Committee on the Teaching of Philosophy

2015-2016 Membership

Alexandra E. Bradner, chair (2018)
Katheryn Doran (2016)
Wendy Turgeon (2016)
Sanford Goldberg (2017)
Jennifer M. Morton (2017)
David W. Concepcion (2018)
Michelle Saint (2018)
Thomas Urban, *ex officio* (2016)
Sara L. Goering, *ex officio* (2018)
Andrew N. Carpenter, *ex officio* (AAPT)
Tziporah Kasachkoff, newsletter editor
Eugene Kelly, newsletter editor
I. Teaching Committee Personnel Changes

On June 30, 2016, three members completed their terms on the teaching committee: Katheryn Doran, Wendy Turgeon, and Thomas Urban, who served our committee ex officio as Chair of the APA Committee on Philosophy in Two-Year Colleges. We would like to thank them for their service.

Three new members have joined our committee since our last report. On July 1, 2016, we welcomed Mark Jensen, Zachary Barnett, and Rick Repetti. We're looking forward to their contributions.

II. Teaching Committee Activity at APA Divisional meetings

The Committee on the Teaching of Philosophy (CTP) held sessions focusing on philosophical pedagogy at every APA divisional meeting during the 2015-16 academic year and hopes to do the same during the 2016-17 academic year. We are working on producing interactive sessions that reflect the national emphasis on active learning; increasing session attendance; and reaching out to philosophers at research institutions who are looking to reinvigorate their courses, in light of renewed national interest in the quality of college teaching.

What follows is an update on our session work since our last annual report. Our two 2016 APA Eastern Division Meeting sessions, “Advice for Job Candidates: The Teaching Demo” and “Rethinking the Philosophy Major in Changing Times,” were covered in our committee’s 2014-15 annual report. So we have not repeated that information here.

A. Encouraging the Submission of SOTL (Scholarship of Teaching and Learning) Papers to APA Division Meetings.

In May 2016, Richard Bett, chair of the APA Committee on Divisional Coordination, wrote to the CTP with the following note:

The committee had a meeting yesterday, and among the things we discussed was your committee’s recommendation that submitting papers on pedagogical topics be explicitly encouraged. One thing we decided to do was to add a sentence to the paper submission guidelines. After the sentence “Papers and poster sessions in any
area are welcome,” we propose adding the sentence: “Please note: this includes topics in the pedagogy of philosophy.” The other thing we decided was that the Secretary-Treasurers (all of whom were participants in this discussion) would alert their divisions’ Program Committees (of which they are each also members) to this addition and direct them to take it seriously. The point can also be publicized in the messages that go out about submitting papers for each divisional meeting. But these are the measures we decided could be put in place right away.

The CTP is so pleased with this change and thanks the APA's Committee on Divisional Coordination for its initiative. We believe that including pedagogical papers in the mix (with all of the other philosophy papers) will both: (a) provide more professional opportunities to philosophers who work at institutions that do not support scholarly research and (b) increase the quality of papers on pedagogy (because these papers will have to compete with all of the other philosophy papers).

The CTP is now trying to think of ways we might encourage the submission of pedagogical papers from a population of philosophy teachers whom we would like to include in our professional organization’s activities, but who have little time to write.

B. 2016 APA Central Division Meeting: Reading Skills

Michelle Saint organized a session on teaching students how to read philosophy for the 2016 APA Central Division Meeting. The call appears as an attachment below in section XII. Sandy Goldberg, Michelle Saint, and Wendy Turgeon reviewed abstracts. We received 23 submissions, and approximately 35 people attended the panel. The following philosophers were selected to participate in the panel:

Chair

Tziporah Kasachkoff

Presentation titles and Panelists

“Scaffolding Novices to Intermediate Performance as Readers of Philosophy,” David W. Concepción, Ball State University

“Using Tutorials to Teach (Upper-Level) Undergraduates to Read (Advanced) Philosophy,” Stephen Mathis, Wheaton College (Norton, MA)

“Conveying the Experiential Value of Reading,” Sergia Hay, Pacific Lutheran University


“Teaching and Reading Philosophy with Global Learners,” Ruthanne Soo Hee
Pierson Crapo, Minneapolis Community and Technical College

“Performing Knowledge: The Role of Embodiment in Reading Texts/Textual Interpretation,” Tracey Nicholls, Lewis University; George David Miller, Lewis University; Arsalan Memon, Lewis University; Rebecca Scott, Lewis University/Loyola University Chicago

C. 2016 APA Pacific Division Meeting: The Adjunct Problem

Wendy Turgeon organized a session on adjunct/contingent faculty for the 2016 APA Pacific Division Meeting. The call appears as an attachment below in section XII. Wendy Turgeon, Sandy Goldberg, and David Concepción reviewed abstracts. We received 11 submissions, and approximately 10 people attended the panel. The following philosophers were selected to participate in the panel:

“No Regulation without Representation: Adjuncts’ Role in University Governance,” Anthony R. Boese, University of Virginia

“Effective Bargaining Makes It Better,” Sharon Rowe, Kap’iolani Community College

“The Effect of Adjunct Compensation on Student Learning: Teaching Philosophy between the Incommensurable Paradigms of Justice and Care,” Alexandra Bradner, Eastern Kentucky University

D. 2017 APA Eastern Division Meeting: The Teaching Hub

For the 2017 APA Eastern Division Meeting, the CTP is joining forces with the American Association of Philosophy Teachers (AAPT) to co-sponsor a two-day conference on philosophical pedagogy within the context of the broader APA meeting. More than thirty APA member philosophers and four APA committees (the Committee on Inclusiveness in the Profession, the Committee on Pre-college Instruction in Philosophy, the Committee on the Status and Future of the Profession, and the CTP) have come together to assemble the program, which will occur on Thursday and Friday, January 5-6, 2017, and include a workshop on team-based learning; an undergraduate research poster session; opportunities for one-on-one consultations; and panels on inclusive teaching, pre-college teaching, teacher training, the value of philosophy teaching, and textbook authoring, among other topics. We’re excited about it, and we hope the APA and the members of the APA’s Board of Officers will look for ways to promote what we hope will become an annual event.

Our goals are fourfold: 1) in partnering with the AAPT, we are aiming to bring that organization’s collegial and supportive culture to the APA. 2) We would like to highlight and celebrate the work of successful philosophy teachers, whose contributions to the field are pushed to the margins at our divisional meetings. 3) We hope to inspire the APA to stretch beyond the traditionally passive session format to include new and varied formats.
that model active learning. 4) Finally, we are hoping to attract and include a broader range of philosophers to the activities of the APA.

All of the sessions will occur in the same room, so we have named the initiative “The Teaching Hub,” in hopes that conference attendees will come to view the room as a workshop space in which philosophers can take a break from the intensity of the APA, come together, and develop their teaching in the presence of philosophers who have special pedagogical expertise. A complete draft of The Teaching Hub program appears as an attachment at the end of this report in section XII.

Our committee has budgeted $2,500 for the program, and the AAPT will contribute $2,000. The money will be spent on AV needs; food, wine, and beer; and a small collection of promotional materials, which will include fliers, signage, and aluminum water bottles branded with a “Teaching Hub” logo designed by Mike Morris after a suggestion submitted by Mark Jensen.

The Teaching Hub was organized by a subcommittee composed of representatives from both the APA’s CTP and the AAPT: Alexandra Bradner, Dave Concepción, Emily Esch, Tziporah Kasachkoff, and Rory Kraft. Former CTP member Wendy Turgeon contributed before her committee term ended.

This event would not be possible without the support of Eastern Division Past President Louise Antony, AAPT President Andy Carpenter, AAPT Immediate Past President Dave Concepción, AAPT Executive Director Emily Esch, APA Executive Director Amy Ferrer, and, in particular, Eastern Division Secretary Treasurers Andy Cullison and Jeff Dunn. We can’t thank them enough for their support.

We hope to develop the Teaching Hub concept further in subsequent years by adding a teaching room to the Central and Pacific division meetings.

E. 2017 APA Central Division Meeting

Michelle Saint is thinking about a session for the 2017 APA Central Division Meeting, focusing, perhaps, on “The Teaching Workshop,” the Blog of the APA feature she edits with Jen Morton. Alternatively, our committee might co-sponsor the session titled, “‘Unschooling:’ Perspectives on Alternative Philosophical Pedagogies for Young People” with the Committee on Pre-College Instruction in Philosophy.

F. 2017 APA Pacific Division Meeting

Mark Jensen is organizing a session titled “Inclusiveness in Crisis” for the 2017 APA Pacific Division Meeting, which will focus on ways in which philosophers might address in our courses recent waves of social unrest and social activism in the U.S. We received 12 submissions by the submission deadline, September 30, 2016. The call appears as an
attachment below in section XII. Alexandra Bradner, Dave Concepción, and Zach Barnett are in the process of reviewing submissions.

III. Newsletter on Teaching

The Newsletter on Teaching appears twice a year, as mandated, and is edited by Tziporah Kasachkoff and Eugene Kelly. Papers received are sent out to two reviewers, and editorial decisions are made, for the most part, on the basis of those reviews. Since our last committee report, the editors published the Spring 2016 issue, which offered two articles on the teaching of thought experiments.

The Newsletter reviews books that are either relevant to teaching or intended to serve as classroom resources. Finally, the Newsletter publishes a list of books received and, on occasion, poems or letters from readers regarding teaching. The editors are very interested in publishing papers that emerge from the conference sessions organized by the CTP.

IV. “The Teaching Workshop” feature on the Blog of the APA

Jen Morton, Michelle Saint, and Jeremy Cushing edit a biweekly feature on the Blog of the APA titled, “The Teaching Workshop” (http://blog.apaonline.org/tag/teaching-workshop/). For each installment, Michelle and Jen start by selecting a question about teaching submitted by a reader. They locate 2-3 expert philosophy teachers to write thoughtful responses to the question and then open a window for comments. Recent topics have included: hostile students, diversifying syllabi, teaching the analytic-synthetic distinction, effective small group work, increasing participation in large lectures, and ways to assign more writing without taking on more grading. Responses are uniformly helpful and sophisticated. We view “The Teaching Workshop” as one of our committee’s more valuable and impactful projects.

In order to produce this feature on a regular basis, Jen and Michelle must recruit at least three philosophers every two weeks (one questioner and two responders). This is labor intensive, and they could use some help. If you or any of your graduate students have a question about teaching, please e-mail it to: PhilTeacherWorkshop@gmail.com.

Our committee has plans to broaden the impact of this work in two ways. Michelle and Jen are thinking about offering small-group, topical webinars, in which 4-8 philosophers would join in a video call to discuss an issue of pedagogical concern in the company of an expert moderator. And, somewhere down the line, the committee would like to see a book published that compiles some of the feature’s best questions and responses.

V. The APA Prize for Teaching Excellence
The AAPT has offered to contribute $5,000 to the endowment of the APA Prize for Teaching Excellence, which the Board of the APA approved in the Spring of 2016. **Dave Concepción** has prepared a proposal for consideration by the Board of the APA at its November 2016 meeting. The proposal suggests that we change the name of the award to “The APA/AAPT Prize for Teaching Excellence” and that the prize selection committee include AAPT members. We suggest an odd number of reviewers, with one more APA member than AAPT member.

Our committee recommends that the Board accept this revision, which will double the prize’s endowment, expand the number of applicants, increase the prize’s visibility, and strengthen the connection between two entities—the AAPT and the APA’s CTP—focused on the development of philosophy teaching.

**VI. Grant Reviewing**

In August 2016, we began our review of four small grant proposals, in order to provide feedback to the National Office. **Alexandra Bradner, Dave Concepción, Mark Jensen, Jennifer Morton** and **Michelle Saint** submitted reviews. In future years, we would like to see an automated, online rating form, to make the tabulation of responses less cumbersome.

**VII. Online Meetings**

Last year, we resolved to hold Skype meetings twice a year, once in January and once in July, in order to think more deeply and efficiently about new initiatives.

At our January 2016 meeting, we reviewed our new *Blog of the APA* feature: “The Teaching Workshop.” At our September 2016 meeting, we finalized details for “The Teaching Hub,” our two-day conference on teaching at the 2017 Eastern Division Meeting.

**VIII. Recommending Revisions to the Good Practices Guide**

In November 2016, the APA’s Good Practices Guide came before the Board, despite the fact that the CTP had never reviewed the teaching portion of the Guide, titled: “Section 2: Teaching, Supervising, and Mentoring Students.” A subcommittee of the CTP, consisting of **Alexandra Bradner, Katheryn Doran, Jen Morton**, and **Michelle Saint**, worked on Section 2 of the Guide and forwarded a series of suggestions to the APA’s Task Force on a Good Practices Guide. Our revisions appear below as an attachment under section XII.

We felt the Guide was beautifully written and did a particularly good job on issues of diversity and inclusion, and graduate student mentoring. However, we felt that the Guide did not focus enough on recent advances in undergraduate teaching. Good professors now tailor their courses to their particular student populations and take steps to ensure that
their students are learning (and learning actively). Our recommendations appear as an attachment in section XII below.

IX. Publicizing Our Committee’s Activities

The CTP is interested in drawing more participants into its work. We would like to encourage philosophers to submit questions to “The Teaching Workshop” and volunteer to write responses, and we would like to increase submissions to and attendance at our APA sessions. Toward this end, we have been working with the APA’s Publications Coordinator Erin Sheperd to develop fliers and blast e-mails that publicize opportunities for philosophy teachers. Erin has worked so hard for our committee, often on very short deadlines. We would like to thank her for her work. Our two 2015-16 fliers appear as attachments in section XII below.

The CTP has two Facebook pages, one to solicit responses and ideas for “The Teaching Workshop” (https://www.facebook.com/groups/1696722617265994/), which you must join, and then a more general committee page, where we link to teaching-related articles; teaching job openings; and conference, journal and monograph CFPs, (https://www.facebook.com/apateaching/). The latter page is public. We always welcome suggestions for relevant links, and we hope that the more general committee page will become a resource for job applicants, as more institutions start to advertise specifically for candidates with teaching expertise and SOTL publications.

X. New Projects

Though our APA sessions consume a fair amount of time and energy, we are working on a few new initiatives.

A. Collaborating with the American Association of Philosophy Teachers (AAPT)

In an effort to work together on pedagogical issues facing the profession, support one another’s activities, and avoid the duplication of efforts, the CTP has been developing its relationship with the AAPT. Alexandra Bradner, Andy Carpenter, and Dave Concepción attended the July 2016 meeting of the AAPT Board, where we discussed our joint sponsorship of The Teaching Hub, which has been a productive collaboration. Our committee would not have been able to produce The Teaching Hub without the help, financial support, and labor of the AAPT. In the coming years, we hope to work even more with the AAPT and other external teaching organizations to support philosophy teachers in all corners of the profession.

B. Updating the APA’s Statement on Non-tenure-track Faculty

APA Executive Director Amy Ferrer has asked our committee to update the APA’s Statement on Non-tenure-track Faculty. Alexandra Bradner, Mark Jensen, and Michelle
Saint have formed a subcommittee to work on this project. We plan to prepare a new statement by early Spring 2017, send it to the larger CTP for review, and then forward it along to the APA Board of Officers.

C. Helping Philosophers Access the Credentials Needed to Teach in Public K-12 Schools

APA Executive Director Amy Ferrer has asked us to assemble a subcommittee consisting of members from the CTP, the APA’s Committee on the Status and Future of the Profession, and the APA’s Committee on Academic Career Opportunities, in order to investigate how unemployed philosophers might access the credentials needed to teach in the public k-12 schools.

Right now, in many states, there are express routes though which Ph.D.s can move to teach in the public schools, even though these Ph.D.s do not have a master’s or bachelor’s degree in education. But you are only allowed to take advantage of these express routes if you have a Ph.D. in a discipline that is taught in the public school system. For the most part, philosophy is not taught in the public schools. So philosophers cannot move to k-12 teaching without getting a M.Ed. (which is expensive and can duplicate past labors).

We believe this is, primarily, a communication issue, one that a professional organization, like the APA, is equipped to resolve. State governments do not realize what a philosophy degree is and what it qualifies you to do. If the APA could make the case that philosophy degrees qualify people to teach k-12 English, for example, and lots of other things, then philosophers could find employment as public k-12 teachers. Philosophers with Ph.D.s likely are qualified to teach English at any level, elementary and middle school history/social studies, elementary and middle school math, and any other humanistic discipline (culture, logic, etc.).

Alternatively, instead of trying to convince state governments that a philosophy Ph.D. credential should qualify someone to teach in the k-12 public schools, the APA could work to convince university schools of education to develop: (a) express-route M.Ed. programs for philosophy Ph.D.s. that one might complete after finishing a philosophy Ph.D. or (b) stand alone courses that graduate students might take during graduate school to qualify them to teach in a k-12 environment after receipt of the Ph.D.

Zach Barnett, who has k-12 teaching experience, Mark Jensen, and Michelle Saint have expressed an interest in working on this project with members from the other APA committees mentioned above. The group would have to explore the various state policies, consider the various solutions to this problem, write a draft proposal making some kind of recommendation to the APA Board, run the draft by the three larger APA committees involved for feedback, and then submit the finished proposal to the APA Board.

In discussing this proposal, our committee felt that this project would benefit from the involvement of The Philosophy Learning and Teaching Organization (PLATO, http://www.plato-philosophy.org/), which focuses on the pre-college teaching of
philosophy. We plan to contact PLATO in hopes of including some of their members on our subcommittee.

XI. Conclusion

The Committee on the Teaching of Philosophy remains interested in promoting the teaching of philosophy as an area of expertise, and we are so pleased to see this idea starting to take hold both throughout the APA and in a few recent philosophy job listings.

A recurring theme for us this year has been collaboration, as we have worked with other APA committees and external philosophy organizations, like the AAPT, to support philosophy teachers, highlight effective teaching strategies, and inspire classroom innovation.

This has been a busy year for the Committee. The work reported here would not be possible without the energy and commitment of our members, all of whom have given generously of their time and all of whom care deeply about the quality of teaching throughout the profession.
XII. Attachments

Call for Abstracts: Central APA Session

“Teaching Students How to Read Philosophy”

Organized by the APA Committee on the Teaching of Philosophy

Deadline: Monday, September 14, 2015

The American Philosophical Association (APA) Committee on the Teaching of Philosophy invites abstracts for its upcoming session “Teaching Students How to Read Philosophy,” planned for the 2016 Central Division Meeting of the APA, March 2-5, 2016, Chicago, IL. With this session, we are interested in exploring challenges and techniques associated with teaching students how to read philosophy's dense, antiquated, and/or translated texts. The Committee is particularly interested in fresh approaches to this problem and in pedagogical strategies that instructors have employed successfully in the classroom. In the spirit of active learning, the Committee asks that presenters not read a paper, but plan a more interactive way to engage their audience of peers.

Questions to consider might include, but are not limited to, the following:

- What skills must students bring to the reading of philosophy and what skills should they take away? What should we do when our students lack the prerequisite skills?
- What techniques might help introductory students when they first encounter our texts? How can we build in our students the confidence required to engage a philosophical text?
- What can we do to improve the reading skills of advanced students, majors, and graduate students?
- How has your teaching of philosophical reading changed and developed throughout your career?
- What is the relationship between teaching students how to read philosophy and teaching students how to write philosophy?
- What can philosophers learn from teachers in other close-reading disciplines, such as comparative literature, English, classics, and religion? Are there philosophy-specific close reading skills?

To apply, please submit as an email attachment a 500-750-word abstract prepared for blind review to Michelle Saint (mesaint@d.umn.edu) by Monday, September 14, 2015. In addition to articulating the topic of your presentation, your abstract should explain the way in which you plan to engage your audience interactively. In the body of the e-mail, please include your name, affiliation, and contact information. Individual submissions and joint/co-authored submissions are welcome. The Committee will strive to assemble a diverse panel, including presentations from different institutional settings,
call for abstracts: 2016 pacific apa session

“our obligations to adjuncts”

organized by the apa committee on the teaching of philosophy

deadline: friday, october 2, 2015

the american philosophical association (apa) committee on the teaching of philosophy invites abstracts for its upcoming session, “our obligations to adjuncts,” planned for the 2016 pacific division meeting of the apa on march 30-april 3, 2016, in san francisco, ca.

according to the aaup research office, non-tenure-track faculty now comprise more than 70% of the professoriate (http://www.aaup.org/sites/default/files/Faculty_Trends_0.pdf). in the humanities, the most recent data from the delphi project suggest that 46.2% of all humanists teach part-time, while 22.2% teach full-time, but off the tenure track (http://faqs.thechangingfaculty.org/). we suspect these numbers are on the rise. in this session, we’re calling upon the philosophical community to think about these statistics and the individuals hidden behind them.

the committee is particularly interested both in presentations from ethicists and social-political philosophers who might use their expertise to think about our obligations to contingent faculty and in presentations from department chairs at institutions with particularly humane adjunct policies. in the spirit of active learning, the committee asks that presenters not read a paper, but plan a more interactive way to engage their audience of peers.

questions to consider might include, but are not limited to, the following:

• what do contingent faculty need, in order to do their jobs well? what are they owed?
• how should we figure per-course and full-time salaries for adjunct faculty? what benefits should they receive?
• how does the treatment of contingent faculty vary among public and private institutions? what are the sources of these differences and can they be overcome?
• What policies and programs have other professional organizations initiated to support their adjunct populations?
• How should contingent faculty be represented in institutional governance?
• Reformers have supported the use of accrediting agencies, unions, and high school guidance counselors to bring about change (http://chronicle.com/article/Accreditation-Is-Eyed-as-a/131292/), while others have focused on reducing the number of doctoral students. Which of these and other strategies hold promise for philosophers and why?

To apply, please submit as an email attachment a 250-500-word abstract prepared for blind review and a cv to Wendy Turgeon (turgeon@optonline.net) by Friday, October 2, 2015. In addition to articulating the topic of your presentation, your abstract should explain the way in which you plan to engage your audience interactively. In the body of the email, please include your name, affiliation, and contact information. Individual submissions and joint/co-authored submissions are welcome. The Committee will strive to assemble a panel that is diverse in all relevant respects. We are planning to notify authors with a decision by Friday, October 9, 2015. If you have any questions, please feel free to contact me.

Thanks,
Alexandra Bradner, Chair, APA Committee on the Teaching of Philosophy

The Teaching Hub:
2017 Eastern Division Meeting Program

Co-organized by the APA’s Committee on Teaching of Philosophy and the American Association of Philosophy Teachers

January 5-6, 2017

Renaissance Baltimore Harborplace Hotel
202 East Pratt Street
Baltimore, Maryland 21202
United States
The American Association of Philosophy Teachers and the American Philosophical Association’s Committee on the Teaching of Philosophy have co-organized a two-day series of panels, workshops, and one-on-one consultations on the teaching of philosophy for the 2017 Eastern Division Meeting of the APA.

We are aiming to bring the collegial and supportive culture of the AAPT to the APA; highlight teaching within the context of an APA meeting; stretch beyond the traditional APA session format to offer sessions that model active learning; and attract a broader range of philosophers to the divisional meetings. Refreshments will be served at several of the sessions.

**THURSDAY, January 5, 2017**

**9-noon—Panel Discussion**

**Title:** How to Implement Teacher Training in Philosophy: Best Practices

**Chair:** C.L. Richardson, University of Nebraska—Lincoln

**Presenters:**
- David W. Concepción, Ball State University
- Sandy Dwyer, Georgia State University
- Catherine Homan, Siena University
- George Rainbolt, Georgia State University
- Adam R. Thompson, Kutak Ethics Center, University of Nebraska-Lincoln
- Sarah Wieten, Durham University

Organized by David W. Concepción.

**Noon-2 p.m.—AAPT Workshop**

**Title:** Team-Based Learning for Philosophy Courses

**Chair:** Tbd

**Presenter:** Kimberly Van Orman

Kimberly Van Orman is an Instructional Consultant with the Institute for Teaching, Learning and Academic Leadership at the University at Albany and for 2016-17 is a Visiting Assistant Professor at Bennington College in Vermont. She has worked with over 200 faculty members at the University at Albany and elsewhere to convert their courses to the TBL format,
Abstract: Even when we believe the research that tells us students learn better when they are actively engaged, we don’t always have a good sense of how to implement it. Team-Based Learning (TBL) is an approach to course design that incorporates the research into how students learn into a structured method that targets higher intellectual goals while fostering greater student independence and accountability. While it first gained traction in business and professional programs, TBL has been successfully used by philosophy and other humanities faculty at the University at Albany and elsewhere. In this session, participants will experience a model TBL learning sequence and learn techniques for designing tasks that they can adopt in any classroom while learning the basics of the TBL method.

Organized by Emily Esch.

Refreshments will be served.

2-5 p.m.—Traditional session

Title: Teaching Philosophy Across the Pre-college/College Boundary

Chair: Beth A. Dixon, S.U.N.Y. College at Plattsburgh

Presenters: Jessica Davis, Teachers College, Columbia University
Title: "Community of Inquiry with Undergraduates"

Claire Katz and Desirae Embree, Texas A&M
Title: "Why Host a Philosophy Camp for Teens? A Dispatch from the Aggie School of Athens"

Carolyn P. Neuhaus, Ph.D., NYU Langone Medical Center
Title: "Teaching High School Teachers to Teach Bioethics"

Clinton Packman, University of Wisconsin-Madison
Title: "Let the Students Teach! Reflections on CTY Hong Kong’s All-Site Presentations"

Christian Tarsney, University of Maryland
Title: "Competitive Debate as a Vehicle for Philosophy Education"

Danielle Wylie, Mississippi State University
Title: “Upward Bound and Philosophy: the Benefits of Bringing Philosophy to Underrepresented Pre-College Students”

Organized by Beth Dixon, Rory E. Kraft, Jr., and Joe Murphy. Co-sponsored by the APA Committee on Pre-College Instruction in Philosophy.

5:15-8 p.m.—Poster Session

Presenters: Tbd

Organized by Emily Esch and Jennifer Mulnix.

Food, wine, and beer will be served.

FRIDAY, January 6, 2017

9-11 a.m.—Moderated discussion

Title: A Lifetime of Philosophy Texts: Steve Cahn and Oxford University Press’s Robert Miller Discuss Their 20-year Collaboration on Fifteen Philosophy Texts

Chair: Alexandra Bradner, Kenyon College

Presenters: Steven M. Cahn, The Graduate Center, CUNY
           Robert Miller, Executive Editor, Oxford University Press

Organized by Alexandra Bradner.

11:15-1:15 p.m.—Walk-in Teaching Consultations

Title: One-on-One Consultation Sessions on Issues in Teaching Philosophy

Description: Sign up or walk in to get help diversifying your syllabus, increasing student participation and engagement, teaching online, starting as a new teacher, or promoting active learning.

Consultants: Sarah Mattice, University of North Florida
             Leah Kalmanson, Drake University
             Andrew M. Winters, Slippery Rock University
Refreshments will be served.

Organized by J. Robert Loftis and Andrew M. Winters.

1:30-2:55 p.m.—Traditional session

Title: Philosophy under Fire: How to Convey to Stakeholders the Value of Teaching Philosophy

Chair: Spencer Knafelc, Slippery Rock University of Pennsylvania

Presenters:
- James Rocha, Fresno State University
  Title: "On Recruiting Philosophy Majors"
- Wendy Turgeon, St. Joseph’s College—New York
  Title: "Surviving the Purge: Reflections on The Program Prioritization Process"
- Bryan Hall, St. Johns University
  Title: "Your Defense against the Dark Arts: An Administrator’s Advice for Preempting the Threat of Closure"

Organized by Alexandra Bradner, Anita Silvers, and Sarah Donovan. Co-sponsored by the APA Committee on the Status and Future of the Profession.

3:05-4:30 p.m.—Tbd

Title: Tbd

Chair: Tbd

Presenters: Tbd

Organized by Rebecca Scott and Teresa Blankmeyer Burke. Co-sponsored by the APA Committee on Inclusiveness in the Profession.

4:45-7 p.m.—APA Presidential Address and Reception
7:15-9:15 p.m.—Closing Reception

Cheese, wine, and beer will be served.

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SAVE THE DATE

AAPT-APA Mini-conference on Teaching Philosophy
at the 2017 Eastern Meeting of the American Philosophical Association
January 5-6, 2017

Renaissance Baltimore Harborplace Hotel
202 East Pratt Street
Baltimore, Maryland 21202

Please consider attending the 2017 Eastern APA. The AAPT and the APA Committee on the Teaching of Philosophy are co-organizing a two-day mini-conference on teaching that promises to be informative, interactive, and fun. We are aiming to bring the AAPT’s collegial and supportive culture to the APA; highlight teaching within the context of an APA meeting; stretch beyond the passive APA session format to offer sessions that model active learning; and attract a broader range of philosophers to the divisional meetings.

The conference will include an AAPT workshop; a poster session; one-on-one consultations; panels on inclusive teaching, pre-college teaching, teacher training, the value of philosophy teaching, and textbook authoring; and even some food, wine and beer. We would love to see you there.

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Suggestions for “Section 2: Teaching, Supervising, and Mentoring Students”
of the APA’s Good Practices Guide

from the APA Committee on the Teaching of Philosophy
Alexandra Bradner, Chair

July 11, 2016
What follows is a pasted copy of Section 2 of the draft of the APA’s Good Practices Guide with suggestions from the Committee on the Teaching of Philosophy (CTP) in blue.

In general, the CTP felt that Section 2 of the Guide was beautifully written and did a particularly good job on issues of diversity and inclusion and graduate student mentoring. However, committee members felt that the Guide did not focus enough on recent changes in the way that university professors view their role as teachers, in particular, teachers of undergraduates: professors are now expected to do more than project standardized content out into space. Good professors now tailor their courses to their particular student populations and take steps to ensure that their students are learning.

The CTP has made some suggestions below to address this central topic and others. It may be that the task force finds these additions unwieldy. (The document has grown.) If it’s now too long, perhaps some of the examples we’ve included could live on a separate web page, hosted by the Committee on the Teaching of Philosophy, to which the Good Practices Guide could refer. Finally, we have made a few recommendations regarding the outline—the ordering of the subsections.

Section 2: Teaching, supervising, and mentoring students

Instructors should strive to achieve in their classrooms sufficient structure to evince clear and high expectations for all students, but also to provide the necessary support for meeting those expectations, to foster the safe exchange of diverse opinions and perspectives, and to promote the students’ autonomy in creating and maintaining their learning community. The APA recommends that faculty and graduate students reflect critically upon and make deliberate choices about the diverse aspects of teaching, including: course content, course structure, classroom atmosphere and management, grading and assessment, accommodations, and instructional demeanor, classroom community building, institutional partners, access and accommodations, remediation for struggling students, special opportunities and challenges for talented students, professional development, contributions to the scholarship of philosophy teaching and learning, and pedagogical activism. Instructors should strive to achieve in their classrooms sufficient structure to evince clear and high expectations for all students, but also to provide the necessary support for meeting those expectations, to foster the safe exchange of diverse opinions and perspectives, and to promote the students’ autonomy in creating and maintaining their learning community.

Teaching

• Questions of curricular design are outside the scope of this report, though f Curricular design: Faculty and students should be aware that the design of a curriculum communicates information to teachers and students about what is seen as most valuable, central, or foundational in the field—but also about the ways in which philosophy is, or is
not, connected to other areas of inquiry, to the development of intellectual and critical abilities, and to practical life. Discussions of curriculum thus are encouraged to take up such questions reflectively, rather than allowing them to be settled by default.

• Course content: Evidence suggests that course content can also communicate to students information about what is most valued within philosophy, or who is most capable of doing philosophy. This speaks in favor of making efforts whenever possible to incorporate authors of diverse backgrounds into syllabi and throughout the course. This may include adding secondary literature, optional readings, non-traditional topics, inviting guest lecturers to speak, etc. However, care should be taken not to marginalize these authors and readings by presenting them as peripheral and less important parts of the course.

  o Good resources for diversifying course content include the Underrepresented Philosophers Database and the APA’s Diversity and Inclusiveness Syllabus Collection.

Philosophy teachers should also make an effort to remain current in the subject areas in which they’re teaching, particularly if those areas are new to them, in order to adequately prepare students for subsequent coursework and, perhaps graduate school. Good teachers set aside time in their busy schedules to concentrate not only on the understanding of a text, but on the best way to teach a text. Finally, philosophy teachers should discuss and coordinate the content of their courses with the other teachers in their departments, in order to ensure a well-designed and comprehensive undergraduate or graduate program.

• Course structure: A good philosophy teacher should have a clear sense of the course objectives—what the course is trying to accomplish—and the course’s narrative trajectory. These constitutive structures should be communicated to students at the start of the term on the syllabus and in the first lecture. A good teacher constructs a syllabus that the students can count on (i.e. one that will not continually change) and that the class can complete in the weeks allotted.

Assignments and learning tasks should be relevant, varied, and level-appropriate, testing students on the material they have been asked to master in the course, instead of capitalizing on the backgrounds of some students to the exclusion of others. Good teachers aim to minimize initial differences in preparedness by clarifying early in the term the prerequisite skills and disciplinary content that students need to succeed in the course.

Course assignments (at least in introductory undergraduate and perhaps also first-year graduate courses) should be designed scaffolded, so that students have ample opportunity to practice the skills they will need to succeed on important assessments. In teaching new students how to write philosophy papers, for example, instructors might ask first for thesis paragraphs and outlines, instead of full papers, and later offer one-on-one conferences to discuss initial drafts.

In undergraduate courses, efforts should be made to accommodate a variety of learning styles, e.g. through the use of large and small-group discussions, presentations, debates,
role-playing, team-based learning, experiential learning, multimedia course materials, texts, low-stakes/ungraded assignments, and creative activities, writing assignments, and participation through attendance at office hours, etc. Good teachers employ active learning techniques, which might include the following in-class activities (revised from http://tomdrummond.com/helping-other-adults/best-practices/):

- **In-class Writing:** Think-pair-share, focus questions, in-class journals, or lecture/reading summaries.

- **Objection Exchange:** Students bring to class a paragraph-long objection to the reading and exchange papers with a partner at the start of class. Each student responds to their partner’s objection. The papers return to their original authors, and the original author responds to the partner’s objection to the original objection. This activity encourages close reading, develops dialectical skills, and prepares students to write philosophy papers.

- **Brainstorm:** Brainstorming generates ideas, encourages creativity, involves the whole group, and demonstrates that people working together can create more than individuals alone.

- **Round:** Each person has a 2 or 3 minute opportunity to express his or her point of view on a given topic, or passes, while others listen. This activity is used to elicit a range of viewpoints and build a sense of safe participation.

- **Concept Models/Maps:** The teacher distributes a handout that asks a series of leading questions. Students work in small groups to build a conceptual model. They make their own diagrams and record their own observations.

- **Simulations and Games:** Simulations and games, with specific guiding principles, rules, and structured relationships, can last several hours or even days.

- **Learning Cells/Peer Teaching/Jigsaw:** Each learner reads different selections and then teaches the material to his or her randomly assigned partner. By explaining conceptual relationships to partners, tutors are forced to develop their own understanding.

Good teachers craft engaging lectures. Research has shown that after 10-20 minutes attention wanes, so good lecturers speak in 10-minute segments, before pausing to interact with the class by asking questions, performing a close reading of a passage, assigning an in-class writing response, introducing a small group activity, giving an immediate mastery quiz, or telling a story.

Good teachers take active steps to facilitate group discussion: reading two conflicting passages aloud in class, asking students to relate the reading to a personal experience, assigning a problem that requires the reading to solve, exploring a case study, surveying
the group for a response, showing a relevant video clip, or developing a role play. Good teachers ask "discoverable questions" (revised from http://tomdrummond.com/helping-other-adults/best-practices/):

- **Description:** What happened in this text? What is the difference between this reading and our earlier reading?
- **Reflection:** What was interesting or surprising about this passage?
- **Analogy:** What else did this passage remind you of?
- **Common Purpose:** What was the purpose of this passage in the overall argument?
- **Procedures:** What is the usual next step in an argument like this?
- **Possibilities:** What else might the author have said? What might a critic argue?
- **Prediction:** What will happen next? What will the consequence of this position be?
- **Justification:** How does the author justify the position?
- **Generalization:** According to what general principle is the author operating? What generalizations might we draw from this position?
- **Definition:** What does the author mean by this concept?

Good philosophy teachers moderate open, active, and inclusive critical discussions. They wait for students to gather their thoughts (instead of calling upon the first raised hand). They respond reflectively to each student contribution by paraphrasing the main point, asking for a clarification, challenging the student to expand upon the initial idea, or offering a parallel comment or a meta-comment (“I was confused about that myself” or “You’ve identified the first step of the argument”). Good teachers artfully shut down students who are monopolizing the discussion; they reach out to students who rarely speak, without putting those students on the spot; they compliment good questions; and they know how to get a discussion moving again, after it stalls. Finally, good philosophy teachers take a few minutes at the end of every class to summarize and assess the discussion. (“What a joy it was for me to listen to this discussion today. You have tackled the first stage of the argument and raised two meaningful objections.”)

- **Grading and assessment:** Grading should be completed in a timely manner, usually within two weeks of the assignment’s submission, so students have ample time to incorporate the instructor’s suggestions into their next assignment. Grading should be performed anonymously whenever possible (even though, in practice, complete anonymity might well not be possible). Students may be asked to provide detachable cover sheets, use student ID numbers, or submit using online classroom learning platforms. Grading should conform to distinct and clearly-specified criteria (e.g. a rubric, especially in introductory courses) which are established in advance, and which ideally should be made available and explained to students. Instructor feedback should demonstrate high expectations and confidence in students’ ability to succeed through continued effort and practice. Comments should not be intended to forestall grade complaints or simply measure talent, but to indicate concrete ways to improve.

Good teachers pursue all cases of suspected plagiarism.
When working with first-time graduate student instructors, faculty should provide examples of constructive comments and aim to calibrate paper grades.

- Classroom atmosphere and management: Structured interaction and facilitation is important for enhancing student learning and promoting inclusion in the classroom. When informal expectations and rules of engagement are not made explicit, students from underrepresented and marginalized groups, or those students who otherwise lack the requisite cultural capital, suffer a disadvantage. To address such issues, instructors might adopt, and discuss with students, policies for encouraging wider participation, e.g., calling on people in order across the room, drawing names randomly, starting discussions with people who did not speak in previous discussions, asking students to write down responses to their teacher’s questions at their desks before anyone speaks aloud, waiting until 2-3 hands go up before calling on the first person, etc. Efforts should be taken to monitor: whether students feel both that they understand how to participate in classroom discussion and that they have adequate opportunity to do so; whether each has adequate opportunity to do so; whether negative and positive feedback are distributed equitably; whether instructors’ informal questions, greetings, and jokes, as well as thought experiments, cases, and examples, resonate with some segments of the student body and not others; whether ignorant or insensitive language and comments are quickly addressed; and whether students feel that they may make use of—without being reduced to—their social identities and backgrounds. Instructors should at all times model philosophical dialogue that is critical but constructive in the service of shared aims of greater understanding, i.e. in which people’s views are treated as charitably as possible, their contributions are acknowledged, and their ideas (not their ability or character) are under evaluation.

- The Minorities and Philosophy (MAP) network offers a collection of resources on their website “Best Practices for the Inclusive Philosophy Classroom”.

- See also the discussion, in Section 5, below, of good practices in discussions at talks.

Good teachers take some time at the start of the term to clarify the roles and responsibilities of both students (e.g. completing the homework reading, taking care not to monopolize discussion, diagnosing and then communicating their learning competencies and needs) and instructors (e.g. timely and attentive grading, etc.).

Finally, good teachers meet their learner’s needs for physical comfort by ensuring that there is enough light, heat, seating, and quiet to learn.

- Instructional demeanor: Students are often intimidated by their philosophy classes and their philosophy teachers. Good philosophy teachers convey their concern for student engagement and learning. They strive to be attentive and responsive to students’ needs by emphasizing office-hour availability, arriving early to class and staying late—when possible—in order to chat informally with the class, and conducting midterm course evaluations. Some teachers become especially approachable by sharing the challenges they
have encountered in their own study of philosophy, discussing their scholarly research, welcoming new ways of interpreting course texts, and acknowledging their teaching mistakes. Good philosophy teachers find ways to respond to students as individuals, e.g. by sending follow-up emails congratulating good or improved performance and by e-mailing especially talented or engaged students, at the close of the term, to encourage them to continue in philosophy. Finally, good teachers are sensitive. They extend sympathy to students who are injured or who have lost a relative. They take care to refrain from humor that disregards the feelings of any segment of their student population (e.g. jokes about drinking to excess, dated hairstyles, or the Greek system). And they practice active listening.

• Classroom community building: For many students, and perhaps particularly for those from underrepresented and marginalized groups, gaining a sense that they are members of the academic community is not automatic. Instructors should ensure that they and the students all know each other’s names and preferred pronouns; have students self-generate a list of “ground rules” for classroom discussion, which can be revisited and updated periodically; and orchestrate group work and other activities in ways that habituate students to work with others outside their default groups;

• Institutional partners (writing centers, librarians, academic support centers, women’s centers, etc.): Philosophy teachers should familiarize themselves with the various institutional resources available to students and make appropriate referrals whenever possible. Too often, students don’t know about the many resources available to them or feel uncomfortable availing themselves of those resources. Philosophy students might find themselves in need of help from the writing center, a humanities librarian, or an academic support office, for example.

When a faculty member believes a student might be a danger to themselves or others, the faculty member should refer the student to the institution’s counseling staff or, in an emergency, alert campus security. When a student is struggling, but does not seem to be a danger to themselves or others, an attentive faculty member might alert the student’s advisor that something seems to be preoccupying the student.

• Grading and assessment: Grading should be performed anonymously whenever possible (even though, in practice, complete anonymity might well not be possible). Students may be asked to provide detachable cover sheets, use student ID numbers, or submit using online classroom learning platforms. To assist students in writing their papers, instructors may ask that they bring in outlines rather than full drafts, or else refer them to writing centers and support elsewhere in the university. Grading should conform to distinct and clearly-specified criteria (e.g. a rubric, especially in introductory courses) which are established in advance, and which ideally should be made available and explained to students. Instructor feedback should demonstrate high expectations and confidence in students’ ability to succeed through continued effort and practice. Comments should not be intended to forestall grade complaints, but to indicate concrete ways to improve. Faculty may want (at least for first-time graduate student instructors) to calibrate paper grades or provide examples of constructive comments.
• Access and accommodation: It is a good practice to place emphasis in syllabi and announcements upon commitment to providing “access to the course” rather than just “accommodating students with disabilities.” Instructors should clearly indicate on the syllabus and emphasize in class opportunities for students to meet privately and discuss any concerns they might have about access, assignments, and so on. Most colleges and universities have special offices of services for students with disabilities, and students can be encouraged to make contact with these offices, which can also provide instructors with detailed recommendations about how to provide appropriate access or accommodation. Instructors have a vital role to play in making all aspects of the course accessible, from ensuring that the room is wheelchair-accessible, to using videos with captions, to writing on the board in large and clear print, to making arrangements for extra time and private rooms for examinations, etc. Instructors should also indicate their willingness to accommodate religious holidays, lactation needs, caretaking responsibilities, non-native English speakers, working students, and student athletes. While none of these constitute reasons for not engaging with course material, instructors should strive to cultivate relationships of trust with their students so that tailored arrangements can made to ensure that they are able to engage as fully as other students. They should also be aware that certain requests from students (e.g., to record lectures) may be related to disabilities that students may or may not wish to disclose. (For a more detailed discussion of accommodation for special needs, see the "Accessibility and Accommodation Checklist" at the end of Section 8, below.)

• Remediation for struggling students: The vast majority of students do not study philosophy before they enter college. Many intro students find themselves underprepared to succeed in their first collegiate philosophy course, and this underpreparation can, but does not always, correlate with social and/or economic disadvantage. Philosophy teachers should think reflectively about how they will respond to this issue. At the very least, teachers should monitor and inquire after the well-being of at-risk students, rather than assuming that their poor performance is due to lack of motivation or interest, and ensure that such students are in contact with the appropriate campus resources. At best, teachers should meet with underperforming students during office hours, in order bring their writing and close reading skills up to speed.

• Community building: For many students, and perhaps particularly those from underrepresented and marginalized groups, gaining a sense that they are members of the academic community is not automatic. Instructors should take the time to, e.g., ensure that they and the students all know each other’s names and preferred pronouns, have students self-generate a list of “ground rules” for classroom discussion which can be revisited and updated periodically, deliberately arrange group work and other activities in ways that habituate students to working with others outside their default groups, monitor and inquire after the well-being of at-risk students rather than assuming that their poor performance is due to lack of motivation or interest, send follow-up emails congratulating good or improved performance, etc.

• Special opportunities and challenges for talented students: Good philosophy teachers guide talented students toward co-curricular opportunities that can motivate them to
continue in philosophy: journal submissions, independent and summer research projects, conferences, and philosophy summer camps. Faculty must take care to promote these opportunities equally to all deserving students, correcting for whatever latent biases about their students' philosophical talent that might exist.

- Professional development: Teaching is not something at which all philosophers naturally excel, but, like any subfield of philosophy, a potential area of expertise. Philosophers should actively study the latest developments in pedagogy, both in- and outside of philosophy, in an effort to continually improve their teaching. The APA's Committee on the Teaching of Philosophy offers several professional development sessions at the APA divisional meetings each year. The American Association of Philosophy Teachers (AAPT) organizes APA development sessions and produces seminars and workshops, along with a biennial conference, on teaching and learning philosophy at which philosophers can participate in interactive workshops on philosophy teaching and learning. Teach Philosophy 101 also hosts a large set of resources, including sections on “Change of pace Exercises” and “Non-traditional materials.” Many publications, such as “The Teacher's Workshop” on the Blog of the APA [include link: http://blog.apaonline.org/tag/teaching-workshop/] and the APA Newsletter on Teaching Philosophy [include link: http://www.apaonline.org/?teaching_newsletter] provide active forums in which philosophers can reflect upon their teaching and share their experiences. There are many thoughtful monographs on the teaching of philosophy that departments might purchase and feature prominently in their department libraries. Finally, campus teaching centers are often resources for the latest innovations and best practices in teaching. Those philosophers who do not have access to a teaching center at their institution might explore the many resources available through the website of a nationally prominent teaching center:

  o The University of Michigan Center for Research on Learning and Teaching: http://www.crlt.umich.edu/

- Contributions to the scholarship of philosophy teaching and learning: Philosophy teachers who have spent extra time exploring a particular pedagogy or reading about a particular issue in student learning should consider writing an academic paper on the subject for the benefit of their peers. There are several journals that publish papers on philosophical pedagogy, including:

  o Teaching Philosophy, https://www.pdcnet.org/teachphil


- Pedagogical activism: Teaching requires active support, especially at universities that emphasize research over teaching. Good philosophy teachers support their institution's efforts to improve faculty teaching and student learning by attending development events,
mentoring less experienced teachers, making the discussion of teaching a central part of the department culture, rewarding excellent teaching, developing meaningful tenure and promotion standards for good teaching, and advocating for the fair and equal treatment of adjunct instructors, who are responsible for the teaching of large, and often vulnerable, student populations.

Supervising of dissertations, undergraduate theses, and independent or directed studies
The APA recommends that faculty strive to maintain principles of transparency, accountability, and respect for their students. They should provide as clear and explicit expectations as possible for their students, and they should treat their students with the same respect they accord to colleagues. Faculty are also responsible for being familiar with the general state of progress of a student’s research, and thus able to represent the student accurately at graduate reviews and discussions of special fellowships. In general, faculty should be “partial to the student but impartial to her work.” Faculty should rely upon their experience and perspective to guide students toward timely projects or, at least, to help students understand the place of their project within the current state of discipline.

• **Meetings:** Faculty supervisors should discuss in advance with students what might be a mutually acceptable and pedagogically effective schedule of meetings. Meetings should take place no less than 1-2 times per term if students are in residence, but may be as often as once a week. If students are not in residence, some arrangement should be made to coordinate expectations and share information about contact for advising. Both faculty and students should come to an understanding about what level of preparation is expected of both parties before coming to a meeting.

• **Feedback:** Feedback on work should be timely, whenever possible. If not possible, delays should be anticipated and explained to the student. Students should also be encouraged to send reminders if feedback is delayed without expectation, or if an important deadline is coming up approaching.

• **Professional opportunities:** Faculty should recommend and nominate their students to worthwhile presenting, publishing, reviewing, and networking opportunities. When feasible, they should introduce students to their colleagues and visiting speakers, and invite students to attend conferences with them, review papers, or co-author. They should make efforts to become aware of and personally encourage special opportunities available for underrepresented and marginalized students, in the department and wider university or college, as well as in philosophy and other disciplines.

• **Sharing resources:** Faculty should share resources such as relevant journals, listservs, newsletters, professional societies and organizations, blogs, etc. with their students. They should recognize that students may not know what they do not know, and should provide answers to questions that students may not think to ask. Faculty should apprise students of what sorts of questions and needs they are willing and able to help with, and what sorts are
better directed elsewhere; they should thus make an effort to become familiar with the resources that are available in their departments, institutions, and discipline.

- **Progress and review:** Departments should establish formal procedures for reviewing the progress of their (graduate and majoring) students. These procedures should be explained in advance to students and performed in a timely and consistent manner. It is often advisable, when personnel permits, for there to be in place a system for offering and providing mentoring to students that is parallel to the formal relations of faculty supervision. Students should know who their mentor is, and departments should make an effort to identify mentors with whom students will be able to raise questions it might be difficult or inappropriate to bring to an academic advisor or chair. Mentors should follow the principles of accountability and respect outlined in the previous section, but should also be aware of the need for discretion in sharing or reporting information. Mentors can include identified graduate students as well as faculty.

- **Letters of recommendation and teaching letters:** Letters of recommendation and teaching letters should be honest and informed. If a faculty member is asked by a student to write a letter of recommendation, but feels that he or she cannot write a positive letter, the faculty member should alert the student to that fact. A faculty member should not write a teaching letter for a student unless the faculty member has attended at least one class to observe the student’s teaching and has taken some time to review the student’s teaching evaluations.

- **The job process:** Advisors should guide their students through the job process, explaining the various stages; offering to read letters, writing samples, and other materials; setting up mock interviews, mock job talks, and mock teaching presentations; and offering advice regarding contract negotiations.

## Mentoring graduate students

- Mentors should be clear about what types of support (professional, personal, etc.) they are able to provide. No one mentor should be expected to fulfill all roles, and, ideally, students should develop relations with several mentors. However, mentors should remain open and supportive even if they personally are unable to help. Mentors should recommend and make introductions to other potential mentors—other faculty, more advanced students, or other members of the academic and non-academic community—who might be suitable. Note that even though it is usually helpful for students to have mentors with similar backgrounds as themselves, they can still have excellent mentoring experiences with mentors who do not share their backgrounds.

- Mentors should get to know their students (at the very least, intellectually). Mentors and students should seek to establish some common points of background, interests, etc.
• Mentors should remember that they might be taken as professional and personal role models. They should encourage experimentation and making mistakes, and tell their own or others' stories of success and overcoming failure. Mentors should also inform students of what they have learned from mentoring and working with them. However, they should respect their own and other students' boundaries: if you would hesitate to discuss or share X with other students, X is potentially an inappropriate thing to share. They should seek to avoid generating situations in which certain graduate students, in virtue of their personal relationships with faculty, have privileged access to departmental affairs and others do not.

• Mentors should not assume that students do not need assistance merely because they are not explicitly seeking it. They should actively inquire about different aspects of students’ professional and personal lives: coursework, conferences, publishing, family and friends, health, hobbies, general mood and well-being, etc.

It is important for departments to devote serious thought and care to the overall structure of supervision and mentoring of its graduate students, just as it does to the overall structure of the graduate curriculum—after all, supervising and mentoring are often among the most important parts of that curriculum.

• In cases (for example, in the first years of graduate study) where supervisors are assigned, departments should exercise care in making such assignments.

• Students and faculty alike should be aware of the procedures, standards, and expectations associated with finding and changing supervisors and mentors. Ideally, such information should be written, compiled, and made available to all students upon entering the program, and also at relevant points in their progress through the program.

• Ideally, students should have multiple lines of support. If students have only one connection with the department, then they are in danger of “falling through the cracks” in the event that their sole mentor goes on leave, or that they are unable for whatever reason to communicate a specific concern to that person.

• Faculty should be aware of, and encouraged to use, programs that offer training in supervising and mentoring, when these are available through the college or university.

• Departments should seek ways of incentivizing good supervising and mentoring, by building assessment of faculty contribution in these areas wherever possible into faculty review, award nominations, course reductions, and so on. This includes being attentive to whether some faculty are overburdened with advising and mentoring, and finding ways to counteract or offset this.

• In addition to relations of supervision and mentoring, departments should provide regular informal opportunities (e.g. departmental picnics, receptions, weekly tea or coffee) for students to meet and develop relationships with one another and with faculty.
• It is vital that departments ensure that all faculty and students are aware of institutional, state, and federal policies on sexual harassment, and faculty-student relationships. Not only are these policies important for avoiding inappropriate faculty-student relationships, but faculty should be aware that they might be the first person approached with a student's concern, and that how they respond can have a significant influence on whether the concern is dealt with appropriately.

• Here are some useful sources on advising and mentoring:

  o The National Science Foundation (NSF) ADVANCE program at the University of Michigan, charged with increasing the representation and participation of women in STEM careers, has published two reports on *Giving and Getting Career Advice: A Guide for Junior and Senior Faculty* and *Creating a Positive Departmental Climate: Principles for Best Practices*. The University of Michigan Rackham Graduate School has published guides on mentoring for faculty and graduate students.

• Departments should also establish an official departmental ombudsperson or equivalent position to whom students can bring concerns about climate, harassment, discrimination, and other issues of a personal nature. This is a distinct function from advising or mentoring, and the choice of an ombudsperson or persons should be made with an eye toward this distinctive role. All students should be aware of who is currently ombudsperson, and how this individual can best be contacted, even outside of normal office hours.
Eastern Division Meeting  

**“Rethinking the Philosophy Major in Changing Times,” January 6, 6:30 to 9:30 p.m.**
- Chair: Wendy C. Turgeon, St. Joseph’s College–New York
- “Philosophy Curriculum Revision at UNC-Asheville,” Keya Maitra, University of North Carolina at Asheville
- “Philosophy and a Major in Bioethics,” Richard Dees, University of Rochester
- “Reorganizing a Major in Light of General Education Change,” Rory E. Kraft, Jr., York College of Pennsylvania
- “Who Majors in Philosophy and Why (or Why Not)?,” Robin Zheng, Newnham College, Cambridge University, and Sara Aronowitz, University of Michigan

**“Advice for Job Candidates: The Teaching Demo,” January 7, 7:30 to 10:30 p.m.**
- Chair: Katheryn Doran, Hamilton College
- “Learner-Centeredness, Humility, and Scholarly Teaching,” David W. Concepción, Ball State University
- “The Teaching Demo: The Importance of Engaging Students Both Before and In Class,” Stephen H. Daniel, Texas A&M University
- “Navigating the Political Landscapes of Faculty Search Committees,” Jamie Phillips, Clarion University
- “Presenting Your Future Self: The Teaching Demo,” Anne-Marie Schultz, Baylor University

Central Division Meeting  
**February 2-5, 2016 — Palmer House Hilton, Chicago, IL**

**“Teaching Students How to Read Philosophy,” March 4, 2:00 to 5:00 p.m.**
- Chair: Tziporah Kasachkoff, CUNY Graduate Center and Ben Gurion University of the Negev, Israel
- “Scaffolding Novices to Intermediate Performance as Readers of Philosophy,” David W. Concepción, Ball State University
- “Using Tutorials to Teach (Upper-Level) Undergraduates to Read (Advanced) Philosophy,” Stephen Mathis, Wheaton College, and Joseph Nelson, American University
- “Conveying the Experiential Value of Reading,” Sergia Hay, Pacific Lutheran University
- “Teaching and Reading Philosophy with Global Learners,” Ruthanne Soo Hee Pierson Crapo, Minneapolis Community and Technical Colleges
- “Performing Knowledge: The Role of Embodiment in Reading Texts/Textual Interpretation,” Tracey Nicholls, Lewis University, George David Miller, Lewis University, Arsalan Memon, Lewis University, and Rebecca Scott, Lewis University and Loyola University Chicago

Pacific Division Meeting  
**March 30-April 2, 2016 — Westin St. Francis, San Francisco, CA**

**“Our Obligations to Adjuncts,” Thursday, March 30, 4:00 to 7:00 p.m.**
- “No Regulation Without Representation: Adjuncts’ Role in University Governance,” Anthony R. Boese, University of Virginia
- “Effective Bargaining Makes It Better,” Sharon Rowe, Kap’a’olani Community College
- “The Effect of Adjunct Compensation on Student Learning: Teaching Philosophy between the Incommensurable Paradigms of Justice and Care,” Alexandra Bradner, Eastern Kentucky University

*Please visit the new APA Blog and e-mail your pedagogical questions to “The Teacher’s Workshop” (PhilTeacherWorkshop@gmail.com), a recurring Q&A feature produced by the APA teaching committee that will respond to reader-submitted questions about the teaching of philosophy.*
Contact members of the APA teaching committee

Please feel free to contact committee chair Alexandra Bradner (alexandrabradner@gmail.com) or any of the other committee members with pedagogy-related concerns that face the profession, ideas for sessions at divisional meetings, and initiatives the committee might address.

Katheryn H. Doran, Member (2016)  Jennifer M. Morton, Member (2017)
Wendy C. Turgeon, Member (2016)  David W. Concepcion, Member (2018)
Sanford Goldberg, Member (2017)  Michelle Saint, Member (2018)
Tziporah Kasachkoff, Newsletter Editor  Eugene Kelly, Newsletter Editor
Thomas Urban, ex officio, APA Committee on Philosophy in Two-Year Colleges (2016)
Sara L. Goering, ex officio, APA Committee on Pre-College Instruction in Philosophy (2018)
Andrew N. Carpenter, ex officio, American Association of Philosophy Teachers (2016)

If you’re interested in serving on the committee, please check the Nominations System page on the APA website (http://nominations.apaonline.org) for deadline and application information.

Like our Facebook page

Please “like” and follow our Facebook page (https://www.facebook.com/apateaching/), which is updated many times each week with events, calls, and links related to the teaching of philosophy.

Check out our APA webpage

This page contains standing information about the committee, the APA Newsletter on Teaching Philosophy, upcoming meeting sessions, and philosophy journals that accept submissions on teaching (i.e., on “SOTL,” the scholarship of teaching and learning).

Read “The Teaching Workshop”

“The Teaching Workshop” appears every few weeks on the Blog of the APA (http://blog.apaonline.org). Committee members Jen Morton and Michelle Saint collect practical and theoretical questions from philosophy teachers, solicit prepared responses, and then open the conversation for comments. Please join the closed “APA Teaching Workshop” group on Facebook (https://www.facebook.com/groups/1696722617265994/) to submit questions and volunteer to write responses. Or e-mail Jen and Michelle at PhilTeacherWorkshop@gmail.com.

Submit to the Newsletter on Teaching Philosophy

This biannual newsletter (http://www.apaonline.org/?teaching_newsletter) features reflective pieces written by accomplished teachers. Please contact editors Tziporah Kasachkoff and Eugene Kelly for content information and submission deadlines.

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