TABLE OF CONTENTS

Role statement
Self assessment
CV
Previous role statements
Work plans
Evaluations of performance (from DH)
Self assessment

In connection with application for promotion to Full Professor
Charlie Huenemann
Associate Professor of Philosophy
Utah State University

I was tenured and promoted to Associate Professor in 2000. From 2002 to 2006, I served as Department Head for the Department of Languages, Philosophy, and Speech Communication. Hence, my application for promotion to Full Professor has been delayed somewhat, since over those years most of my efforts were dedicated to administrative duties. Nevertheless, I believe I have by now demonstrated the requisite excellence in research (the primary area of my role assignment) and effectiveness in teaching and service to warrant my promotion to Full Professor.

Research (45% of role)

- Since 2000, I have continued to build upon my reputation as an expert in Spinoza scholarship. I am often requested to serve as a referee for journal articles and book manuscripts on Spinoza, and to write book reviews. I recently published a scholarly anthology on Spinoza from Cambridge University Press, and have been invited to contribute to the *Oxford Handbook to Spinoza* (Oxford UP). I was invited to provide commentary and serve on a panel at a Spinoza “mini-conference” held recently at the Pacific Division meeting of the American Philosophical Association. The invitation indicates that the quality of my work in Spinoza studies is widely recognized. I plan to continue to work on Spinoza, but to shift my focus from his metaphysics and epistemology to his view of religion, since there I think we find views that are of greater contemporary interest. To this end, I have contracted with Acumen Publishing to write a book on the topic, tentatively entitled *God or Nature: Spinoza’s Radical Theology*. The referees’ reviews of my book proposal noted that I am “a well-known and well-respected historian of philosophy working in Spinoza studies,” that “[Huenemann’s] own papers in the field are fine pieces of work, and he is respected by leading scholars of Spinoza,” and that my project “would be of great value to research in the field.” The book ms. is due in August 2009.

- Since 2000, I have also taken up an additional interest in Nietzsche scholarship. It seems to me that many of the ideological critiques Nietzsche provided warrant further scholarly examination, since he, more than any other philosopher since Kant, was engaged with the real consequences of a post-Christian culture. My first article on Nietzsche has been accepted for publication by the British Journal of the History of Philosophy. On the strength of that article, one of the referees contacted me through the journal’s editor and invited me to contribute a chapter (on a separate topic) to *The Oxford Handbook to Nietzsche*, which he is co-editing. I have submitted that chapter to him, and the volume should appear in 2009.

I am currently halfway through a book manuscript on Nietzsche’s philosophy (tentatively entitled *Genius of the Heart*), and am now making inquiries with various presses for its publication. Meanwhile, I have posted some drafts of articles on the Social Science Research Network (SSRN), and was pleased when informed that two of them have been listed in the “Top Ten Downloads” in the areas of Religious Studies and History of 19th-century Philosophy. This means my reputation as a Nietzsche scholar is growing quickly.
• In the future, **my plan is to write books about the history of philosophy for an educated but nonspecialized audience.** The book I wrote for Acumen Publishing (*Understanding Rationalism*) was supposed to be aimed at college juniors, and I found that I enjoy writing for that level and have some real talent for it. My experiences over the years suggest that there are many people who want to learn more about philosophy, but find the available books either too shallow (*The Idiot’s Guide to . . .*) or too technical. The books on Nietzsche and Spinoza I am working on will be aimed at such an audience, and after writing them I plan to turn to more figures and issues which will have similar appeal. At the same time, I need to continue to engage with more narrow issues among the specialists, since those controversies often shape the more general view.

• **In summary, I have made high-quality scholarly contributions to my discipline, and am widely respected by my peers.** This, I believe, indicates excellence in my work as a researcher.

**Teaching (35% of role)**

• **I have continued to develop as an educator since 2000.** I have become increasingly concerned with “meeting students where they are” — that is, in striving to understand what the limits of their knowledge are, and then do what I can to extend those limits into philosophical regions. It is hard, since philosophy requires concentration and we live in a culture suffering as a whole from attention-deficit disorder. But I really like our students, and I find them stimulating and well-intentioned. Each semester brings a new challenge: how can I make a bridge from where the students are to where I think they need to be with respect to this subject matter?

One indication of my dedication to meeting this challenge is my efforts with USU 1320 (“Civilization”), which I taught for the first time in Fall 2007. I could not find a decent textbook for the course. So I wrote one. 75% of the text comes from open-source versions of great works (Plato, Shakespeare, etc.). I “smoothed” these texts, making them somewhat easier reading for the students, and wrote extensive annotations and explanations for them. The other 25% of the text consists in my own summaries, explanations, and study questions. It was an unqualified success in terms of making some great and influential texts available and appealing to a broad range of our students. I look forward to teaching this class and using this text again.

• I am surprised to see that **over the last five years I have taught thirteen different courses, four of which I had never taught before.** This is due to the significant staffing challenges we experienced in the Philosophy program over those years. I have been consistently ready and willing to “step into the breech” and teach what needed to be offered.

• Moreover, the **student evaluations indicate that my courses are high-quality and that I am highly effective as an instructor.** Since 2003 I have taught nearly 700 students. That is an average of 88 each semester, given that I was on research leave for one semester and on sabbatical for another. The quality of these courses has averaged an evaluation score of **5.4** (on a 6-point scale), and my score for instructor’s effectiveness has averaged **5.6**.

• I have also **made strenuous efforts to attract students to the Philosophy major and sustain their interest in it.** In April of 2007 I launched a webpage, usuphilosophy.com, which so far has garnered over 25,000 hits. On that page various
philosophical questions are discussed and opinions are shared. I also designed and printed T-shirts aimed at promoting awareness of the Philosophy major across campus. They clearly played some role (hard to say how much!) in boosting the number of our majors by about 25%. Two years ago, I founded the Utah Gamma chapter of Phi Sigma Tau, a national honor society in Philosophy, which so far has inducted 13 students. I am constantly involved in arranging colloquia, panel discussions, guest lectures, and film events to foster more philosophical dialogue among our students.

Service (20% of role)

• Since 2000, my biggest service contribution has been to serve as LPSC’s Department Head. I view this as a service contribution, since I took on this role while at the level of Associate Professor, and for fairly modest compensation. I felt it was my duty to step in and serve when no one else was willing or able. This department is large and extremely complex, with 28 faculty members, five totally distinct majors, and five further totally distinct minors. I led the department in winning the university-wide Departmental Teaching Excellence Award in 2006. I worked with my colleagues to hire seven excellent new faculty members. I planned and coordinated the move of ten faculty members into newly-constructed office space.

The department was extremely satisfied in my leadership, as an evaluation from the IDEA center in 2006 demonstrated. In summary, I received scores between 4.4 and 4.6 (on a 5-point scale) in each of five areas of administrative responsibilities, which placed me in the “high” category in comparison to the national database.

• Apart from that service contribution, I have served whenever and wherever I have been called: on numerous college and university committees, on Faculty Senate, and on advisory boards. At the state level, I co-chaired the Letters division of the Utah Academy of Arts and Sciences, and serve now on the advisory board for the Utah Philosophical Association. I have been Philosophy’s representative on the Board of Regents’ Major Meetings. Nationally, I have served on the German language screening committee for Fulbright Scholarships for graduate study.

Summary

I am proud of my record in research, teaching, and service, and believe that I have demonstrated the requisite excellence and effectiveness to warrant promotion to Full Professor at Utah State University.
PREVIOUS ROLE STATEMENTS,

ACTIVITY SHEETS (WORK PLANS),

EVALUATIONS OF PERFORMANCE
CHARLIE HUENEMANN
Associate Professor, Philosophy
Role Statement (2005-2006)

Charlie Huenemann is an Associate Professor. He joined the faculty at USU in 1994. He was promoted to Associate Professor and awarded tenure in 2000.

DEPARTMENT HEAD [50%]

I. TYPICAL DH RESPONSIBILITIES [45%]
   A. Represent the Department to the Dean and Central Administration
   B. Manage personnel, budget, programs
   C. Mediate conflicts among students and faculty

II. ATYPICAL RESPONSIBILITIES [5%]
   A. Serve as section coordinator for the French program (whose members are all junior)

FACULTY DUTIES [50%]

I. TEACHING AND ADVISING [25%]
   A. Teaching
      1. Teach PHIL 4410 (Philosophy of Mind & body - DHA), and PHIL 3150 (Kant & His Successors - elective), and 2-4 students in PHIL 4910 (Readings and Research - elective)
      2. Continue efforts to be an effective teacher
   B. Advising
      1. Advise the undergraduate majors/minors who have been assigned to him
      2. Continue efforts to be an effective advisor
   C. Work w/ Graduate Students
      1. Serve on committees as requested.

II. RESEARCH [15%]
   A. Present papers at professional meetings: 1 or 2 this year
   B. Submit papers for publication in refereed journals: 1 this year

III. SERVICE [10%]
   A. Serve as a referee for papers submitted to philosophy journals
   B. Serve as a book reviewer for journals and publishers
   C. Serve on Department Head Search Committee
   D. Serve on General Education committee

SIGNATURES:

Charlie Huenemann

DATE

Dean Gary Kiger

DATE
CHARLIE HUENEMANN
ASSOCIATE PROFESSOR, PHILOSOPHY
ROLE STATEMENT 2006-2007

Charlie Huenemann is an Associate Professor. He joined the faculty at USU in 1994. He was promoted to Associate Professor and awarded tenure in 2000.

I. TEACHING & ADVISING [35%]
- Will teach at any level (freshman through senior) in the Philosophy curriculum, especially courses in the history of philosophy, metaphysics, epistemology, and philosophy of science;
- Will be available for students outside of class to help them learn the material.
- Will advise a fair share of Philosophy majors and minors in regard to both meeting the requirements in Philosophy and meeting the requirements for graduation from USU.
- Will be available to serve on graduate committees and work with a limited number of individual graduate students enrolled in PHIL 6900 (up to 3 per academic year).

I will demonstrate effectiveness as a teacher and advisor by earning favorable marks on student evaluations while at the same time enforcing stringent requirements for grades in my classes.

II. RESEARCH [45%]
- Will present papers at refereed professional meetings;
- Will submit papers and/or book manuscripts for publication in refereed venues.

I will demonstrate excellence as a researcher by presenting, on average, at two professional meetings each year, and by publishing, on average, 1.5 papers in refereed venues each year, or by publishing, on average, a book each 6 years.

III. SERVICE [20%]
- Will provide effective service to department, college, university, and profession.

I will demonstrate effectiveness in service by chairing or serving on committees as requested. My service will be courteous, reliable, and helpful.

SIGNATURES:

[Signature]
FACULTY MEMBER 9/25/06

[Signature]
DEPARTMENT HEAD 9/25/06

[Signature]
DEAN 10 OCT 2006
2006-7 activity for Charlie Huenemann

TEACHING
3120 - 30 students
4300 - 30 students
4910 - G. Needham (1cr), B. Morrison (3 cr)
6900 - J. Hall (3 cr)

RESEARCH
Editing *Interpreting Spinoza: Critical Essays*, and contributing the introduction and a chapter.
Working on *Understanding Rationalism*, textbook, ms due end of summer 2007.
Article submitted to *Oxford Studies in Early Modern Philosophy* (submitted 9/7/06)
Article submitted to *Christian Century* (9/11/06)
Fulbright application for Jan-Aug 2008
Will apply for Tanner Humanities Center, U of U, for 2007-8
Will apply for sabbatical, 2007-8

SERVICE
T & P committees: Woody Shepherd, Cacilda Rego
Faculty Senate
HASS ombudsperson
Gen Ed Curriculum Committee
US Student Fulbright Screening Committee
USU Connections panel
Board of Directors, Utah Philosophical Association
Faculty Evaluation
Calendar Year 2006

Charlie Huenemann

Research:
Professor Huenemann had an acceptable year in terms of research productivity and, given that half of the year he was still involved with heavy administrative responsibilities, his work bodes well for the future. He presented research at a conference and has signed two book contracts, one with Cambridge University Press and one with Acumen Publishing.

Teaching:
Professor Huenemann had an outstanding year in terms of his teaching responsibilities. He had two first time course preparations, facilitated improved teaching through peer observations and was an active student advisor. He also won the departmental award for Teacher of the Year. In addition, he guided the department as a whole through the process of winning the university wide teaching excellence award. He taught four classes for the department and had excellent teaching evaluations for both instructor effectiveness (ranging from 5.6 to 5.8) and overall quality of the course (ranging from 5.6 to 5.7) for a combined average of 5.7.

Service:
Professor Huenemann had a truly outstanding year of service. For half of the year he was department head and accomplished many good things for the department. The most visible was orchestrating the departmental excellence in teaching award. He was on three T&P committees. He was a HASS Ombudsperson and served on the HASS Liberal Arts Advisory Committee. He also engaged in a variety of university wide service from the faculty senate to the General Education Curriculum Committee and the Information Literacy Committee. He has also been very active in professional organizations.

Overall:
Professor Huenemann had an outstanding year in terms of both teaching and service. His research productivity was hampered a bit due to administrative responsibilities, but he has made very promising progress in changing that for the upcoming year.

Bradford Hall Department Head

c. file, G. Kiger
CHARLIE HUENEMANN
ASSOCIATE PROFESSOR, PHILOSOPHY
ROLE STATEMENT 2007-2008

Charlie Huenemann is an Associate Professor. He joined the faculty at USU in 1994. He was promoted to Associate Professor and awarded tenure in 2000. Note: Huenemann will be on sabbatical over January - December 2008.

I. TEACHING & ADVISING [35%]
- Will teach at any level (freshman through senior) in the Philosophy curriculum, especially courses in the history of philosophy, metaphysics, epistemology, and philosophy of science;
- Will be available for students outside of class to help them learn the material.
- Will advise a fair share of Philosophy majors and minors in regard to both meeting the requirements in Philosophy and meeting the requirements for graduation from USU.
- Will be available to serve on graduate committees and work with a limited number of individual graduate students enrolled in PHIL 6900 (up to 3 per academic year).

I will demonstrate effectiveness as a teacher and advisor by earning favorable marks on student evaluations while at the same time enforcing stringent requirements for grades in my classes.

II. RESEARCH [45%]
- Will present papers at refereed professional meetings;
- Will submit papers and/or book manuscripts for publication in refereed venues.

I will demonstrate excellence as a researcher by presenting, on average, at two professional meetings each year, and by publishing, on average, 1.5 papers in refereed venues each year, or by publishing, on average, a book each 6 years.

III. SERVICE [20%]
- Will provide effective service to department, college, university, and profession.

I will demonstrate effectiveness in service by chairing or serving on committees as requested. My service will be courteous, reliable, and helpful.

SIGNATURES:

Charlie Huenemann 9/24/07
FACULTY MEMBER

[Signature] 9/24/07
DEPARTMENT HEAD

Gary Kiger 10 OCT 07
DEAN
2007-8 activity for Charlie Huenemann

TEACHING
1320 - 110 students
3120 - 31 students
4410 - 37 students
6900 - J. Hall (3 cr)

RESEARCH
- Also, in conjunction with that project, helped to organize and conduct a conference at the University of Michigan, and presented a paper at that conference (May 2007).
- Awarded 2008 calendar-year sabbatical
- Submitted “Nietzschean health and the pathology of Christianity” to the *British Journal for the History of Philosophy*; accepted, will be published in January 2009.
- Submitted “Valuing from life’s perspective to Central Division, APA; accepted
- Invited to contribute chapter to *Oxford Companion to Nietzsche*
- Will present “Spinoza’s Theological Project” at meeting of the North American Spinoza Society in December 2007.
- Invited to participate in Spinoza “miniconference” at the Pacific Division, APA, in March 2008
- Wrote book review for *J. of the History of Philosophy*
- Refereed article ms for *Inquiry*
- Refereed book ms for Routledge

SERVICE
T & P committees: Woody Shepherd, Cacilda Rego, Maria Luisa Spicer-Escalante, James Strickler
Faculty Senate
HASS ombudsperson
Gen Ed Curriculum Committee
USU Connections panel
Board of Directors, Utah Philosophical Association
Liberal Arts Advisory Committee
Information Literacy Committee
Search committee for French section
Founded usuphilsophy.com
Organizer, Phi Sigma Tau (Philosophy honors)
Organizer, Philosophy colloquium series
Faculty Evaluation
Calendar Year 2007

Charlie Huenemann

Research:
Professor Huenemann had an outstanding year in terms of research productivity. He has had two books published by quality academic presses (Acumen and Cambridge University Press). He also made multiple conference presentations and has a number of projects in process. He has clearly made a very successful transition from the administrative responsibilities he had to being a full-time regular faculty member.

Teaching:
Professor Huenemann had an excellent year in terms of his teaching responsibilities. He was an active advisor and participated in peer teaching observations. His course evaluations from the students were excellent. In the classes he taught for the department his student evaluations averaged 5.4 for both instructor effectiveness and overall quality of the course combined. He also taught a USU 1320 course for the first time.

Service:
Professor Huenemann had an outstanding year of service. He has worked hard to develop the Philosophy program, creating a website and doing a number of student outreach activities. His work has been successful. He has also been mentoring faculty in the T&P committees. Aside from his work for the department, he is on the faculty senate and is a HASS Ombudsperson and served on the HASS Liberal Arts Advisory Committee.

Overall:
Professor Huenemann had an outstanding year in every aspect of his faculty responsibilities. He is an extremely valuable and productive member of the faculty.

Bradford J’Hall, Department Head

cc: file, G. Kiger
2008-9 activity for Charlie Huenemann

TEACHING
(on sabbatical Fall 2008)
1120 -- Social Ethics
4300 -- Epistemology

RESEARCH
- Completing book manuscript on Nietzsche
- Contracted with Acumen Publishing to complete book manuscript on Spinoza (ms due August 2009)
- Contributed chapter to Oxford Companion to Nietzsche
- Invited to contribute chapter to Oxford Companion to Spinoza
- Presented "Valuing from life's perspective" to Central Division, APA
- Participated in Spinoza "miniconference" at the Pacific Division, APA, in March 2008
- Participated in Liberty Fund conference on Spinoza and the Theological-Political Treatise
- Refereed article ms for J. of the History of Philosophy
- Invited to speak at Macalester College Philosophy Department
- Invited to speak at South Carolina University Philosophy Department

SERVICE
T & P committees: Woody Shepherd, Cacilda Rego, James Strickler
Board of Directors, Utah Philosophical Association
Liberal Arts Advisory Committee
Information Literacy Committee
Advisor, LIFE
Advisor, Philosophy Club
Advisor, Phi Sigma Tau (Philosophy honors)
Organizer, Philosophy colloquium series
TABLE OF CONTENTS

Summary of student evaluations
Advising & mentoring information
Teaching award documents
Teaching innovations
Class-by-class student evaluation summaries
Letters from peers
### Huenemann's Teacher/Course Evaluation scores, Fall '03 - Spring '06

(Note: most of these were taught while I served as Department Head, F 2002 - S 2006; DHs typically teach a 1-1 load or less.)

These evaluations are on a 6-point scale, where 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good, and 6 = excellent.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Overall quality of course</th>
<th>Department/College/University mean</th>
<th>Instructor's effectiveness</th>
<th>Department/College/University mean</th>
<th>Enrollment</th>
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<tr>
<td>Fa 03</td>
<td>Phil 3180</td>
<td>5.3</td>
<td>4.8/5.1/4.9</td>
<td>5.6</td>
<td>4.9/5.1/5.0</td>
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<td>na</td>
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<td>Phil 3150</td>
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<td>5.0/5.1/5.0</td>
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<td>5.1/5.2/5.0</td>
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<tr>
<td>Fa 04</td>
<td>Phil 1010</td>
<td>5.1</td>
<td>5.0/5.0/5.0</td>
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<td>Su 05</td>
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<td>na</td>
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<td>1</td>
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<td>5.1/5.2/5.1</td>
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<td>5.1/5.1/5.0</td>
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<td>1</td>
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<tr>
<td></td>
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<td>1</td>
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<td>Sp 07</td>
<td>(on research leave)</td>
<td></td>
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<td>Fa 07</td>
<td>USU 1320</td>
<td>4.7</td>
<td>4.9/5.1/5.0</td>
<td>4.9</td>
<td>4.9/5.1/5.1</td>
<td>110</td>
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<td></td>
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<td>Phil 4410</td>
<td>4.9</td>
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<td></td>
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<td>na</td>
<td>1</td>
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<tr>
<td>Sp 08</td>
<td>(on sabbatical)</td>
<td></td>
<td></td>
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+ These are independent-study-type courses.
## ADVISING AND MENTORING

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Project or thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - present</td>
<td>Justin Hall</td>
<td>Justin was a Philosophy BA at USU and is now completing a MA in History at USU. His project is on ancient Greek drama and philosophy, and I am on his committee. Together we have studied several books, and traveled together to a seminar on ancient Greek philosophy at the University of Utah.</td>
</tr>
<tr>
<td>2001 - 2004</td>
<td>Greg Esplin</td>
<td>Greg was a Philosophy BA at USU and then went on to complete a MA in English at USU. His thesis was on Melville and Emerson, and I served on his committee. Greg was admitted into the Philosophy PhD program at Purdue University. I helped him prepare for his prelims over the summer of 2008. He has passed them, and is now at work on his dissertation.</td>
</tr>
<tr>
<td>2004</td>
<td>6 students</td>
<td>Several students expressed an interest in going to graduate school in Philosophy, and so I organized a seminar in which we examined the methods of professional academic philosophy. The students prepared advanced undergraduate essays for use in their various applications. The result: two students (Shaun Miller and Jared Gardner) were admitted to the PhD program at Texas A &amp; M, one (Greg Esplin) is now in the PhD program at Purdue, and one (Sohrab Ahmari) is now pursuing a law degree at Rutgers. The other two are pursuing other careers.</td>
</tr>
</tbody>
</table>

In addition to these students, I regularly advise a dozen or more Philosophy majors each year. I keep students interested and foster their intellectual development by keeping an active webpage with ongoing discussions (see [usuphilosophy.com](http://usuphilosophy.com)), organizing colloquia and film events, serving as advisor to the honor society, and sponsoring countless pizza dinners.
The Department of Languages, Philosophy, and Speech Communication recognizes
Charlie Huenemann as Teacher of the Year

Brad Hall
Department Head
April 20, 2007
January 24, 2007

TO: HASS Teacher of the Year Committee

FROM: Bradford 'J' Hall, Department Head

RE: Nomination Letter for Charlie Huenemann

Given Charlie Huenemann’s long history of commitment to teaching excellence, it is an honor to nominate him for the Teacher of the Year award. Charlie loves teaching and has made it a priority in his life in many ways. When I took over for Charlie as department head last Fall, one of the things I noticed was that over the last three years, instead of teaching the three to six courses typically taught by department heads, he had taught nine regular courses and had worked with 15 different students in independent study courses. I believe this is just a small indication of the importance Charlie places on teaching and teaching well.

The quality of Charlie’s teaching is attested to by the many wonderful comments expressed by students in the ‘letters of support’ and ‘evaluation’ sections of this application. My own personal recognition of the worth and importance of Charlie’s teaching came from one of my first tasks as department head last July. I sent questionnaires to all of the Spring graduates from our five majors. The philosophy majors consistently noted the value of their courses with Professor Huenemann and what difference he had made in their lives. I was particularly struck, though, when one of the language majors took the time to add a quick side-note about how much she had enjoyed her one philosophy course with Professor Huenemann and what a great teacher he was. Even those for whom philosophy is just a passing interest to fulfill a requirement benefit from his teaching.

Charlie is modest when it comes to his own teaching abilities and I believe you can see this in the personal letter he wrote for this award. He has an easy sort of humor about him that does not allow him to take himself too seriously. However, based on experiences both inside and outside of the classroom, his colleagues and students express appreciation for the serious insights he has helped them to receive. Indeed, as wonderful as Charlie is in the classroom, much of his teaching takes place outside of the classroom, in his office, the hallways or over a drink at the student union. His students consistently note how important the one-on-one conversations they have with him are in the choices they are making in their lives. The time he dedicates to students outside of the classroom goes well beyond the normal office hours. Teaching does not begin and end in the classroom. Charlie’s willingness to spend the time and energy to engage in more personalized mentoring and informal teaching is evidence of his value to and worth as a complete teacher.
Another example of Charlie’s dedication to teaching can be found in his work toward the department’s teaching excellence award in 2006. His passion for teaching excellence not only was the driving force behind the department’s application and eventual recognition, but was also an example and catalyst for the faculty as a whole to concentrate their efforts on improving teaching so the department was in a position to receive that recognition.

If I were asked by my best friend or a family member to recommend one teacher from our department that not only effectively helps students learn their subject matter and how to think critically, but would also encourages a love of learning for years to come, Charlie is the person I would recommend. Whether we are talking about the teaching that goes on inside the classroom or out of it, whether we are discussing an administrative role or a direct faculty role, Charlie is a prime example of what excellence in teaching is all about. He loves learning and helps his students to do the same. The department, college and university are fortunate to have this teacher-scholar here. He would be a wonderful and deserving choice as Teacher of the Year.