responsibility from the Texas Building and Procurement Commission (with the exception of the Historically Underutilized Business, or HUB, Program) and assigned this responsibility to the State Auditors’ Office. However, in so doing, differences in funding sources for higher education were not explicitly considered. Specifically, this chapter is silent on its applicability to procurements made utilizing non state-appropriated funds (as opposed to state-appropriated funds).

To ensure consistency, we recommend that the Texas Education Code reflect the same guidelines as the Texas Government Code, with the former applying only to the procurement of general goods and services using state-appropriated funds. Such action would provide flexibility in the University’s procurement process and afford the opportunity to be more responsive to the requirements of our faculty, staff, and students. Additionally, this modification would reduce the overall processing costs for such transactions. Of course, the HUB Program initiative and related rules would remain in effect.

In addition to the above recommendation, a similar change to the Texas Government Code § 2254 relating to consulting and professional services would be appropriate. More specifically, it is recommended that the Texas Government Code would apply only to the procurement/contracting of consulting and professional services using state-appropriated funds. The benefits of flexibility, responsiveness, and costs noted for goods and services acquired under the Texas Education Code would apply here as well.

b. Procurement Card Rebate for Institutional Fund Purchases:

The State Comptroller’s Office has determined that, under existing regulations, institutions of higher education or state agencies are not entitled to collect rebates when utilizing the state contracted procurement card agreement. Instead, all rebates offered under the state contracted procurement card agreement are deposited into the state treasury.

In the State of Texas, institutions of higher education immediately recognized the value of the procurement card and were the first significant users of the program. Had it not been for the immediate adoption by higher education, the procurement card program would not have flourished. Since the majority (well over 90%) of all procurement card transactions and dollar volume at Texas A&M University are financed using non state-appropriated (as opposed to state-appropriated) funds, it seems reasonable to suggest that Texas A&M is entitled to receive rebates resulting from said purchases.
To illustrate the potential economic impact of this policy, the State of Texas’ last semi-annual rebate from JP MorganChase was 0.82% of the dollar volume of purchases. Based on a purchase volume of $8.1 million, of which 90% is made using non state-appropriated funds, Texas A&M University would have realized approximately $60,000 in semi-annual rebates [$8,100,000 x 0.90 x 0.0082 = $59,778].

**OPPORTUNITIES REFLECTING INTERNAL DECISIONS AND ALLOCATIONS**

1. **Deregulated and Differential Tuition:**

The state of Texas’ decision to allow universities and their boards of regents to establish tuition rates provides a source of funding that has heretofore been unavailable. Traditionally, the cost of education within the state of Texas has been among the lowest in the United States and lags behind many of the institutions that are considered Vision 2020 peer and aspirant institutions. This lag, combined with the reduction in funding by the state legislature, has placed Texas A&M University at a significant disadvantage in our ability to recruit and retain top faculty and create state-of-the-art educational opportunities for our students.

The availability of increased tuition as a funding source to achieve the objectives of Vision 2020 should be carefully considered. On one hand, Texas A&M University’s land grant mission has allowed persons of modest means to receive a top quality education. On the other, Texas A&M University’s students are receiving a top quality education at a fraction of the cost of their peers at other top universities. To some extent, the state’s requirement that a fairly significant percentage of any funds received from increased tuition be allocated to financial aid (approximately 20 percent) will allow Texas A&M to maintain its financial accessibility to citizens of the state of Texas.

Related to the deregulation of tuition is the practice of many professional schools at Vision 2020 peer and aspirant institutions charging a differential tuition (i.e., an incremental tuition beyond that charged by the university). In many cases, these professional schools are in a highly-competitive environment for students and faculty, and the availability of differential tuition allows them to be more competitive in these markets. Because professional schools prepare students for careers following their university education and, at Texas A&M University, are highly-sought by prospective students, it appears that differential tuition should be considered as a funding source for the affected colleges and schools. As mentioned in the preceding paragraph, the state requirement to allocate a percentage of tuition dollars to financial aid will permit any colleges and schools choosing to charge differential tuition to support students that might be negatively affected by increased tuition costs.
2. **Priority of Funding Faculty Merit Raises:**

The faculty reinvestment program, in which 447 new faculty will ultimately be hired at Texas A&M University, has already and will continue to make a tremendous impact on the research, teaching, and service missions of our institution. This initiative has resulted in the hiring of a number of “transformational” faculty members from leading institutions across the world. In many of these cases, significant commitments of salary and/or faculty research start-up funds were required.

The first imperative of Vision 2020 identifies faculty as a top priority in Texas A&M University’s strategic plan. We anticipate that many of the faculty hired under the reinvestment program, as well as existing faculty at Texas A&M University, will be subject to attractive job offers from competing institutions. It is imperative that Texas A&M protect its significant investment in faculty by identifying meaningful salary increases as a priority in the budgeting process.

3. **Strategic Focus, Coordination, and Flexibility with Gift Funds:**

Both the Texas A&M Foundation and the Association of Former Students facilitate fundraising efforts on behalf of Texas A&M University and units within Texas A&M University. While individual units’ goals and priorities are considered in their interactions with donors, the possibility exists that some inconsistencies exist between the overall goals and strategic initiatives of Texas A&M University and the efforts of the Texas A&M Foundation and Association of Former Students. (Such inconsistencies are not likely to exist within the 12th Man Foundation, as this entity is restricted in its fundraising efforts for support of athletics.)

While the wishes and desires of individual donors should be paramount in determining the purpose toward which gifts are deployed, it seems appropriate to consider how university priorities can be implemented and presented to donors as part of broad fundraising strategies. President Gates’ Development Strategy Group (which includes membership representing the Texas A&M Foundation, Association of Former Students, and 12th Man Foundation) appears to be a first step in this direction.

As a result of the Texas A&M Foundation’s *One Spirit One Vision Campaign* reaching its $1 billion goal and the increased number of baby boomer former students who will be reaching retirement (and, potentially, giving, age), it seems appropriate to evaluate the current relationships and development strategies that Texas A&M University has with its Foundations to ensure that current efforts are consistent with the long-term goals of Texas A&M University. One example of this effort is the recent development effort that resulted in George Mitchell’s contribution to privately fund the construction of two new academic buildings dedicated to research and education in Physics.
4. Responsibility Centered Management:

Responsibility centered management processes treat individual academic and service units as profit centers (ability to influence both their revenues and costs) as opposed to merely cost centers. A number of Vision 2020 peer and aspirant institutions have developed some form of responsibility centered management programs to influence desired behavior by directly rewarding units. As just one example, Indiana University identified recruiting a higher percentage of non-resident students as a strategic priority; their responsibility centered management program allows individual colleges to retain a large percentage of the incremental tuition paid by non-resident students for their use. This program has resulted in marked increases in the percentage of non-resident students enrolled at Indiana University.

From an operating standpoint, responsibility centered management makes individual units more cognizant of their costs and the impact of various decisions on their financial well-being. For example, under traditional budgeting practices, increased enrollment requires academic units to provide educational, advising, and computer resources to students, often without increased funding to offset those costs. As a result, academic units have no direct economic incentive to enroll additional students. However, if units were provided incremental revenues for increasing their enrollments (through a responsibility centered management model), their incentives and decisions can be more completely aligned with the university’s objectives.

Two new (or anticipated) programs may make responsibility centered management particularly applicable. First, President Gates’ plan to increase undergraduate and graduate enrollments through 2011 will result in all academic units serving a greater number of students. A responsibility centered management model that provides units serving these additional students with the tuition revenues from those students will provide relief from the additional costs associated with increased enrollments.

Second, the proposed University Studies degree (which will be evaluated by the Faculty Senate during fall 2006) will require academic units to increase offerings of courses and programs of study to a larger number of students. Again, responsibility centered management models may increase units’ desire to serve these students and create meaningful concentrations and minors that will be so integral to the successful offering of a University Studies degree.

Obviously, responsibility centered management programs have numerous implications for the manner in which decisions are made within all units (both academic and nonacademic) at Texas A&M University. Prior to any decisions to begin implementation, a thorough study of the potential costs and benefits of these programs should be undertaken, perhaps led by the Finance Council. Further, it is imperative that important “ground rules” be established with respect to any activities.
that are undertaken in response to incentives provided by responsibility centered management.
Appendix 2.1

Proposed Specialization Tracks for Philosophy Majors

**Law Track**
For students who are interested in attending law school.

Phil 307 Philosophy of the Social Sciences
Phil 332 Social and Political Philosophy
Phil 381 Ethical Theory
Phil 334 Philosophy of Law
Phil 415 American Philosophy

**Medical Ethics Track**
For students who are interested in pursuing careers in the medical profession, including prospective doctors, nurses, health-care professionals, and hospital administrators.

Phil 305 Philosophy of the Natural Sciences
Phil 320 Philosophy of Mind
Phil 381 Ethical Theory
Phil 480 Medical Ethics
Phil 483 Professional Ethics

**Public Service/Government Track**
For students interested in pursuing careers in the public sector, such as public advocacy, social work, foreign service, or civil service.

Phil 307 Philosophy of the Social Sciences
Phil 332 Social and Political Philosophy
Phil 415 American Philosophy
Phil 334 Philosophy of Law
Phil 111 Contemporary Moral Issues

**Counseling/Ministry Track**
For students who are interested in pursuing advanced study or careers in counseling, or positions within organizations with a religiously oriented mission.

Phil 331 Philosophy of Religion
Phil 381 Ethical Theory
Phil 418 Phenomenology and Existentialism
Phil 208 Philosophy of Education
Phil 441 Medieval Philosophy

Humanities Track
For students who are interested in pursuing careers, or advanced study in, writing, education, or the arts.

Phil 331 Philosophy of Religion
Phil 330 Philosophy of Art
Phil 424 Philosophy of Language
Phil 371 Philosophy of Literature
Phil 208 Philosophy of Education

Information Technologies
For students interested in pursuing careers related to such fields as computer programming and software development.

Phil 341 Symbolic Logic I
Phil 361 Metaphysics
Phil 416 Recent British and American Philosophy
Phil 342 Symbolic Logic II
Phil 205 Technology and Human Values

Media Studies Track
For students interested in pursuing careers in journalism, the media, and related communication fields.

Phil 351 Theory of Knowledge
Phil 330 Philosophy of Art
Phil 419 Current Continental
Phil 375 Philosophy of Visual Media
Phil 205 Technology and Human Values
Graduate Course Catalog

PHIL611 Ancient Philosophy

- Greek and Roman philosophy from 600: B.C. to 300 A.D.; emphasis on Plato and Aristotle.

PHIL614 Medieval Philosophy

- Christian, Jewish and Islamic thought from 300 to 1450; emphasis on Augustine and Aquinas.

PHIL616 Modern Philosophy

- Developments in philosophy from the Renaissance through the Enlightenment: Renaissance humanism and natural science, 17th and 18th century empiricism and rationalism, idealism; major thinkers including Descartes, Hume, Kant, Hegel.

PHIL620 Contemporary Philosophy

- 19th and 20th century philosophical movements: phenomenology,
existentialism,
positivism,
pragmatism,
analysis, process
thought.

**PHIL623 American Philosophy**

- The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead.

**PHIL630 Aesthetics**

- Metaphor, the ontology of artworks, art and artifactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity and theory of tropes.

**PHIL631 Philosophy of Religion**

- Investigation of metaphysical and epistemological issues concerning religious claims, beliefs, and experiences.

**PHIL632 Social and Political Philosophy**

- Theories of justice, equality, liberty and authority in social and political institutions;
individualism and the social contract; political philosophy of writers such as Plato, Aristotle, Machiavelli, Locke, Rousseau, Marx, Dewey and Rawls.

**PHIL633 Philosophy of Law**

- This course investigates the nature of law, one of the key issues in the philosophy of law. Some of the questions we consider are: Is there a necessary connection between law and morality? What distinguishes the law from other standards relevant to human deliberation towards choice and action? When and why are we obligated to obey the law? When and why is civil disobedience permissible?

**PHIL635 Ethical Theory**

- Theories of moral value and conduct, moral language and argumentation; consequentialist and deontological approaches to ethics; ethical naturalism; theories of virtue.

**PHIL640 Epistemology**

- Nature and origin of knowledge, skepticism, belief, truth, rationality,
justification and reliability and knowledge of necessary truths.

**PHIL641 Mathematical Logic I**

- The metatheory of propositional and first-order logic: definitions of formal languages for these systems, their proof theory, model theory, and demonstrations of their soundness and completeness. The course begins with an overview of the basic elements of set theory, including functions and relations, infinite sets, infinite cardinal numbers, and Cantor's Theorem.

**PHIL642 Mathematical Logic II**

- Continuation of PHIL 641: Compactness, The Lowenheim-Skolem Theorems, computability theory and Church's thesis, formal arithmetic, Godel's Incompleteness Theorems, Tarski's Theorem, and Church's Theorem. Other topics covered in the course might include systems of modal logic, intuitionistic logic, and more advanced issues in set theory.
PHIL643 History and Philosophy of Logic

- Selected topics on the historical development of logic; philosophical views of the nature of logical theory; the role of logical metatheory in the development of logic.

PHIL645 Philosophy of Science

- Philosophy of the natural and social sciences, including the nature of theories and laws, the notion of causation, probability and determinism and the nature of theoretical change.

PHIL646 Philosophy of a Particular Science

- Focus on the methodological, epistemological, and ontological issues in physics, or one of the special sciences, such as biology, psychology, cognitive science, economics. Application of philosophical methods to theoretical issues in the particular science. Relationships between theories and explanations of the particular science to more basic sciences or other
special sciences. May be repeated for credit for courses focusing on different sciences. Prerequisite: Consent of instructor.

**PHIL650 Metaphysics**

- Classical and contemporary treatments of the nature of reality, God, the existence of universals, space, time, causality; realism and antirealism, the existence and nature of abstract entities, the nature of events, the nature and logic of time and modality, freedom and determinism, and personal identity.

**PHIL655 Philosophy of Mind**

- The mind-body problem, personal identity, thought and intentionality, action and responsibility; materialism, behaviorism, functionalism.

**PHIL658 Philosophy of Language**

- The nature of language, the various uses of language and their philosophical import, the nature of meaning, truth, reference and issues surrounding formal
representations of
natural languages.

PHIL661 Seminar in the
History of Philosophy

- Intensive study of a
current issue in the
history of
philosophy. May be
repeated for credit
with variation in
topic. Prerequisite:
12 hours of graduate
work in Philosophy
and approval of
instructor.

PHIL662 Seminar in
Ethics and Value Theory

- Intensive study of a
current issue in
ethics, ethical
theory, applied
ethics, aesthetics, or
the work of
particular
philosophers in one
of these areas. May
be repeated for
credit with variation
in topic.
Prerequisite: 12
hours of graduate
work in Philosophy
and approval of
instructor.

PHIL663 Seminar in
Metaphysics and
Epistemology

- Intensive study of
current issue in
metaphysics,
epistemology, or
other core areas of
philosophy. May be
repeated for credit
with variation in
topic. Prerequisite:
12 hours of graduate
work in Philosophy
and approval of instructor.

**PHIL664 Seminar in Applied Philosophy**

- Intensive study of a topic involving the application of philosophical concepts and theories to an issue arising in another scientific or academic field. May be repeated for credit with variation in topic. Prerequisite:

**PHIL671 Professional Ethics**

- Basic concepts and theories underlying major contemporary ethical codes with application to ethical problems encountered in professions such as engineering, law, business and teaching.

**PHIL682 Philosophical Authors**

- Intensive study of the works of an individual important philosopher, their historical context, and criticisms and interpretations of them. May be repeated for credit with different authors. Prerequisite: appropriate background in the history of philosophy and approval of instructor.
PHIL684 Professional Internship

- Practical experience in an institutional or organizational setting appropriate to analysis and understanding of issues in some area of applied philosophy.

PHIL685 Problems

- Directed studies in specific problem area in philosophy.

PHIL689 Special Topics in....

- Selected topics in an identified area of philosophy. May be repeated for credit.

PHIL691 Research.

- Research for thesis or dissertation.
MEMORANDUM

Date: April 15, 2008

To: Graduate students and faculty

From: Gary Varner, Director of Graduate Studies

Re: Summer 2008 comprehensive exam in value theory

This memo describes the timing, structure, and grading of the comprehensive exam in value theory that will be given next semester. Students wishing to take the described exam should notify me in writing by early next semester.

Structure, timing and grading of the exam

The comprehensive exam in value theory will be offered once during the summer of 2008. The exact date and time of the exam will be arranged with those taking it. The exam will be given on a weekend, but accommodation will be made for any student whose religion prohibits participation on the specified day of the week or date of the month.

The exam will last four hours. No notes, books, or other references may be used. Students will be permitted to write their answers on computers in the Philosophy Department Logic Lab, or they may write their answers in blue books.

Students will be presented with three lists of questions on: (A) ethical theory, (B) social and political philosophy, and (C) aesthetics.

They will be required to answer four questions in all. Three of these must be chosen from the three lists of questions, including at least one from list (A) and at least one from either list (B) or list (C). The fourth question, which all students will be required to answer, will be: “Formulate and answer your own question in the area of ethics and value theory. Your question and answer should draw on the material included on the reading list.” Students may not write more than two of their essays within any single subfield. This means, for example, that if you choose to answer two questions from the ethics list (A), then the fourth question, which you formulate on your own, may not be a question in ethics.

A committee consisting of Drs. Harris, Murphy and Pappas will be responsible for choosing the exam questions and grading the exams. Exams will be rated as either passing, failing, or passing with honors.
Reading list

A reading list is available on-line at this URL:

http://philosophy.tamu.edu/~gary/Comprehensive_exams/Comps-value_theory-reading-list-2008b.html

It contains links to on-line copies of many of the readings, although you will need to get an ID and password from me or Dorothy Houston in order to access some of them.

The list represents major historical figures and contemporary overviews or anthologies which, if studied thoroughly but independently, would prepare students to answer all questions on the exam. The list is designed to provide students with a broad background in the general area of value theory. It does not represent the kind of intensive study of a particular area that would be expected of someone writing a dissertation on a particular subject within the general area covered by the exam. Please note that in the case of some books only specific sections are recommended reading.

If you have questions about exam arrangements or you have trouble locating any of the materials on the list, please contact me for assistance. If you have questions about specific readings on the list, please direct them to faculty with particular expertise in the area or author in question.

Sample questions

Copies of all past comprehensive exams can be viewed on-line at:

http://philosophy.tamu.edu/Philosophy/Graduate_Program/PhD/comps.shtml

Students should not expect the same questions to appear on the up-coming exam (although that is possible); past exam questions are made available only as a study guide.
Comprehensive Exam in Ethics and Value Theory
August 30, 2008

Name ____________________________

For those who are taking the complete exam, this exam will last four hours. No notes, books, or other references may be used. You may write your answers on a computer in the Logic Lab or in blue books. You may not write more than two essays within any single subject area. This means, for example, that if you choose to answer two questions from the ethics list (A), then the fourth question, which you formulate on your own, may not be a question in ethics. There should also be no substantial overlap in content between questions.

You should answer four questions in all. Three of these must be chosen from the three categories of questions given below: at least one from category (A), and one from either category (B) or category (C). You also must answer the fourth question, (D).

Category (A), Ethical Theory
Category (B), Social and Political Philosophy
Category (C), Aesthetics
Category (D), Open Question. (Formulate and answer your own question in the area of ethics and value theory.)

Category (A), Ethical Theory

1. In her advocacy of a feminist ethics, Carol Gilligan discusses the responses of two children (Jake and Amie) to the dilemma of Heinz, who is considering stealing a drug which he cannot afford to buy in order to save the life of his wife. (a) Discuss the account Gilligan gives of the differences in the two approaches to ethical thinking which she finds in the responses of these two children, by enumerating and explaining as many differences as you can. (b) How does the approach of Amy fit with Kantian ethics, utilitarianism, and virtue ethics? That is, which of these three approaches to ethics can account for Amy's approach most adequately? Or are they all three inadequate? Be sure to defend the position you take.

2. Moral philosophers often distinguish between those aspects of character or action that have more significance and those that do not. For example, John Rawls makes a distinction between those aspects of character and life that are arbitrary from a moral standpoint (due to nature, social position, etc.) and those that are not. Kant makes a distinction between actions done from duty and those done from inclination. (a) Discuss the similarities and differences between these two distinctions. (b) Critically evaluate these two distinctions and give your own opinion of their validity.

Category (B), Social and Political Philosophy

1. One central issue in the history of political philosophy concerns the source and extent of a government’s legitimate authority. Discuss the views of at least two philosophers on the source of a government’s authority and the criteria by which we can distinguish legitimate versus illegitimate governmental action. Consider objections to each of these views and defend what you take to be the most appealing philosophical approach.

2. The issue of property has long been the focus of philosophical consideration. Discuss the views of at least two philosophers with respect to 1) the origin and limits on property rights and 2) the relationship between respect for property rights and the promotion of social justice. Consider objections to each of the views you discuss and defend what you take to be the most promising philosophical approach.
Category (C): Aesthetics

1. Philosophers have either defended or questioned the "objectivity" of value judgments. Discuss, evaluate, and compare the views of David Hume and Kant on this issue. Some of the relevant issues you should address are: What are aesthetic value judgments? Are they about some "objective" feature of the world or are they "a matter of taste?" What is the basis of their justification? Can there be reasonable criticism or evaluation about this sort of value? Is there an ultimate "objective" standard for making aesthetic value judgment or is it the case that "anything goes"? How can one settle disagreements?

2. In the history of philosophy some philosophers have defended the distinctive (and non-reducible) character of aesthetic experience and value. Other philosophers have claimed that there is nothing distinctive or special about the aesthetic in everyday life. Compare and contrast the views of two traditional or contemporary philosophers regarding the following related issues: Is there such a thing as aesthetic experience or the aesthetic point of view? How does it differ from other kinds of experiences or points of view (e.g. moral, political, or religious)? Is it confined to works of art? What is the relation between aesthetic experience, works of art, and our everyday life? What possible objections can be raised against the two views? Which view do you find most defensible and why?
MEMORANDUM

Date: August 23, 2006
To: Graduate faculty and students in the Philosophy Ph.D. Program
From: Linda Radzik, Associate Director of Graduate Studies
Re: Comprehensive exam in metaphysics and epistemology

This memo is for Ph.D. students who are interested in taking their comprehensive exam in the area of metaphysics and epistemology. This memo describes the timing, structure, and grading of this exam, and the topic areas that may be covered. A reading list is also provided.

*If you want to take the described exam in **EITHER** Fall 2006 OR Spring 2007, please notify Dr. George in writing as soon as possible.*

**STRUCTURE, TIMING AND GRADING**

The comprehensive exam in metaphysics and epistemology will be offered once during the fall semester of 2006 and once during the spring semester of 2007. The exact dates and times will be announced early in each semester. But the fall semester exam will be given on a Saturday falling between November 1 and November 21, and the spring semester exam will be given on a Saturday falling between April 1 and April 21. Accommodation will be made for any student whose religion prohibits participation on the specified day of the week or date of the month.

The exam will last four hours. No notes, books, or other references may be used. Students will be permitted to write their answers on computers in the Philosophy Department Logic Lab, or they may write their answers in blue books.

Students will be presented with two lists of questions—one list on metaphysics and one on epistemology. Each student must answer 2 questions from the metaphysics list and 2 from the epistemology list. There will be enough questions on each list to allow for some choice.

A committee consisting of Drs. Hand, Menzel and Radzik will be responsible for choosing the exam questions and grading the exams. Exams will be rated as either not passing, passing, or passing with distinction.

**READING LISTS**

The reading lists below are designed to provide students with a broad background in the core areas of metaphysics and epistemology. It does not represent the kind of intensive study of a particular area that would be expected of someone writing a dissertation on a particular subject within the areas covered by the exam.

**METAPHYSICS**
- Plato, *Phaedo* and *Republic*, Bks V-VII (through the Cave allegory)
- Aristotle, *Categories* 1-5 and *Metaphysics* Zeta 1-11, 13
- Spinoza, *Ethics*, Parts I and II
- Locke, *An Essay Concerning Human Understanding*, Bk II, Chs 23, 30-31, Bk III, Ch 3 (esp sections 15-18), Bk IV, Chs 6, 9-10
- Kant, *Prolegomena to Any Future Metaphysics*

Wittgenstein, *Tractatus Logico-Philosophicus*


**EPISTEMOLOGY**

*Plato, Meno and Theaetetus*

*Aristotle, Posterior Analytics I.1-3, II.8-11, II.19.*

*Descartes, Meditations*

*Hume, David. An Inquiry Concerning Human Understanding*, sections 4-5.

*Kant, Prolegomena to Any Future Metaphysics*


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SAMPLE QUESTIONS

The following sample exam questions have been included to give students an idea of the format and scope of the questions that might appear on the actual exam. These particular questions may or may not appear.

1. Describe the problem of knowledge of the external world. Why do epistemologists in what might be thought of as the Cartesian tradition generally believe this to be a particularly difficult, if not impossible, problem to solve? Why does Moore believe that the problem is, in fact, quite easy to solve? Are you more inclined to agree with the Cartesians, Moore, or to take another position on the best way to approach the problem of knowledge of the external world?

2. Explain the motivation for contextualism in contemporary epistemology. What problems is it meant to solve? How does it differ from other approaches? What challenges does it face? In your own opinion, is the contextualist move a promising one?

3. What is Plato’s theory of forms? Compare and contrast it with accounts of universals in the modern period and in 20th century philosophy.

4. What is actualism in the metaphysics of modality? What problems does our modal discourse present for the actualist? Provide at least one actualist response to these problems.

5. What are some of the important metaphysical implications of contemporary views of the semantics of names and natural kind terms?
Comprehensive Exam in Metaphysics and Epistemology
Texas A&M University, Department of Philosophy
November 28, 2006

This exam will last four hours. No notes, books, or other references may be used. You may write your answers on a departmental computer disconnected from the internet and network or in blue books.

Answer two questions of from list A and two questions from list B.

A. Metaphysics Questions: Answer two questions from the following list:

1. What is Plato's theory of forms? Compare and contrast it with accounts of universals in the modern period and in 20th century philosophy.

2. Compare and contrast the views of Plantinga and Lewis on the nature of possible worlds. How do possible worlds play into each philosopher's understanding of the truth conditions for the following sentences: (a) "Although Al Gore isn't in fact the President, he might have been." (b) "There could have been things other than the things that actually exist."

3. Kripke claims that names are "rigid designators". What does he mean by this? How does Kripke's thesis contrast with the views of Frege and Russell?

B. Epistemology Questions: Answer two questions from the following list:

4. What is the Gettier Problem and why is it significant? Describe and evaluate at least two responses to the problem that appear in the literature.

5. What are the "two dogmas of empiricism" and why does Quine reject them? Do you agree with Quine?

6. Compare and contrast foundationalist and coherentist approaches to epistemic justification. What are the major advantages and disadvantages of each?
Graduate Student Handbook
Department of Philosophy
Texas A&M University

Welcome to graduate studies in philosophy at Texas A&M University!

This handbook is intended to provide you with an overview of our M.A. and Ph.D. programs, some guidance on what you will need to do and when in order to graduate with a minimum of hassle, and some information that our graduate students generally find helpful.

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VII. GATs (teaching assistants and graders) ............................... p. 22
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Please send corrections, typo-sightings, and suggestions for things to include in future editions to Gary Varner: g-varner@philosophy.tamu.edu.
§1 - GRADUATE PROGRAM ADMINISTRATION

Every department with a graduate program has a Director of Graduate Studies (DGS) with primary responsibility for administering graduate programs in that department. Our department also has an Associate Director of Graduate Studies who serves as advisor to students in the M.A. program. Generally, questions about the Ph.D. program should be directed to the DGS and questions about the M.A. program to the Associate DGS. The Graduate Program Advisory Council (GPAC) ranks applicants for admission and generally advises the DGS. Finally, every department on campus elects a graduate student representative to the Graduate Student Council (GSC), which represents the interests of graduate students to the University administration, faculty, and the Student Government Association. We also have a graduate student on the department GPAC, but he is excused when the Council ranks applicants for admission and discusses individual graduate students.

The following people are filling the above positions for 2008-2009:

Gary Varner, Director of Graduate Studies / Ph.D. program advisor
309D Bolton Hall, 845-8582, g-varner@philosophy.tamu.edu

Linda Radzik, Associate Director of Graduate Studies / M.A. program advisor
309C Bolton Hall, 862-2211, l-radzik@philosophy.tamu.edu

Mason Cole, student member of department GPAC
305F Bolton Hall, 862-6777, m-cole@philosophy.tamu.edu

In addition to Cole, Radzik, and Varner, professors John McDermott, Ben McMyler, and Roger Sansom have been appointed to the GPAC for the 2008-2009 academic year.

_______________________________, representative to the Graduate Student Council
§II - GRADUATE COURSES

PHIL 611, Ancient Philosophy – Greek and Roman philosophy from 600 BCE to 300 CE; emphasis on Plato and Aristotle. Prerequisite: Approval of instructor.

PHIL 614, Medieval Philosophy – Christian, Jewish and Islamic thought from 300 to 1450 CE; emphasis on Augustine and Aquinas. Prerequisite: Approval of instructor.

PHIL 616, Modern Philosophy – Developments in philosophy from the Renaissance through the Enlightenment: Renaissance humanism and natural science, 17th and 18th century empiricism and rationalism, idealism; major thinkers including Descartes, Hume, Kant, Hegel. Prerequisite: Approval of instructor.

PHIL 620, Contemporary Philosophy – 19th and 20th century philosophical movements: phenomenology, existentialism, positivism, pragmatism, analysis, process thought. Prerequisite: Approval of instructor.

PHIL 623, American Philosophy – The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead. Prerequisite: Approval of instructor.

PHIL 630, Aesthetics – Metaphor, the ontology of artworks, art and artifactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity and theory of tropes. Prerequisite: Approval of instructor.

PHIL 631, Philosophy of Religion – Investigation of metaphysical and epistemological issues concerning religious claims, beliefs, and experiences. Prerequisite: Approval of instructor.

PHIL 632, Social and Political Philosophy – Theories of justice, equality, liberty and authority in social and political institutions; individualism and the social contract; political philosophy of writers such as Plato, Aristotle, Machiavelli, Locke, Rousseau, Marx, Dewey and Rawls. Prerequisite: Approval of instructor.

PHIL 635, Ethical Theory – Theories of moral value and conduct, moral language and argumentation; consequentialist and deontological approaches to ethics; ethical naturalism; theories of virtue. Prerequisite: Approval of instructor.

PHIL 640, Epistemology – Nature and origin of knowledge, skepticism, belief, truth, rationality, justification and reliability and knowledge of necessary truths. Prerequisite: Approval of instructor.
PHIL 641, Mathematical Logic I – The metatheory of propositional and first-order logic: definitions of formal languages for these systems, their proof theory, model theory, and demonstrations of their soundness and completeness. The course begins with an overview of the basic elements of set theory, including functions and relations, infinite sets, infinite cardinal numbers, and Cantor's Theorem. Prerequisite: Graduate classification or approval of instructor.

PHIL 642, Mathematical Logic II – More advanced topics in mathematical logic. Possible topics include the Compactness and Löwenheim-Skolem Theorems, computability theory, Gödel's Incompleteness Theorems, Tarski’s Theorem, Church's Theorem, systems of temporal and modal logic, intuitionistic logic, theories of truth, and more advanced issues in set theory, model theory, and proof theory. Prerequisite: PHIL 641 or approval of instructor.

PHIL 643, History and Philosophy of Logic – Selected topics on the historical development of logic; philosophical views of the nature of logical theory; the role of logical metatheory in the development of logic. Prerequisite: PHIL 641 or PHIL 642, or approval of instructor.

PHIL 645, Philosophy of Science – Philosophy of the natural and social sciences, including the nature of theories and laws, the notion of causation, probability and determinism and the nature of theoretical change. Prerequisite: Approval of instructor.

PHIL 646, Philosophy of a Particular Science – Focus on the methodological, epistemological, and ontological issues in physics, or one of the special sciences, such as biology, psychology, cognitive science, economics. Application of philosophical methods to theoretical issues in the particular science. Relationships between theories and explanations of the particular science to more basic sciences or other special sciences. May be repeated for credit for courses focusing on different sciences. Prerequisite: Consent of instructor.

PHIL 650, Metaphysics – Classical and contemporary treatments of the nature of reality, God, the existence of universals, space, time, causality; realism and antirealism, the existence and nature of abstract entities, the nature of events, the nature and logic of time and modality, freedom and determinism, and personal identity. Prerequisite: Approval of instructor.

PHIL 655, Philosophy of Mind – The mind-body problem, personal identity, thought and intentionality, action and responsibility; materialism, behaviorism, functionalism. Prerequisite: Approval of instructor.

PHIL 658, Philosophy of Language – The nature of language, the various uses of language and their philosophical import, the nature of meaning, truth, reference and issues surrounding formal representations of natural languages. Prerequisite: Approval of instructor.
PHIL 661, Seminar in the History of Philosophy – Intensive study of a current issue in the history of philosophy. May be repeated for credit with variation in topic. Prerequisite: 12 hours of graduate work in Philosophy plus instructor approval.

PHIL 662, Seminar in Ethics and Value Theory – Intensive study of a current issue in ethics, ethical theory, applied ethics, aesthetics, or the work of particular philosophers in one of these areas. May be repeated for credit with variation in topic. Prerequisite: 12 hours of graduate work in Philosophy plus approval of instructor.

PHIL 663, Seminar in Metaphysics and Epistemology – Intensive study of current issue in metaphysics, epistemology, or other core areas of philosophy. May be repeated for credit with variation in topic. Prerequisite: 12 hours of graduate work in Philosophy plus approval of instructor.

PHIL 664, Seminar in Applied Philosophy – Intensive study of a topic involving the application of philosophical concepts and theories to an issue arising in another scientific or academic field. May be repeated for credit with variation in topic. Prerequisite: 12 hours of graduate work in Philosophy plus approval of instructor.

PHIL 671, Professional Ethics – Basic concepts and theories underlying major contemporary ethical codes with application to ethical problems encountered in professions such as engineering, law, business and teaching. Prerequisite: Approval of instructor.

PHIL 682, Philosophical Authors – Intensive study of the works of an individual important philosopher, their historical context, and criticisms and interpretations of them. May be repeated for credit with different authors. Prerequisite: appropriate background in the history of philosophy plus instructor approval.

PHIL 683, Teaching Practicum – new course, currently being taught as a 689, Special Topics. See §IV(K) below.

PHIL 684, Professional Internship – Practical experience in an institutional or organizational setting appropriate to analysis and understanding of issues in some area of applied philosophy. Prerequisite: Approval of committee chair and department head.

PHIL 685, Directed Studies – Directed studies in specific problem area in philosophy.

PHIL 689, Special Topics – Selected topics in an identified area of philosophy. May be repeated for credit. Prerequisite: Approval of instructor.

PHIL 691, Research – Research for thesis. Prerequisites: Approval of department head and committee chair.
§III - PERMANENT FACULTY

Scott Austin, Associate Professor and Director of Undergraduate Studies (Ph.D., Texas) Ancient Philosophy, Metaphysics; *Parmenides and the History of Dialectic*, (Parmenides Publishing, 2007); *Parmenides: Being, Bounds, and Logic* (Yale, 1986).


Appendix 3.3 page 7


Christopher Menzel, Associate Professor and Assistant Department Head (Ph.D., Notre Dame) Metaphysics, Logic, Philosophy of Logic and Mathematics, Knowledge Engineering; “Process Specification Language: Principles and Applications” (with Michael Gruninger),


Richard W. Stadelmann, Associate Professor (M.Div., Yale) Philosophy of Religion, Process Philosophy, Non-Western Philosophies.

Kristi Sweet, Assistant Professor and Associate Director of Undergraduate Studies (Ph.D. Loyola University Chicago) Kant, Ethics, Social and Political Philosophy; “Reflection: Its Structure and Meaning in Kant’s Judgments of Taste,” Kantian Review (forthcoming).

§IV - OVERVIEW OF REQUIREMENTS FOR THE M.A. & P.h.D

(A) - Area requirements: In both programs, students must take at least one course in each of the following areas: (1) logic, language and philosophy of science, (2) history of philosophy, (3) value theory, and (4) metaphysics & epistemology.

1. Logic, Language and Philosophy of Science

   M.A. & Ph.D.: PHIL 641, its equivalent, or a higher level logic course.

   Ph.D.: Two courses from the following.

   PHIL 642, Mathematical Logic II
   PHIL 643, History and Philosophy of Logic
   PHIL 645, Philosophy of Science
   PHIL 646, Philosophy of a Particular Science
   PHIL 658, Philosophy of Language

2. History of Philosophy

   M.A. & Ph.D.: Two courses from the following.

   PHIL 611, Ancient Philosophy
   PHIL 614, Medieval Philosophy
   PHIL 616, Modern Philosophy
   PHIL 620, Contemporary Philosophy
   PHIL 623, American Philosophy
   PHIL 661, Seminar in History of Philosophy

3. Value Theory

   M.A.: One course from the following.

   Ph.D.: Two courses from the following.

   PHIL 630, Aesthetics
   PHIL 632, Social and Political Philosophy
   PHIL 635, Ethical Theory
   PHIL 662, Seminar in Ethics and Value Theory
   PHIL 671, Professional Ethics
4. Epistemology and Metaphysics

*M.A. & Ph.D.: Two courses from the following.*

PHIL 631, Philosophy of Religion  
PHIL 640, Epistemology  
PHIL 650, Metaphysics  
PHIL 655, Philosophy of Mind  
PHIL 663, Seminar in Metaphysics and Epistemology

For the M.A. program only, the following courses may also be used to satisfy the epistemology and metaphysics area requirement:

PHIL 645, Philosophy of Science  
PHIL 646, Philosophy of a Particular Science  
PHIL 658, Philosophy of Language

Depending on their content, the following courses may count in one of the above areas. Consult the Director of your graduate program regarding specific offerings of these courses.

PHIL 664, Seminar in Applied Philosophy  
PHIL 682, Philosophical Authors  
PHIL 685, Directed Studies  
PHIL 689, Special Topics

(B) - Electives

*M.A. program:* Students must take a total of either six hours (for the thesis option) or 12 hours (for the non-thesis option) of courses selected from the following:

1. Any of the area requirement courses not used to meet an area requirement, with the exception of PHIL 641, Mathematical Logic I.

2. With approval of the student's Advisory Committee, graduate courses outside the department (not to exceed six hours for thesis option students and nine hours for non-thesis option students).

3. Other graduate courses in philosophy, with the exception of PHIL 641, Mathematical Logic I.

4. With approval of the student's Advisory Committee, up to nine hours of 300 or 400 level undergraduate courses in philosophy.
Ph.D. program: Students must take a total of 18 hours of electives selected from any graduate course in philosophy, with the exception of PHIL 641, Mathematical Logic I. However, courses taken to fulfill a student’s area requirements and electives must include at least four courses from among the following:

PHIL 661, Seminar in History of Philosophy
PHIL 662, Seminar in Ethics and Value Theory
PHIL 663, Seminar in Metaphysics and Epistemology
PHIL 665, Seminar in Applied Philosophy
PHIL 682, Philosophical Authors

(C) - Limitations on the use of 685, 689, and 691 hours: The Graduate Catalog includes complicated formulas restricting the use of special topics (689), directed studies (685), and research hours (691). One important limitation is that master’s students may list a maximum of 8 hours of 685 and 6 hours of 691 on their degree plans. There are no such limits for Ph.D. students.

(D) - Language requirement: Each student’s Advisory Committee determines what language requirement, if any, is appropriate for the dissertation, thesis, or internship project the student wishes to undertake. Students whose thesis projects will require knowledge of a foreign language should discuss available options for language training with the Department Head. These may include travel to intensive summer language programs and various arrangements with the Department of European and Classical Languages and Cultures (EURO).

(E) - Grade Requirements: The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program and in all Philosophy courses taken as a part of the student’s degree program. Relatedly, note that a course in which you earn a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which you have earned a grade of D, F, or U cannot be removed from your degree plan.

(F) - Minimum hours required

<table>
<thead>
<tr>
<th>Masters program:</th>
<th>Thesis Option (30 hours)</th>
<th>Non-Thesis Option (36 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area requirements</td>
<td>18 Hours</td>
<td>18 Hours</td>
</tr>
<tr>
<td>Electives</td>
<td>6 Hours</td>
<td>12 Hours</td>
</tr>
<tr>
<td>Research (PHIL 691)</td>
<td>6 Hours</td>
<td>0 Hours</td>
</tr>
<tr>
<td>Internship (PHIL 684)</td>
<td>0 Hours</td>
<td>6 Hours</td>
</tr>
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</table>

(Note that if you take 9 hours per semester for four semesters, you will accumulate 36 hours of credit, but you only need 30 hours on your degree plan for the thesis option master’s degree. This allows some flexibility in adding electives or hours of
691, although at most six hours of PHIL 691 may be listed on the degree plan for a master’s degree.)

*Ph.D. program:* Students without a master’s (or D.V.M. or M.D.) are required by the graduate school to have 96 hours on the degree plan for their Ph.D.. Our Ph.D. program requires a supplementary master’s, however, and for students who have completed a master’s degree, a minimum of 64 hours is required on the degree plan for the Ph.D. So the minimum hours required to complete a Ph.D. in our program would be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Logic</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Area requirements</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Electives</td>
<td>18 hrs</td>
</tr>
<tr>
<td>Supporting M.A. or M.S.</td>
<td>30-36 hrs</td>
</tr>
<tr>
<td>Research</td>
<td>24 hrs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>99-103</td>
</tr>
</tbody>
</table>

**Important note:** A class listed on a student’s degree plan for a master’s degree may not also be listed on the student’s degree plan for a Ph.D. For this reason, if you complete an M.A. in our department on the way to finishing your Ph.D. in our department, you will have to take far more hours of Philosophy courses than if you did not finish your M.A. in Philosophy. For this reason, if you transfer from our M.A. program into our Ph.D. program, you should not take a master’s from our department.

Our department also requires all Ph.D. students to complete a minimum of 27 hours of formal course work in graduate courses offered by our department, excluding hours of PHIL 691. (This requirement will only be of concern to students using courses taken in another graduate philosophy program to meet some of the above requirements.)

**(G) - Non-thesis option (M.A. only):** Students who choose the non-thesis option in the M.A. program must complete an internship consisting of at least 90 hours of verifiable internship experience. For this experience the student will receive up to six hours of credit in PHIL 684. Minimal requirements for completion of an internship are (1) a written report of at least 20 pages addressing philosophical issues encountered, and (2) an oral defense of this report before an M.A. committee. Faculty advisors may impose additional requirements, to be specified at the beginning of the internship. Please note: Students must receive authorization from their advisors before beginning an internship.

**Note:** Some special rules and deadlines apply to the non-thesis option. Students planning to complete the non-thesis option should consult the relevant portion of the TAMU Graduate Catalog (“Non-Thesis Option” under “Master of Arts” under “Degree Information”).

**(H) - Supplementary master’s degree (Ph.D. only):** Our Ph.D. program is unique in requiring students to complete a supplementary master’s (or equivalent) degree in a field
that complements their research or teaching interests within Philosophy. Students applying to the Ph.D. program with a master's (or equivalent) degree in hand are asked to submit an explanation of how it complements their research or teaching interests in philosophy. The GPAC rules, at the time of admitting such students, on the acceptability of the proposed degree as a supplementary master's. Students entering the Ph.D. program without the required supplementary master's degree in hand must also have their supplementary master's approved by the GPAC, and should secure admission to the program in question during their second year.

(I) - Comprehensive exams (Ph.D. only): Ph.D. students must pass comprehensive examinations in two of the following areas:

1. history of philosophy,
2. metaphysics and epistemology, and
3. value theory (ethics, aesthetics, social and political philosophy).

Comprehensive exams are designed to test your general knowledge of a broad, traditionally recognized area of philosophical research. They are written, administered and graded by an ad hoc committee of faculty appointed by the Department Head. Comprehensive exams will be offered only once per semester (in November, April, and August) and a student may take only one exam at a time. In advance of the exam, as detailed in the chart below, the DGS will first send out an inquiry to see if any students are interested in taking any of the comprehensive exams on the next available date.* If so, an ad hoc committee will be formed by the Department Head and that committee will distribute a memo that describes the form of the exam and provides a reading list.** Students must then provide a written request for a comprehensive exam to the DGS.***

Because faculty members are not normally on contract in the summer months, the August exam will be prepared by the committee by the end of the preceding Spring semester and delivered to the DGS. The DGS will proctor the exam, which will then be graded at the beginning of the Fall semester by the ad hoc committee.

Comprehensive examinations will be graded as either Pass, Fail, or Pass With Honors. Grades should be returned by the committee within 2 weeks. If a student fails an exam, he or she will have to wait to retake the exam (or to take a different comprehensive exam) until the following semester.

<table>
<thead>
<tr>
<th>* DGS Inquiry</th>
<th>** Memo/list</th>
<th>*** Exam request</th>
<th>Exam date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>May 1</td>
<td>May 15</td>
<td>Nov. 1-21</td>
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<tr>
<td>Nov. 1</td>
<td>Dec. 1</td>
<td>Dec. 15</td>
<td>April 1-21</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Mar. 1</td>
<td>Mar. 15</td>
<td>Aug. 1-21</td>
</tr>
</tbody>
</table>

(Exam dates will be adjusted to accommodate weekends and University Holidays.)

Copies of all exams administered to date are available here:
http://philosophy.tamu.edu/Philosophy/Graduate_Program/PhD/comps.shtml.
(J) - Preliminary exam (Ph.D. only): The preliminary exam is tied to your specific dissertation topic. It is put together and graded by your dissertation Advisory Committee. It is taken no earlier than when the student is within 6 credit hours of completing all formal coursework (i.e. classes other than PHIL 691, Research). Your degree plan must be filed at least 90 days before you take your preliminary exam.

(K) - Teaching Practicum (Ph.D. only): All Ph.D. students are required to take PHIL 683, Teaching Practicum, a one unit course designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. While covering some pedagogical theories and different teaching techniques and technologies, students share ideas about common challenges, and reflect on ethical issues in the teaching profession. Students will also prepare some documents that will be helpful, not just in teaching, but also in applying for teaching positions.

Students are also encouraged to participate in the Graduate Teaching Academy (GTA), which is organized by the Center for Teaching Excellence. The GTA is a voluntary one-year program that can be entered at the beginning of either the fall or spring semester. Participants complete five classroom observations of several professors and prepare a Philosophy of Teaching Statement and a Teaching Portfolio to use when applying for jobs.

(L) - Residence requirement: There is a University-imposed residence requirement for both M.A. and Ph.D. degrees.

Master's: You must take a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10 week summer session.

Ph.D.: For students entering with the supplementary master’s in hand, this requirement is fulfilled in the same way as for master’s students. For students entering without the supplementary master’s in hand, this requirement is fulfilled by taking at least 9 credit hours for each of four successive semesters.

(M) - Continuous registration requirement: For both the M.A. and Ph.D. there is a university-imposed continuous registration requirement. Students who have completed all course work listed on their degree plan other than 691 (research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

Note: This requirement applies even after you have successfully defended your thesis or dissertation. You have to meet this requirement until your thesis or dissertation is approved by the Thesis Office.
§V - TIME-LINE FOR COMPLETING THE M.A.

Assuming that you enter in the fall semester and you plan to graduate in May of your second year under the thesis option, this section describes various deadlines you will have to meet. If you plan to graduate in August or December, or if you are pursuing the non-thesis option, be aware that the deadlines will differ (see the relevant calendars from the Office of Graduate Studies website: http://ogs.tamu.edu).

**First year:** You should take mostly courses that meet area requirements, and you should take a variety of professors, with a mind to determining your thesis topic and choosing an advisor and committee.

**Summer:** It would be wise to choose your thesis topic and advisor (thesis committee chair) by the end of your first year so that you can use part of the summer between years doing background reading for or actually writing a part of your thesis.

**Second year:** This is a busy year, during which you must finish your thesis (by the first of March) and defend it (by mid-March), apply for graduation, and, if you are going on to a Ph.D. program, do all the work involved in applying for that. This is why it's good to get some work done on your thesis over the summer. It's also not a bad idea to take some research hours (PHIL 691) the fall semester, when you should be busy working on your thesis and (perhaps) getting your applications for Ph.D. programs together.

[ ] **Form a thesis advisory committee.** This committee consists of at least three members of the graduate faculty. The chair must be from Philosophy and one of the others must be from another department. This committee is responsible for approving the student's thesis proposal and thesis (or non-thesis internship report), and conducting the final oral exam. Membership on this committee is formalized when you file your degree plan (which your committee members must all sign).

[ ] **Begin writing your thesis.** Obviously the most important thing is the philosophical content of your thesis, and this should be continuously discussed with your thesis committee chair. However, it's also a good idea to familiarize yourself with the Thesis Office's requirements, which the final copy of your thesis will have to meet. With that in mind, devote some constructive procrastination time to exploring the Thesis Office web site: http://thesis.tamu.edu/ and downloading the Thesis Manual.

[ ] **File a degree plan (by October 20, for spring 2009 graduation).** This document lists the courses that you will use to fulfill all of the requirements for your degree. The form and instructions for filling it in are here: http://ogs.tamu.edu/current/degreeplans.html. Meet with the DGS or Associate DGS to be sure that the courses listed on the degree plan meet all departmental requirements.
[ ] **File your thesis proposal (by February 6 for spring 2009 graduation).** This must be
done a minimum of 15 working days prior to when you file your request to schedule the
final examination, which must in turn be done two weeks before the examination
occurs. The proposal form, guidelines for filling it in, and the cover sheet for signatures
are available at [http://ogs.tamu.edu/current/otherstudentforms.html](http://ogs.tamu.edu/current/otherstudentforms.html). Note that the
guidelines on the OGS web site were written to cover scientific research. They ask you
to state (1) the "objective" of the research, (2) the "present state of the question," and (3)
"the steps to be taken to achieve the objective," including things about "procedures" and
"data." In philosophy, of course, this won't involve an experimental protocol, it will
just involve stating what question you plan to answer or what thesis you plan to defend,
why your thesis or question is significant, and at least roughly what body of literature
you plan to discuss by way of arriving at an answer to your question or defending your
thesis. Your thesis committee chair is the person with whom to discuss the details of
this.

[ ] **Schedule your final exam/thesis defense (by February 27 for spring 2009 graduation).**
The form for this is at: [http://ogs.tamu.edu/forms/faculty/ogsfinalrequest.pdf](http://ogs.tamu.edu/forms/faculty/ogsfinalrequest.pdf).

[ ] **Pass your final exam/thesis defense (by March 13 for spring 2009 graduation).** The
defense consists of an approximately two hour meeting with your Advisory Committee,
at which you will be asked to summarize your project, how you came to be interested in
it, and where you plan to go with related work in the future (if any). Extensive time is
reserved for members of the committee to question the candidate on the content of the
thesis. At the end, the committee excuses the candidate from the room and votes on
whether or not to pass the candidate, and whether to require any revisions of the thesis.
The Thesis Approval Form that your committee will have to sign is here:

[ ] **Submit your thesis and approval form to the Thesis Office (by March 27 for spring
2009 graduation).** Theses must be uploaded via [http://thesis.tamu.edu](http://thesis.tamu.edu) in PDF format.
The original, hard copy of the approval form must be submitted to the Thesis Office
(612 Sterling Evans Library).

[ ] **Submit your corrected thesis to the Thesis Office (by April 29 for spring 2009
graduation).** "Corrected" here means corrected in all the ways necessary to satisfy the
Thesis Office, so be diligent dealing with the corrections the Thesis Office asks you to
make.

[ ] **If you plan to attend graduation:** This is optional, but if you’re planning to “walk the
stage” and shake the hand of the President of Texas A&M University as you receive
your diploma, you need to make arrangements ahead of time as detailed at:
[http://graduation.tamu.edu](http://graduation.tamu.edu).
§VI. TIME-LINE FOR COMPLETING THE PH.D.

Including logic, a Ph.D. student must take 15 Philosophy courses (45 hours), so students taking a full load (9 units/semester) should expect to do at least 2.5 years of work in formal Philosophy courses. The supplementary master’s requires another 30 to 36 units, which means about two years of work in non-Philosophy courses for a student entering our Ph.D. program without a supplementary master’s in hand. A minimum of 19 more hours – just over one year taking a full load – would then be needed to meet the minimum hours requirement. So a student who successfully defends a dissertation using 19 hours of research can complete our Ph.D. program in four years if they enter with a supplementary master’s in hand, or in six years if they do the supplementary master’s while in our Ph.D. program.

Students entering without a master’s in hand may pursue their supplementary degree while taking Philosophy Department courses, or take time in the middle of their Ph.D. program to pursue the supplementary master’s. One option that is ruled out is pursuing the supplementary master’s after writing one’s dissertation, because the dissertation defense cannot be scheduled until the supplementary master’s is completed.

Following is a checklist of the most important steps towards graduation.

[ ] **Form your dissertation advisory committee.** This committee is responsible for conducting your preliminary exam and approving your dissertation. Membership on this committee is formalized when you file your degree plan (which your committee members must all sign), but we recommend that you have your committee members lined up by the end of your second year in the program. The committee must consist of at least four members of the graduate faculty, with a majority, including the chair, from Philosophy, and at least one member from some other department.

[ ] **Pass the first of your two comprehensive exams.** We recommend that you do this no later than the summer following your second year in the program. For details on the comprehensive exams, see §IV(I).

[ ] **Pass the second of your two comprehensive exams.** We recommend that you do this no later than the spring of your second year in the program if you arrived with the supplementary master’s in hand, and no later than the summer following your fourth year if you are earning the supplementary master’s in residence here at Texas A&M.

[ ] **Take the Department’s Teaching Practicum course.** This one-unit course is described in §IV(K) above.

[ ] **File a degree plan.** This must be done no later than 90 days prior to your preliminary exam and no later than the end of the term in which you have registered for a total of 66 or more hours during your time here at Texas A&M (normally this will mean by the end
of your fourth year in the program). The degree plan lists the courses that you will use to fulfill all of the requirements for your degree. The form and instructions for filling it in are here: http://ogs.tamu.edu/current/degreeplans.html. Meet with the DGS once a year to be sure that the courses you are taking will allow you to meet all of the requirements described in §IV of this handbook.

[ ] Pass your preliminary exam (no sooner than your last semester of coursework and no later than 14 weeks prior to your dissertation defense). For details on the preliminary exam, see §IV(J) of this handbook. The checklist and report form that you’ll have to turn in are here: http://ogs.tamu.edu/forms/current/preliminarexam.pdf.

[ ] File your dissertation proposal. This must be done a minimum of 15 working days prior to when you file your request to schedule the final examination, which must in turn be done two weeks before the examination occurs; however, we advise you to file the proposal earlier, as soon as you have formulated your dissertation project with your advisor and around the time of your preliminary exam. The proposal form, guidelines for filling it in, and the cover sheet for signatures are available at http://ogs.tamu.edu/current/otherstudentforms.html. Note that the guidelines on the OGS website were written to cover scientific research. They ask you to state (1) the "objective" of the research, (2) the "present state of the question," and (3) "the steps to be taken to achieve the objective," including things about "procedures" and "data." In philosophy, of course, this won’t involve an experimental protocol, it will just involve stating what question you plan to answer or what thesis you plan to defend, why your thesis or question is significant, and at least roughly what body of literature you plan to discuss by way of arriving at an answer to your question or defending your thesis. Your committee chair is the person with whom to discuss the details of this.

[ ] Begin writing your dissertation. Obviously the most important thing is the philosophical content of your dissertation, and this should be continuously discussed with your dissertation committee chair. However, it’s also a good idea to familiarize yourself with the Thesis Office’s requirements, which the final copy of your dissertation will have to meet. With that in mind, devote some constructive procrastination time to exploring the Thesis Office website: http://thesis.tamu.edu and downloading the Thesis Manual.

If you did not arrive with the required supplementary master’s degree in hand, you will need to do the following.

[ ] Get your choice of supplementary master’s degree approved by the GPAC. To do this, submit to the DGS a brief, written statement describing how your proposed master’s degree would supplement your research and/or teaching interests in philosophy. If the GPAC approves your proposed supplementary master’s, the DGS will place a memo confirming this in your permanent file. You should also
consult with your dissertation committee when choosing your supplementary master’s degree.

[ ] **Apply for admission to the approved master’s program.** We recommend that you do this no later than the spring semester of your second year in the Ph.D program.

[ ] **File a Petition for Change of Major, Department, or Degree Program with the Office of Graduate Studies.** This form is available here: http://ogs.tamu.edu/forms/current/maj_deg.pdf. You must submit it to OGS accompanied by a memo from our Director of Graduate Studies indicating that you want to maintain Philosophy as your “primary degree program” while pursuing the supplementary master’s.

[ ] **Complete your supplementary master’s degree.** Consult with the Director of Graduate Studies in the other department concerning all requirements for the degree.

Below are the things you will have to do if this is your final year in the program, i.e. assuming that you want to graduate in May of 2009. (If you are planning to graduate in December or August, be aware that the deadlines will differ – see the relevant calendars from the Office of Graduate Studies website: http://ogs.tamu.edu.)

[ ] **Schedule your final exam/dissertation defense (for spring 2009 graduation, by February 27, or 10 working days prior to the defense, whichever comes first).** The form for this is at: http://ogs.tamu.edu/forms/faculty/ogsfinalrequest.pdf. Students must be “admitted to candidacy” before they can schedule the defense and this requires them to have:

- satisfied the residence requirement (see §IV[L] of this handbook),
- and the continuous registration requirement (see §IV[M] of this handbook),
- had their dissertation proposal approved,
- passed the preliminary examination,
- completed all formal course work (i.e. non-research hours),
- completed their supplementary master’s degree, and
- passed two comprehensive exams.

[ ] **Pass your final exam/dissertation defense (by March 13 for spring 2009 graduation).** The Thesis Approval Form that your committee will have to sign is here: http://thesis.tamu.edu/document/approval_form/Approval_Form(MS-MA).pdf.

[ ] **Submit your dissertation and approval form to the Thesis Office (by March 27 for spring 2009 graduation).** Theses must be uploaded via http://thesis.tamu.edu in PDF format. The original, hard copy of the approval form must be submitted to the Thesis Office (612 Sterling Evans Library).
[ ] Submit your corrected dissertation to the Thesis Office (by April 29 for spring 2009 graduation). “Corrected” here means corrected in all the ways necessary to satisfy the Thesis Office, so be diligent dealing with the corrections the Thesis Office asks you to make.

[ ] If you plan to attend graduation: This is optional, but if you’re planning to “walk the stage” and shake the hand of the President of Texas A&M University as you receive your diploma, you need to make arrangements ahead of time as detailed at: http://graduation.tamu.edu.
§VII. GATs (TEACHING ASSISTANTS AND GRADERS)

Our department classifies all teaching assistants (TAs) and graders as GATs. "GAT" is a TAMU employment category. It stands for "Graduate Assistant, Teaching."

The Department of Philosophy offers GAT positions to incoming and continuing graduate students on the recommendation of the DGS, in consultation with the GPAC.

GATs must be graduate students in good standing at TAMU, and they are required to be registered for nine credit hours each semester that they work as GATs.

The University pays full-time (9 hours/semester) tuition for all GATs. You may take more than 9 units in a semester, but you will have to pay the additional tuition yourself. GATs are responsible for various additional fees which total about $800/semester. The department is usually able to help with a portion of this amount, but what we are able to cover varies from year to year.

GATs also qualify for a health insurance benefit as half-time TAMU employees. Plans are available for as little as about $30/month for individuals, although premiums for plans covering spouses and dependents are significantly higher. Details are available at: http://ogs.tamu.edu/current/graduate-insurance/.

GATs can receive a 15% discount on books, office supplies, etc. at the bookstore in the MSC. To do so, you must first get a letter confirming your appointment as a GAT from the Department Office, and when you go to the bookstore, you will have to first go to the accounting window (on the right wall as you enter the bookstore, a small movie box-office style window) and then, when you check out, you will have to stand in a different line (which athletes also use).

(A) Responsibilities of GATs

1. **Attend all lectures of your assigned courses.** In no case should a GAT be assigned to a course if they cannot attend the lectures. Even in a course that you have TAed or graded previously, it is important that you attend all lectures of the course. This is because the content of lectures varies from semester to semester, and you need to know what was said in the lectures, including knowing what specific examples were used for what purposes. This will help you answer questions from students. Relatedly, always be attentive during lectures. Do not read or talk during a lecture, even if you know the material well and you have heard the lecture several times before – it gives students the wrong impression, and you might miss something about this particular lecture that would help you when working with students. If you **must** miss a lecture, let your supervising professor know ahead of time and make arrangements to catch up on what happened in lecture that day.
2. *Do all assigned readings on time.* The first time you work a course, you should do the reading twice: once prior to attending the associated lecture, and again prior to teaching your discussion sections (TAs) or grading the next student assignment (graders). When you are TAing or grading a course for the second or third time, you should at least repeat the reading prior to meeting your discussion sections or beginning your grading.

3. *Be sure that you understand the readings and lectures.* If you do not understand parts of the readings or lectures, discuss these parts with your fellow TAs and your supervising professor. Try to get things cleared up before students ask related questions, but if you are not sure about the answer to a student’s question, don’t be afraid to say so. It is better to admit ignorance than to risk misleading students, but then do get the answer and report it to the students.

4. *Announce and keep regular office hours.* All GATs must hold regularly scheduled office hours for at least two hours per week and must be reasonably accommodating about making appointments with students whose schedules make it impossible for them to come in during regular office hours. Office hours should be kept in one’s assigned office on campus.

5. *Grade assignments conscientiously and return them to students within a reasonable amount of time.* When grading, work to maintain consistency, not only across the students that you grade yourself, but with the other TAs in your course. For instance, it is useful to write down the points or features you are looking for, and to coordinate your expectations and standards with the other TAs in your course. Normally, essay exams and papers should be returned to students within two weeks. Students need to have their work returned in a timely fashion in order to improve their future performance. If you are not going to be able to return an assignment within two weeks, tell your supervising professor why and notify your students of this.

6. *Manage grades of your students.* Format your students’ grades and store them using software as instructed by your supervising professor. Make backup copies of your grade data regularly and store them separately from the computer you use—otherwise, you could lose an entire set of grades due to a computer crash.

7. *Keep all student work and records for one year.* TAMU Student Rules (Part III, section 48.2) allow students to begin grade appeals up to 180 days (six months) after the end of the semester. We ask you to give copies of all grade records to your supervising professor at the end of the semester and to keep all records and all course work not returned to students for a period of one year after the end of any class you TA or grade for. If you leave town less than a year after the end of a course, make sure that your supervising professor knows where you are leaving all of your students’ unreturned work.
8. **Privacy and student records**: Provisions of the Family Educational Rights and Privacy Act (FERPA) apply to anyone who deals with student records. The Registrar's Office website includes information on FERPA: http://admissions.tamu.edu/Registrar/General/FERPA.aspx. When disposing of student records and graded work, we ask you to shred them rather than recycling or just throwing them away.

9. **If you are a TA, prepare for and teach your weekly discussion sections**. If you have to miss a section, you are responsible for making, in advance, and in consultation with your supervising professor, alternative arrangements to meet your students’ needs. Normally this will mean arranging for a substitute TA (one of your fellow TAs, the professor, or someone else acceptable to your supervising professor). In case of an emergency, contact your professor and/or the Department office staff as soon as practicable so that they can make arrangements to meet your students’ needs.

10. **Attend meetings and contribute to course planning**. Your supervising professor may hold regular meetings for course planning purposes. It is important for you to share what you are learning about student reactions to the material, teaching and testing methods, etc. Your supervising professor will appreciate greatly this kind of feedback.

11. **Check your email regularly and respond to emails and phone messages**. Students increasingly rely on email communication so you need to reply to your emails at least once per weekday.

12. **Familiarize yourself with rules on academic misconduct and report suspected cases**. At the beginning of your first semester as a GAT, you should familiarize yourself section #20 of the TAMU Student Rules (http://student-rules.tamu.edu/), concerning academic misconduct (plagiarism, cheating, etc.), and the Aggie Honor System Office home page (http://www.tamu.edu/aggiehonor/). Each semester, you should discuss with your supervising professor how to spot and handle cases. Whenever you suspect a student of academic misconduct, you should promptly report this to your supervising professor. Do not confront the suspected student yourself. Always record in writing your reasons for suspicion and keep copies of all related evidence.

13. **Perform other tasks assigned to you**. Your supervising professor may ask you to do various other things, such as setting up the lecture hall before class, taking attendance, or proctoring exams.
(B) Continuation of appointment

Your appointment as a GAT is contingent upon satisfactory performance of your responsibilities and satisfactory progress in your graduate program.

(C) Rights of GATs

1. **Workload.** GATs are on half-time appointments. This means that their workload should not average out to over 20 hours per week. However, the workload of a college teacher varies across the semester, and this is also true for TAs and graders. For instance, if you are grading for a class in which students take written exams or write papers, there will be certain weeks when you have to do more than 20 hours of work (in order to return these assignments in a timely fashion while keeping up with your other duties in the course) but others where you have relatively little work to do. Still, across the weeks, counting everything you are required to do (including attend lectures and related meetings, prepare for and teach discussion sections, do the assigned readings, keep office hours and appointments, respond to student emails and phone calls, and grade assignments), your workload as a TA or grader should average out to 20 hours a week or less. If you find that it does not, discuss this with your supervising professor.

2. **Switching assignments.** The Director of Graduate Studies will make an effort to accommodate GATs' preferences, but the Department's need to cover all the large sections of courses taught makes it impossible to give each TA the particular assignment they would prefer. If you are thinking about asking the Director of Graduate Studies for a different assignment, please bear this in mind. Also bear in mind that it usually takes less time to work the same class a second time than to work a new class the first time.

3. **Feedback from supervising professor:** You have the right to request that your supervising professor attend some of your discussion sections and give you feedback on your pedagogy, and your professor has the right to sit in on some of your sections. Similarly, you have the right to have your professor read some of the written work you are required to grade and give you feedback on your grading, and your professor has the right to check your grading.

4. **Handling of problems:** A GAT who finds the workload excessive or has other problems should first take them up with the supervising professor. However, if the problem is such that the GAT would feel uncomfortable discussing it with the supervising professor, the GAT may speak to the DGS, Associate DGS, the Department Head, or another University official, as appropriate.

5. **Bookstore discount:** GATs get the same discount as faculty at the campus bookstore in the MSC. To get the 15% discount, you need to get a letter from the Department office verifying your employment as a GAT.
§VIII. DEPARTMENT POLICIES GOVERNING GRADUATE STUDENTS AND GATs

In addition to university- and graduate school-imposed policies spelled out in the Graduate Catalog, by the Thesis Office, etc., the Philosophy Department has imposed the following policies regarding graduate students and GATs.

(A) Grades: The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which you earn a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which you have earned a grade of D, F, or U cannot be removed from your degree plan.

(B) Incompletes: It is a requirement for receiving an assistantship that a graduate student have no more than one grade of incomplete outstanding as of August 1. In exceptional circumstances, the GPAC may override this requirement.

(C) Academic integrity: Graduate students are required to abide by the standards of academic integrity set by the University. These include, among other things, prohibitions on cheating and plagiarism. (For more information about the honor code, see http://www.tamu.edu/aggiehonor/).

An instructor who suspects academic misconduct by a graduate student has the option of (a) handing the case over to the Aggie Honor System Office (AHSO) for investigation, and, if necessary, penalty determination; or (b) determining a penalty him/herself. In case (b), the instructor is requested to inform the AHSO of the penalty, and the AHSO automatically informs the department head. Students may appeal any sanction set by an instructor to the AHSO. (See the AHSO website for details.)

The most severe penalty that an instructor can levy oh his/her own is the grade of F* ("failure due to academic dishonesty") and "Honor Violation Probation." The AHSO, however, can also suspend or expel students from the university.

Instructors and the department head are also asked to inform the GPAC of any case of academic misconduct by a graduate student who is employed or otherwise funded by the Department of Philosophy. Once it has been determined that an honor violation has occurred, and any appeals to the AHSO have been resolved, the GPAC may terminate the graduate student's GAT or GAR position, or any fellowships that might have been awarded by the department. In order to make such decisions, the GPAC must first meet with the instructor and with the graduate student. Any decision by the GPAC to terminate funding may be appealed to the department head. Any termination of funding on grounds of misconduct will go into effect at the end of the semester in which the decision is finalized.
(D) Probationary status and dismissal: The Department has the following standards for evaluating graduate students and graduate assistants and, in certain circumstances, dismissing graduate students from the program and/or from the assistantship positions they occupy.

1. Scholastic Deficiency

   (a) No student may be dismissed from either the M.A. or the Ph.D. program on grounds of scholastic deficiency, or deprived of support on such grounds, without a probationary period of at least a full semester.

   (b) A student will automatically be deemed "scholastically deficient," and therefore on probationary status, if and only if one or more of the following occurs:

      (i) The student’s grade point average falls below 3.25 either in all courses taken since admission to our graduate program or in all Philosophy courses taken as a part of the student’s degree program.

      (ii) The student fails twice a comprehensive examination in one and the same field.

   (c) The student fails the Ph.D. preliminary examination.

   (d) Students who fall into scholastic deficiency will immediately be notified in writing of their status by the Director of the student’s graduate program, and a meeting will be arranged to counsel with the student about how best to rectify the deficiency.

   (e) Students falling into category (a) above will have one semester to raise their GPA to an acceptable level, following which they will be subject to dismissal; students in category (b) will have two semesters before being subject to dismissal, and students in category (c) four semesters.

   (f) At the end of each semester, the GPAC will meet to consider cases of students then subject to dismissal. Before each meeting, each student will be provided the opportunity to offer in writing any evidence he or she considers extenuating. The student will also be accorded the opportunity to address the meeting of the GPAC at which their case is considered. The Committee will vote as to whether the student should be dismissed. Decision will be by majority. The result of this vote will be communicated in writing to the student, and will constitute a recommendation from the GPAC to the Graduate Faculty, which will then be asked to meet to consider and vote upon the case. Full documentation of the case will be provided to each member of the Graduate Faculty, including any additional information the student may wish
to provide. The vote of the Graduate Faculty will constitute a recommendation to the Department Head, whose decision is final.

(g) At the end of every semester, the GPAC will solicit from the faculty any information they may wish to provide, positive or negative, about the academic performance of any graduate student. Any serious problem should be brought to the student’s attention by the appropriate Director. Faculty will be informed at the beginning of each semester that this information will be requested when the semester is ended.

2. **Failure to Perform Assistantship Duties Satisfactorily**

   (a) At the beginning of each semester, the GPAC Chair will write to faculty members receiving graduate assistance that semester, informing them of the graduate students assigned to their courses. The letter will remind the faculty member of the importance of making the Assistants’ duties clear to them, and will urge that any serious or persistent deficit or failure in the performance of those duties be reported as soon as possible to the student’s Program Director.

   (b) Whenever a problem is brought to a Program Director’s attention, he or she will counsel with the faculty member and the student in an effort to resolve it. If the Program Director deems it necessary, he or she may ask the GPAC to recommend that the student be placed on probationary status. If the Director considers the problem serious or pressing enough to warrant immediate termination of the student’s Assistantship, or dismissal from the program, these measures too may be requested. The GPAC’s decision in any of these matters will be by majority vote. If the request of the Director is approved, the decision will constitute a recommendation to the Department Head.

   (c) Before considering such cases, the GPAC will provide the student in question with a written statement of the complaints against him or her. Both the student and the faculty member with whom the complaint originates will be accorded the opportunity to provide the Committee with any evidence they deem pertinent to the case, and to address in person the meeting of the GPAC at which the complaint is considered. The GPAC’s decision on the case will be communicated in writing to the student. If the decision is to recommend action by the Department Head, the recommendation will be forwarded to the Department Head with full documentation, including anything additional the student may wish to provide. The decision of the Department Head is final.

   (d) At the end of each semester, the GPAC will consider the case of any student on probationary status for deficiency or failure in the performance of Assistantship duties. The committee will vote on whether to return the student to good standing, continue the probation, or recommend dismissal or termination of support to the Department Head.
(e) At the end of each semester, the DGS will solicit from the faculty who have had graduate assistants during that semester a brief evaluation of the performance of each student assigned to them. Where performance problems are indicated by faculty, their reports will form the basis for a counseling session between the student and the appropriate Program Director. Faculty will be informed at the beginning of each semester that this information will be requested and used this way when the semester is ended.

(E) Applications for transfer into the Ph.D. program from the M.A. program: Master’s program students may request to transfer into our PhD program, with permission of their thesis committee members and the Department Head, using the form “Petition for Change of Major, Degree, or Department” found on the Office of Graduate Students website. However, Department policy requires that the GPAC approve, by majority vote, all transfers from the MA program into the PhD program. Students wishing to transfer must provide the GPAC with the following:

1. Three letters of recommendation from faculty within our Department.

2. A writing sample consisting of a paper written for a graduate course taken in our Department.

3. A statement of purpose that explains (a) what area they would expect to write their Ph.D. dissertation on and (b) what degree they propose to use as their complimentary master’s and how that degree would complement their research and/or teaching interests within philosophy.

Applications for transfer into the PhD program may be made at any time, however, the GPAC will normally only consider applications along with external applicants to the PhD program which it ranks in early March.
§IX. INFORMATION FOR INTERNATIONAL STUDENTS

International students should identify themselves as such to Katherine Jakubik in the department office (845-5660) and should communicate with her well ahead of time regarding taking the English Language Proficiency Exam, getting a Social Security Number, and Employment Eligibility Certification.

(A) **English Language Proficiency Exam:** In order to serve as GATs, International Students must pass, prior to the beginning of their first semester, the English Language Proficiency Examination (ELPE) administered by Measurement and Research Services on behalf of the English Language Institute at Texas A&M. Information on the ELPE is available from the International Programs Office: http://international.tamu.edu/iss/people/newstudents_elp.asp. Students who can show that they have completed an equivalent English proficiency certification program at another U.S. institution and students who have graduated with a bachelor's degree following four years of study at a U.S. institution may be exempted from the ELPE by the Office of Graduate Studies.

(B) **Social Security Number:** International students must obtain a U.S. Social Security number before they can be employed as graduate assistants. The necessary forms must be processed before they can receive their first paycheck, so international students should obtain the forms from consulate offices in their home countries well ahead of time.

(C) **Employment Eligibility Certification:** International students must also be authorized to serve as graduate assistants through the International Student Service's (ISS) Employment Eligibility Certification (EEC) system.
§X. OTHER SOURCES OF SUPPORT FOR GRADUATE STUDENTS

Apart from GAT positions, our graduate program budget includes money to support travel by graduate students to present papers at conferences. To apply, send an email to the DGS with "TRAVEL REQUEST" in the subject line and the following information in the body of the email:

1. The title, dates, and location of the conference you will be attending.
2. The title of the paper you will be presenting there.
3. Estimated costs involved in attending (including airfare, ground transport, hotel, conference registration, and meals).

The Melbern G. Glasscock Center For Humanities Research (http://glasscock.tamu.edu/) provides funds for the same purpose, and in order to support as much graduate student travel as possible each year, we ask students to first (or simultaneously) apply to the Glasscock Center for support. Their applications form is here:

http://glasscock.tamu.edu/PDFs/Calls/GradTravelConf.pdf

The Glasscock Center also has various other funding opportunities for graduate students:

http://glasscock.tamu.edu/Funding_Opportunities/grad_funding.html

including Stipendiary Fellow awards that provide $1000 in support of research (this can be used for research-related travel, book purchases, etc.).
§XI. MISCELLANEOUS USEFUL INFORMATION

The Department maintains a graduate student email list and all graduate students are subscribed to this list via their Department email account. Your address for this account consists of your first initial, a hyphen, and your last name @philosophy.tamu.edu (for instance: g-varner@philosophy.tamu.edu). Important announcements go out via this list and you must read your email on this account regularly. Ask Tom Ellis for help if you want this email forwarded.

Gary Varner’s web site includes a page of “Useful Links for Graduate Students” (http://philosophy.tamu.edu/~gary/links.forgrads.html) which includes the following:

- A PDF copy of this Handbook, with hot links to referenced sites, is itself available here: http://philosophy.tamu.edu/Philosophy/Graduate_Program/Graduate_Student_Handbook.pdf

- sso.tamu.edu is your gateway to information on benefits, payroll, etc.

- From TAMUDirect.tamu.edu you can download class rosters and email your students.

- The Aggie Honor System and the Student Rules are both available on-line.

- From the Registrar’s Office you can get the Academic Calendar, which lists various holidays, deadlines, etc.

- You can also access the graduate and undergraduate Catalogs on-line.

- From the Office of Graduate Studies website you can download most of the forms you need for various purposes.

- The Thesis Office website you can download the Thesis Manual.

- Copies of all comprehensive exams administered to date are available on-line here: http://philosophy.tamu.edu/Philosophy/Graduate_Program/PhD/comps.shtml.

- The Department’s constitution and bylaws are here: http://philosophy.tamu.edu/Philosophy/Administration/Governance/bylaws.shtml.
Teaching Practicum

The objective of this course is to provide graduate students in Philosophy with practical training in the craft of teaching.

Course requirements include: regular, informed participation in class meetings and activities; timely completion of weekly assignments; and the creation of a teaching portfolio.

Course Schedule

Week I: Introduction.

Weeks II-III: Classroom Time Management.

Weeks IV-V: Constructive Use of Quizzes and Exams.

Week VI: Constructive Use of Class Presentations.

Week VII: Group Work and Group Projects.

Weeks VIII-IX: Videotape and Critique of Teaching.

Weeks X-XII: Teaching Tips from Seasoned Instructors.

Weeks XIII-XV: Crafting Sample Syllabuses

Americans With Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call (979) 845-1637.

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System. For additional information, please visit http://www.tamu.edu/aggiehonor/
Departmental Request: Special Topics in... Course

This form can be filled out with Adobe Acrobat and then printed for signatures. Please Submit 3 copies. Attach a course syllabus to the original.*

To: Dean of College of ........................................... (for undergraduate)

Office of Graduate Studies
302 Jack K. Williams Admin Bldg.
Mail Stop 1113
(for graduate)

I request approval of the following Special Topics course for the:

Fall 2008 term in the Department of: Philosophy Course: 689/601

Title: Special Topics in Practical and Philosophical Aspects of Philosophy Pedagogy

Please give a suggested 24 character abbreviation (including spaces): Subtitle Code ................. (for office use only)

SP  TP PHILOSOPHY PEDAGOGY

Meeting Days: TR Start Time: 1:00PM Stop Time: 1:50 pm Bldg: BLTN Room: 213

Number of hours a week: Lecture: 1 Laboratory: Credit: 1

Description of course (no more than 50 words):

Teaching philosophies and strategies for Philosophy graduate students

Prerequisite(s):

Instructor: Daniel Conway Instructor UIN #: 817002716

Has this Special Topics course been taught before? ☐ Yes ☐ No If yes, how many times? ..................

Indicate the number of students enrolled and each academic period taught:

If a similar course is offered at the University, identify it by prefix and course number

If this course has been approved as a new course, give prefix and course number

Should this course be considered for approval within any category of the University Core Curriculum?

☐ Yes ☐ No **If yes, see below.

Additional comments [cross-listing, satisfactory/unsatisfactory, distance education, etc.]:

*Attach a syllabus with a course outline of sufficient detail to permit an accurate evaluation of the course content. Indicate the lecture and laboratory periods, in one hour increments, that will be required to present the proposed subject matter. Include a list of books (indicate authors), titles of scientific journals or other resource materials. Also include the method by which students will be evaluated.

Department Head Date

Dean of College Date

Office of Graduate Studies (for 689s only) Date

** To be included in the Core Curriculum, a separate departmental request, using this form, and a Request for Addition to the Core Curriculum form must be submitted to the Core Curriculum Council for each semester or summer term that a special topics course is to be taught. An approved copy of this form will be sent to the Department and the Registration Office by the Dean's Office (for 289s/489s) or the Office of Graduate Studies (for 689s). An approved copy has been sent to the Department and the Registration Office by the Dean's Office/Office of Graduate Studies. Date

To be included in the Schedule of Classes, a separate departmental request, using this form, must be submitted to the Dean's Office (for 289s/489s) or the Office of Graduate Studies (for 689s) for each semester or summer term that a special topics course is to be taught. An approved copy of this form will be sent to the Department and the Registration Office by the Dean's Office (for 289s/489s) or the Office of Graduate Studies (for 689s). An approved copy has been sent to the Department and the Registration Office by the Dean's Office/Office of Graduate Studies. Date
### Preliminary 20th Class Day Data (Unofficial)

#### Fingertip Facts by Department

#### Five Year Student Headcount Summary

#### Liberal Arts

#### PHUM

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<th>Fall 2007</th>
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<th>% Change Fall 2004 to Fall 2008</th>
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<td>33.3%</td>
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| Entry Status           |        |            |            |            |            |            |               |                               |                               |
| First-Time In College  | 10     | 9          | 11         | 5          | 9          |            | 7.3%          | 80.0%                        | -10.0%                        |
| First-Time Transfer    | 2      | 4          | 6          | 3          | 2          |            | 1.6%          | -33.3%                       | 0.0%                          |
| First-Time Graduate    | 15     | 4          | 13         | 7          | 13         |            | 10.6%         | 85.7%                        | -13.3%                        |
| Other                  | 125    | 112        | 107        | 100        | 99         |            | 80.5%         | -1.6%                        | -20.8%                        |

| Classification          |        |            |            |            |            |            |               |                               |                               |
| Undergraduate          |        |            |            |            |            |            |               |                               |                               |
| Freshman               | 14     | 17         | 13         | 5          | 8          |            | 6.5%          | 60.0%                        | -42.9%                        |
| Sophomore              | 21     | 7          | 25         | 12         | 15         |            | 12.2%         | 25.0%                        | -28.6%                        |
| Junior                 | 43     | 39         | 29         | 30         | 35         |            | 28.5%         | 16.7%                        | -18.6%                        |
| Senior                 | 41     | 38         | 47         | 40         | 37         |            | 30.1%         | -7.5%                        | -9.8%                         |
| Masters                |        |            |            |            |            |            |               |                               |                               |
| Undergraduate          | 119    | 101        | 114        | 87         | 95         |            | 77.2%         | 9.2%                         | -20.2%                        |
| PB Nondegree           | 2      | 1          | 1          | 1          | 1          |            | 0.8%          | 0.0%                         | -50.0%                        |
| Masters                | 24     | 21         | 15         | 20         | 19         |            | 15.4%         | -5.0%                        | -20.8%                        |
| Masters                | 26     | 22         | 15         | 21         | 20         |            | 16.3%         | -4.8%                        | -23.1%                        |

*Fall 2008 numbers based on Preliminary 20th Class Day Data (Unofficial)

Prepared by Office of Institutional Studies and Planning
Texas A&M University
### Fingertip Facts by Department

#### Five Year Student Headcount Summary

**Liberal Arts**

**PHUM**

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<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Percent Total</th>
<th>% Change Fall 2007 to Fall 2008</th>
<th>% Change Fall 2004 to Fall 2008</th>
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* Fall 2008 numbers based on Preliminary 20th Class Day Data (Unofficial)

Prepared by Office of Institutional Studies and Planning  
Texas A&M University
### Preliminary 20th Class Day Data (Unofficial)

**Fingertip Facts by Department**

**Five Year Student Headcount Summary**

*Liberal Arts*

**PHUM**

**First-Time In College**

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<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
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<tr>
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**Sex**

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**Classification**

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<th>% Change Fall 2004 to Fall 2008</th>
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**Top 10 Percent Flag**

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**First Generation Student**

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<td>0.0%</td>
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</tbody>
</table>

* Fall 2008 numbers based on Preliminary 20th Class Day Data (Unofficial)

Prepared by Office of Institutional Studies and Planning

Texas A&M University

oisp.tamu.edu/cognos8  
Oct 9, 2008
# Preliminary 20th Class Day Data (Unofficial)

**Fingertip Facts by Department**

**Five Year Student Headcount Summary**

**Liberal Arts**

**PHUM**

**First-Time Transfer**

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Percent Total</th>
<th>% Change Fall 2007 to Fall 2008</th>
<th>% Change Fall 2004 to Fall 2008</th>
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<td>3</td>
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<td>-33.3%</td>
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</tbody>
</table>

* Fall 2008 numbers based on Preliminary 20th Class Day Data (Unofficial)

Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8
Oct 9, 2008
## Preliminary 20th Class Day Data (Unofficial)

**Fingertip Facts by Department**

**Five Year Student Headcount Summary**

**Liberal Arts**

**PHUM**

**First-Time Graduate**

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Percent Total</th>
<th>% Change Fall 2007 to Fall 2008</th>
<th>% Change Fall 2004 to Fall 2008</th>
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</thead>
<tbody>
<tr>
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<td>7</td>
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<td>-13.3%</td>
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<td>1</td>
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<tr>
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<tr>
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<td>100.0%</td>
<td>85.7%</td>
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<tr>
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<td>-100.0%</td>
</tr>
</tbody>
</table>

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