Committee on the Teaching of Philosophy

2016–2017 Membership

Alexandra E. Bradner, chair (2018)
   Sanford Goldberg (2017)
   Jennifer M. Morton (2017)
   David W. Concepcion (2018)
   Michelle Saint (2018)
   Zachary Barnett (2019)
   Mark N. Jensen (2019)

Sara L. Goering, ex officio (2018)
   Richard Legum, ex officio (2019)

Andrew N. Carpenter, ex officio (AAPT) (July–January)
   Andrew Mills, ex officio (AAPT) (January–June)

Tziporah Kasachkoff, newsletter editor
   Eugene Kelly, newsletter editor
I. Teaching Committee Personnel Changes

In early January 2017, AAPT Immediate Past President Andy Carpenter completed his term on the APA Committee on the Teaching of Philosophy (CTP). On June 30, 2017, two members completed their CTP terms: Sanford Goldberg and Jennifer Morton. The CTP thanks them for their service.

Four new members have joined the CTP since our last report. In January 2017, we welcomed AAPT President Andrew Mills. On July 1, 2017, we welcomed Ruth Boeker, Ian Smith, and Robin Zebrowski. We’re looking forward to their contributions.

Also on July 1, 2017, CTP member David Concepción became Associate Chair. We will all benefit from Dave's pedagogical expertise and leadership experience. His term as Chair begins on July 1, 2018. Ian has stepped in to serve a one-year term, in order to replace Dave as a CTP member for the 2017-18 APA year.

Last year was the first year that the APA allowed committees to recommend candidates to the APA Committee on Committees for member and chair vacancies. The CTP decided to ask its existing members for nominations and self-nominations for the CTP chair position. We discussed those nominations, settled upon a preferred chair candidate, and passed that recommendation along to the APA Committee on Committees. But we decided not to make any committee-level recommendations regarding member vacancies, order to clear a path to committee service for qualified candidates with whom none of us are familiar.

II. Teaching Committee Activity at APA Divisional meetings

Each year, the CTP produces a series of development opportunities for philosophers at the three APA divisional meetings. These sessions aim to share the latest pedagogical innovations, model active learning, address broader teaching-related issues that face the discipline, and give philosophers time to reflect on their teaching. Our sessions strive to celebrate and inform teachers at each of the many stages of their careers and at all of the various kinds of institutions in which they teach.

At a recent CTP meeting, we established internal guidelines for our review process and for the spirit of our sessions. Regarding our guidelines for review, the CTP is committed to the anonymous review of materials. Session organizers are welcome to submit to their own
sessions, but their materials must go through the usual anonymous review process. Organizers cannot review their own submissions. Each submission must be reviewed by at least two CTP members, and each CTP member must volunteer to review submissions for two sessions each year. In the case that a session does not draw enough submissions, additional speakers may be invited. In the case that a session does not draw enough quality submissions, the session organizer must explain the problem to the pool, before inviting additional proposals. The CTP aims for panels that are diverse in all relevant respects, including institutional affiliation, employment status, and career stage. When appropriate—for instance, when we are looking for speakers who have a certain kind or level of expertise—we may ask for cvs and identify the authors of each proposal before reviewing their materials. In short, every effort is made to ensure that the review process is fair, open, and inclusive.

Regarding the conduct of our sessions, the CTP prefers interactive sessions that model active learning, instead of the more traditional APA session format. Presenters should think explicitly about what audience members will take-away from their talks, and ample time should be reserved at the end of each session for questions. Whenever possible, the CTP reserves the chair role for a graduate student or for the author of a rejected proposal.

During the 2016-17 academic year, the CTP organized sessions focusing on philosophical pedagogy at every APA divisional meeting. At the 2017 APA Eastern division meeting, we introduced The AAPT-APA Teaching Hub, a well-attended mini-conference that we will expand in 2018 to the APA Pacific division meeting.

A. 2017 APA Eastern Division Meeting: The 2017 AAPT-APA Teaching Hub

The AAPT-APA Teaching Hub is a two-day series of interactive workshops and conversations designed specifically for philosophers and created to celebrate and support teaching within the context of the APA divisional meetings. Jointly organized by the CTP and the American Association of Philosophy Teachers (AAPT), the Teaching Hub brings together the expertise and collegial culture of the AAPT with the discipline-wide reach of APA. This collegial event offers high quality and inclusive development opportunities that address the teaching of philosophy at all levels, pre-college though graduate school. Sessions are open to all meeting registrants.

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—worked together to assemble the program for the 2017 Eastern Teaching Hub, which occurred on Thursday and Friday, January 5-6, 2017, and included a workshop on team-based learning; an undergraduate research poster session; opportunities for one-on-one consultations; and interactive panels on inclusive teaching, pre-college teaching, teacher training, the value of philosophy teaching, and textbook authoring, among other topics.

A copy of the 2017 Eastern Teaching Hub flyer appears as an attachment at the end of this report. Also attached is a copy of the 2017 Teaching Hub report, which was written as a
guide to future Teaching Hub organizers.

The Teaching Hub is organized through a subcommittee composed of both at large members and representatives from the two sponsoring organizations, the CTP and the AAPT. The 2017 Eastern Teaching Hub subcommittee consisted of the following members:

**Alexandra Bradner**, chair, Teaching Hub subcommittee  
**Dave Concepción**  
Emily Esch, former AAPT Executive Director  
**Tziporah Kasachkoff**,  
Rory Kraft, AAPT Treasurer  
Wendy Turgeon, former CTP member

For the 2017-18 academic year, we have selected a chair for each of the two Teaching Hubs. Each Teaching Hub chair leads the planning for their region’s Hub and serves as the point person for communication purposes. Both Teaching Hub chairs report to the chair of the 2018 Teaching Hub Subcommittee, which helps to plan the program for both Teaching Hubs and makes policy recommendations. (We have included a chart below under “Attachments,” in the last section of this report, in order to clarify the Teaching Hub’s organizational structure.) The 2018 Teaching Hub Subcommittee consists of the following members:

**Alexandra Bradner**, chair, 2017 Teaching Hub Subcommittee

**Mark Jensen**, chair, 2018 Pacific Teaching Hub  
Rebecca Scott, chair, 2018 Eastern Teaching Hub, AAPT APA Sessions Committee

**Zachary Barnett**  
**Ruth Boeker**  
Andrew Carpenter, immediate past president, AAPT  
**David Concepción**  
Christina Hendricks, AAPT Board member  
Richard Legum, chair, APA Committee on Philosophy in Two-year Colleges  
Russell Marcus, AAPT Board member  
Wendy Turgeon, associate chair, APA Committee on Pre-College Instruction in Philosophy; former CTP member  
Anita Silvers, former Secretary-Treasurer, APA Pacific Division; former chair, APA Committee on Inclusiveness in the Profession  
**Ian Smith**

Producing the Teaching Hub has required a great deal of assistance. We would not have been able to produce the 2017 event without support from the following individuals:

Louise Antony, Eastern Division Past President  
Cheshire Calhoun, chair, APA Board of Officers
Andy Carpenter, immediate past president, AAPT

Dave Concepción, past president, AAPT

Emily Esch, former executive director, AAPT

Amy Ferrer, executive director, APA

In particular, we would like to thank Eastern Division Secretary-Treasurer Jeff Dunn, who fielded innumerable questions and located us in the same central room for the full two-day event; APA staff member Erin Shepherd, who designed all of our flyers and calls; and APA staff member Mike Morris, who uploaded, arranged and transported all of our promotional materials. This year, we have been relying heavily upon APA Pacific Secretary-Treasurer Becko Copenhaver and Eastern Division Secretary-Treasurer Jeff Dunn. The CTP would like to thank them in advance for all of the work they have done to support The Teaching Hub initiative.

If all goes well this year, we would like to develop a Teaching Hub for the APA Central division meeting in 2019, which will give the Teaching Hub a presence at all three divisional meetings. The CTP does not have the funds to cover this expansion. So we plan to propose to the APA Board of Officers that the APA establish a recurring budget line to fund The Teaching Hubs going forward.

The Philosophy Learning and Teaching Organization (PLATO), which serves the pre-college philosophy teaching community, has expressed an interest in becoming more involved with the Teaching Hubs, perhaps as an additional sponsor. The organization does not have the funds to join the APA and AAPT as a co-sponsor at this time, but PLATO President Emeritus, PLATO Board member, and former APA CPIP chair Jana Mohr Lone has asked the CTP to count on PLATO as a regular Teaching Hub participant.

Finally, looking to the future, we would like to encourage all APA committees and groups to offer their teaching sessions within the context of the Teaching Hubs, that is, in one central location. The CTP already works consistently with the APA Committee on Pre-College Instruction in Philosophy and the APA Committee on Philosophy in Two-year Colleges to include their sessions within the Hubs. If we can keep all of the pedagogical sessions in one place and on one consecutive schedule, the sessions will never conflict (and split their audiences). More importantly, people will know where to find them. Our hope is to create a new kind of space within the context of the APA meetings—a go-to space for all conference activities related to teaching.

**B. 2017 APA Central Division Meeting: “Unschooling: Perspectives on Alternative Philosophical Pedagogies for Young People”**

For the 2017 APA Central division meeting, the CTP co-organized a session with CPIP titled “Unschooling: Perspectives on Alternative Philosophical Pedagogies for Young People.” Members of CPIP reviewed abstracts and recommended the following panel:
Chair: Natalie Fletcher, Concordia University

Speakers:
- David Kennedy, Institute for the Advancement of Philosophy for Children, Montclair State University
  “Dialogical Schooling as Archetypal Phenomenon”

- Roy T. Cook, University of Minnesota
  “Reflections on Philosophy as Story Circle Pedagogy”

- Jessie Dern-Sisco, Villanova University
  “Deleuze, Philosophical Inquiry, and the Unschooling Movement”

C. 2017 APA Pacific Division Meeting: “Inclusiveness in Crisis: How Do We Address Social and Political Flashpoints in Philosophy Courses?”

Mark Jensen organized a session titled “Inclusiveness in Crisis: How Do We Address Social and Political Flashpoints in Philosophy Courses?” for “Inclusion and Diversity in Philosophy: An Informal Mini-Conference” at the 2017 APA Pacific Division Meeting. The session focused on ways in which philosophers might address in their courses the recent waves of social unrest and activism in the United States. We received 12 submissions. Alexandra Bradner, Dave Concepción, and Zach Barnett reviewed abstracts and recommended the following panel:

Chair: Mark Jensen

Speakers:
- Stephen Esquith, Michigan State University
  “Including Refugees and Immigrants through Civic Art and Engagement”

- Christian Hoeckley, Westmont College
  “Living Philosophy in Post-Conflict Regions”

- Katie Terezakis, Rochester Institute of Technology
  “Reflection and Social Crisis in Introduction to Philosophy”

- Ruth Groenhout and Christina Van Dyke, Calvin College
  “Safe Spaces and the Gender Wars: Teaching Gender in a Conservative Environment”

D. 2018 APA Eastern Division Meeting: The 2018 AAPT-APA Eastern Teaching Hub

Please see II.A. above for a general description. A draft of the schedule for the 2018 AAPT-APA Eastern Teaching Hub appears in the Attachments section below.

The CTP would like to thank the following philosophers who have reviewed proposals for the 2018 Eastern Teaching Hub:

AAPT Workshop: “Innovative Methods in Philosophical Pedagogy”
Zach Barnett (organizer)
Dave Concepción
Mark Jensen
Rebecca Scott
Ian Smith

APA CTP session: “Designing a New Course: Strategies for Philosophy Teachers”
Ruth Boeker
Alexandra Bradner (organizer)
Dave Concepción
Andrew Mills

“Inclusive Pedagogies” session
Stephen Bloch-Schulman
Melissa Jacquart
Giancarlo Tarantino
Rebecca Scott (organizer)

Poster Sessions: “Independent Research by Undergraduates in Philosophy” and “SoTL research by Philosophy Teachers”
Andy Carpenter
Christina Hendricks (organizer)
Russell Marcus

E. 2018 APA Central Division Meeting: “Shaking Up the Standard Lecture”

Michelle Saint is organizing a panel for the 2018 APA Central division meeting title “Shaking Up the Standard Lecture.” This session will have an innovative format. Selected panelists will be provided several months in advance with the same basic syllabus and partial reading list for an introductory lecture-style course, and each panelist will be asked to redesign the syllabus and reading list as radically as possible, highlighting an alternative pedagogical technique or experimental approach. During the session, panelists will share their redesigned versions of the syllabus in a short presentation.

Alexandra Bradner, Dave Concepción, Michelle Saint and Ian Smith reviewed abstracts and recommended the following panel:

Chair: tbd or Michelle Saint, Arizona State University

Speakers: Andrew Molas, York University
“Transforming Philosophy Through Inclusive Pedagogy and Universal Instructional Design”

David Burris, Arizona Western College
“Designing Effective Philosophy Courses”
Caleb Cohoe, First Year Success program, Metropolitan State University of Denver
"Roleplaying Philosophies: Using Reacting to the Past in the Philosophy Classroom"

Matthew Meyer, University of Wisconsin--Eau Claire
"The Confidence Test Group Test" or if you prefer "The Best-Ball Group Test"

Danielle Clevenger, Eastern Michigan University
“Utilizing Movement in Learning Activities”

Stacey Goguen, Northeastern Illinois University
Title tbd

F. 2018 APA Pacific Division Meeting: The 2018 AAPT-APA Pacific Teaching Hub

Please see II.A. above for a general description. A draft of the schedule for the 2018 AAPT-APA Pacific Teaching Hub appears in the Attachments section below.

The CTP would like to thank the following philosophers who have reviewed proposals for the 2018 Pacific Teaching Hub:

**AAPT Workshop: “Teaching Core Texts: Descartes’s Meditations”**
- Zach Barnett
- Ruth Boeker
- Andy Carpenter
- Christina Hendricks
- Russell Marcus (organizer)
- Ian Smith
- Wendy Turgeon

**APA CTP Session: “Teaching the Intellectual Virtues”**
- Alexandra Bradner
- Mark Jensen (organizer)
- Andrew Mills
- Anita Silvers
- Wendy Turgeon

**Teaching Philosophy Online**
- Aaron Champene (organizer)
- Donna Werner
- Don Merrell

**III. The APA 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 2017 issue, which featured two articles by Steven Cahn, one discussing criteria for good teaching, in particular, as such criteria relate to on-campus teaching demonstrations, and one addressing three strategies for effective pedagogy; an article by Shlomo Cohen, about planning the order of texts in an ethics course; and an article by Stephen Sullivan about teaching women’s studies as a critical thinking course.

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. The CTP thanks Tziporah and Eugene for working on this valuable resource.

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

Throughout the 2016-17 academic year, founding editors Jen Morton, Michelle Saint, and Jeremy Cushing produced a biweekly feature on The Blog of the APA titled “The Teaching Workshop:” http://blog.apaonline.org/tag/teaching-workshop/. 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 (under 1000 words combined) and then open a window for comments. The content delivered by “Teaching Workshop” is sophisticated, in that it is informed by published research in the scholarship of teaching and learning. Several resources are listed at the end of each post. The CTP views “The Teaching Workshop” as one of our more valuable and impactful projects.

The CTP has produced ten “Teaching Workshop” Blog posts since our last report. Recent installments have covered: “Teaching Abortion,” “Experiments in Grading,” “Undergraduate Advising,” and “Peer Evaluation,” among many other topics. Michelle and Jen would like to see more engagement from readers in the comments sections. But both have been happy with the feedback they have received from colleagues and the Blog editors. We can’t thank Jen and Michelle enough for initiating this contribution to our discipline and for working so diligently to develop it.

At the end of the summer, Mark Jensen took over the editorial duties. His first post highlighted the apps he uses in his classroom. He plans to produce a post every August, November, January, March and April. We’re looking forward to Mark’s plans for the space.

In order to produce this feature on a regular basis, the CTP must recruit at least three philosophers for every post (one questioner and two responders). This is labor intensive, and Mark 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.
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 New Prize for Teaching Excellence**

In late January 2017, the APA Board of Officers approved the revision to our Fall 2016 proposal to add a teaching prize to the APA’s many prizes for scholarly research. The “Prize for Excellence in Philosophy Teaching” is awarded jointly by the APA, the AAPT, and the Teaching Philosophy Association (TPA), the non-profit organization behind the Philosophy Documentation Center journal *Teaching Philosophy*. Complete information about the Prize resides at the following link:

http://www.apaonline.org/page/teaching_prize

**Dave Conception** is chairing the subcommittee that is administering the 2017 Prize. Members of that subcommittee include representatives from the three sponsoring organizations:

**Ruth Boeker**, APA  
David Boersema, TPA  
**David Conception**, APA  
Emily Esch, TPA  
Russell Marcus, AAPT  
Scott McElreath, AAPT  
Michael Pendlebury, APA

The review subcommittee received 29 nominations—a healthy number for our first year. Here is the timeline for the review of applications:

- Call for nominations: May 1  
- Reminder of call for nominations: July 1  
- Round one deadline: August 1  
- Request to finalists: August 29 (4 weeks from Aug. 1)  
- Round two deadline: Sept. 26 (4 weeks from Aug. 29)  
- Final decision announcement: November 1

We are looking into the possibility of having the 2017 winner deliver a Prize lecture (or conversation), ideally at the Summer 2018 AAPT conference. The annual Prize lecture would alternate between the biennial AAPT conference and one of the three Teaching Hubs (in the AAPT conference off-year).

The CTP would like to thank APA staff member Linda Nuoffer for her assistance with the administration of this Prize.
VI. Helping Philosophers Access the Credentials Needed to Teach in Public K-12 Schools

Alexandra Bradner and Zach Barnett serve on a multi-organization 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, among others, that is investigating how graduate students and unemployed philosophers might access the credentials needed to teach in the public k-12 schools.

Though independent k-12 schools hire teachers with advanced degrees in philosophy, public schools do not. 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).

This is unfortunate, because most philosophers with Ph.D.s are highly qualified to teach English, social studies, and government at any level; elementary and middle school history; elementary and middle school math; critical thinking; logic; and other humanistic disciplines (such as culture, anthropology, etc.). Many philosophers have additional teaching capabilities in high school math, high school science, and high school history.

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 subcommittee is investigating the ways in which philosophy departments might work with their own schools of education to develop: (a) express-route M.Ed. programs for philosophy Ph.D.s. that students 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.

As a start to this project, Roberta Israeloff, Director of the Squire Foundation, has gathered a subcommittee of interested parties and begun the work of compiling information. Her first report appears at the end of this CTP report under the “Attachments” section. Her subcommittee is co-chaired by Jana Mohr Lone and consists of the following members:

Zach Barnett
Alexandra Bradner
Roberta Israeloff, co-chair
Megan Laverty
Krista Lawlor
Jana Mohr Lone, co-chair
Ben Lukey
George Rainbolt
Sally Scholz
Wendy C. Turgeon
As an example of the kind of program the subcommittee would like to replicate, Eddy Nahmias at Georgia State University reports that his institution is developing a program whereby graduate students in philosophy can receive their MAT degrees through the education department one year after receiving their two-year MA in philosophy. Because the Georgia Professional Standards Committee recently agreed that it was the GSU education department’s decision as to whether to accept courses in the history of philosophy as “content” courses for certification to teach history, Eddy expects some kind of program to be in place within a year or two. He’s also pursuing a program whereby BA students in philosophy can earn a fast-track teaching certification. But this may take a bit longer.

At the very least, the subcommittee would like to hear from any institution that has found an efficient and low-cost way to move philosophers into the public schools. Our goal is to compile this information and make it available, in hopes of providing a collection of workable models for philosophy departments looking into this issue.

VII. Grant Reviewing

Throughout the 2016-17 reporting period, Alexandra Bradner reviewed three micro-grant requests to APA donor funds.

In August 2017, the CTP began its review of eight small grant proposals, in order to provide feedback to the National Office. The following CTP members submitted small grant reviews:

Mark Jensen
Robin Zebrowski

The CTP would like to thank APA staff member Linda Nuoffer for her assistance with the administration of the small grant review, in particular for automating the survey forms this year.

VIII. Distance Learning Opportunities for Philosophy Faculty

The CTP is planning to offer an online series of small-group, teaching-related, guided conversations. Four to eight philosophers will sign up to join in a video call through Skype to discuss an issue of pedagogical concern in the company of an expert moderator. At present, we have five volunteers ready to facilitate: Stephen Bloch-Schulman, Andy Carpenter, David Concepción, Alida Liberman, and Russell Marcus. The APA will send out an e-mail blast with more information about this opportunity sometime before Spring 2018.
In a related initiative, APA Executive Director Amy Ferrer is planning to offer a series of larger, lecture-style online opportunities for philosophers. The CTP is planning for this series one session on a teaching-related topic.

**IX. Publicizing CTP Activities**

The CTP always is interested in drawing more participants into its work. We would like to encourage philosophers to submit questions to “The Teaching Workshop,” volunteer to write “Teaching Workshop” responses, submit to our calls, send in teaching prize nominees, and attend Teaching Hub sessions. Toward this end, we have been working with the APA’s Publications Coordinator Erin Shepherd 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.

The CTP has two Facebook pages, a public committee page, where we link to teaching-related articles, teaching job openings, and conference, journal and monograph CfPs:

[https://www.facebook.com/apateaching/](https://www.facebook.com/apateaching/)

and a group page used to solicit responses and ideas for “The Teaching Workshop:”

[https://www.facebook.com/groups/1696722617265994/](https://www.facebook.com/groups/1696722617265994/)

We welcome suggestions for relevant links. We hope the more general committee page will become a resource for job applicants, as more institutions begin to advertise specifically for candidates with teaching expertise and SoTL publications.

**Robin Zebrowski** has taken over these Facebook pages to much success. On our CTP committee page, “likes” have increased from approximately 13 per post to somewhere between 55 and 90 per post. One week we had a total reach of 1172, with up to 107 people engaged (clicking through, sharing, etc.).

Please join our Facebook page and encourage your students and colleagues to do the same.

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

APA Executive Director Amy Ferrer asked our committee to update the APA’s Statement on Non-tenure-track Faculty. Amy Berg, Alexandra Bradner, Susan Dieleman, and Mark Jensen formed a subcommittee that has been working on this project since March 2017.

We had planned to forward the statement in August 2017 to a number of relevant APA committees for review, solicit APA member input through the Blog or an APA session, and then forward the document to Amy in October 2017, in time to make the November 2017 Board meeting agenda. But we are one month behind our schedule.
The subcommittee’s comments are ready to be compiled into one final draft. As soon as this task has been completed, we will send out our draft for review to the APA Committee on Philosophy in Two-year Colleges, the APA Committee on the Status and Future of the Profession, and the APA Committee on Academic Careers Opportunities and Placement.

**XI. Revising Guidance Documents from the APA Committee for Academic Career Opportunities and Placement**

The APA Board of Officers expressed some concern that the guidance documents for placing departments and job seekers submitted by the APA Committee for Academic Career Opportunities and Placement focused on research-oriented positions at R1 institutions and gave comparably little guidance to candidates seeking teaching-oriented positions, whether tenure-track or non-tenure-track (adjunct), full-time or part-time. The concern was heightened by the fact that the document for job seekers begins by telling candidates that there are likely more teaching jobs than research jobs.

The APA careers committee asked our committee to read and revise these three documents. We were to keep in mind the usual concerns: that there are no clear lines between teaching and research, that many teaching institutions require their faculty members to publish, and that many research institutions care deeply about teaching.

**Alexandra Bradner, Ruth Boeker, Michelle Saint, Ian Smith, and Robin Zebrowski** examined the Guidance documents and made several suggestions. Alexandra compiled these suggestions in early October 2017 and sent the three revised documents to David Chan, Chair of the APA Committee for Academic Career Opportunities and Placement. We would like to extend our apologies to the APA careers committee for taking so long to accomplish this(!). They were waiting for quite a while on our feedback.

**XII. CTP Recommendations for Revisions to the “Good Practices Guide” Accepted**

A subcommittee of the CTP, consisting of Alexandra Bradner, Katheryn Doran, Jen Morton, and Michelle Saint, worked on Section 2 of the “Good Practices Guide:” “Teaching Supervising and Mentoring Students,” and forwarded along a series of suggestions to the APA’s Task Force on a Good Practices Guide. The new version of the Guide has been posted until Spring 2018 on the APA website for member feedback.

**XIII. Online Meetings**

The CTP holds Skype meetings twice a year, once at the start of the calendar year and once over the summer, in order to update one another about ongoing projects and think more deeply and efficiently about new initiatives. At both our January 2017 and our August 2017 meetings, our conversations centered on the two 2018 Teaching Hubs.
XIV. Conclusion

The CTP 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, some of which have sought applicants with both a typical AOS in some philosophical subfield and additional pedagogical credentials.

A teaching-focused hire can serve as a department’s point person in pedagogy, taking on the tasks of: training the department’s TAs; visiting TAs’ classes and writing detailed, teaching-focused recommendation letters for them; assisting graduate students in the construction of teaching portfolios for their job applications; helping junior faculty through their first years of teaching; teaching the introductory courses through which majors are recruited; building an undergraduate research program; adding experiential learning and other innovative courses to the curriculum; revising and reinvigorating the major; serving as a conduit to relevant scholarship in the cognitive psychology of learning, and scholarship in the teaching and learning of philosophy; and developing the teaching skills of senior faculty members who haven’t had the time to focus on that aspect of their careers.

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

This has been another busy year for the CTP. The work reported here would not be possible without the energy and commitment of our committee members, all of whom have provided thoughtful input, worked tirelessly, and given generously of their time, and all of whom care deeply about the quality of teaching throughout the profession.
XV. Attachments

List of Attachments:

A. Organization of AAPT-APA Teaching Hub Subcommittee
B. Informational Flyer for the 2017 Eastern Teaching Hub
C. 2017 Teaching Hub Report
D. Draft Schedule for the AAPT-APA 2018 Eastern Teaching Hub
E. Draft Schedule for the AAPT-APA 2018 Pacific Teaching Hub
F. Link to calls for Abstracts and Proposals
G. Preliminary Compilation from Roberta Israeloff of Subcommittee member experiences with k-12 Certification
A. Organization of AAPT-APA Teaching Hub Subcommittee

The AAPT-APA Teaching Hub is a series of interactive workshops and conversations designed specifically for philosophers and created to celebrate teaching within the context of the divisional meetings of the American Philosophical Association. Jointly organized by the APA’s Committee on the Teaching of Philosophy (CTP) and the American Association of Philosophy Teachers, the Teaching Hub aims to offer a range of high-quality and inclusive development opportunities that address the teaching of philosophy at all levels, pre-college through graduate school.

The AAPT-APA Teaching Hub Subcommittee produces Teaching Hubs for the APA divisional meetings. The Subcommittee consists of: members of the AAPT APA Sessions committee, members of the CTP, and, last, at-large members of the AAPT and the APA who are interested in working on the Teaching Hubs. In other words, the AAPT-APA Teaching Hub Subcommittee welcomes participation from any AAPT or APA member who has an interest in the development of philosophy teaching.

The AAPT-APA Teaching Hub Subcommittee is led by the Chair of the CTP, primarily for the sake of institutional memory and ease of communication between the AAPT-APA Teaching Hub Subcommittee and the APA staff.
Beyond that, each Teaching Hub has its own chair. For example, AAPT Sessions Committee Chair Rebecca Scott is serving as the 2018 Eastern Teaching Hub Chair, while APA CTP member Mark Jensen is serving as the 2018 Pacific Teaching Hub Chair.

The overall AAPT-APA Teaching Hub Subcommittee Chair assists the individual Teaching Hub chairs in their work, coordinates the various stakeholders, and serves as the point person for all communication with the APA central office staff. Each of the individual Teaching Hub chairs is responsible for the program and scheduling of their particular Teaching Hub. The individual Teaching Hub chairs also serve as the points-of-contact for the APA Secretary-Treasurers. The members of the AAPT-APA Teaching Hub Subcommittee plan the Teaching Hub programming, review submissions to Teaching Hub sessions, and offer advice and feedback to the Teaching Hub chairs.
B. Informational Flyer for the 2017 Eastern Teaching Hub

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

Introduction

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**

Refreshments will be served.

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

**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, including the Lilly International Spring Conference on College and University Teaching and Learning and the Professional and Organizational Development Network in Higher Education’s annual conference.

**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.

**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

Food, wine, and beer will be served.

Presenters:  Jack Beaulieu, University of British Columbia, Vancouver, BC, Canada
"Intellectualism and the Risk of Circularity in Belief-First Virtue Epistemology"

Brett Bracco, Hamilton College, Clinton, NY
"Non-Therapeutic Infant Male Circumcision: The Ethical Issues"
Faculty Advisor: Dr. Russell Marcus

Andrea Bridgewater, California State University, Bakersfield, Bakersfield, CA
"Promoting Inclusion: Philosophy's Practitioners"
Faculty Advisor: Dr. Senem Saner

Libby Rose Cronican, College of Saint Benedict and Saint John’s University, Collegeville, MN
"Preserving Dignity in End of Life Care"
Faculty Advisor: Dr. Jean Keller
Allison Escobar, University of Memphis, Memphis, TN

"Police Power and Racism in America"
Faculty Supervisor: Dr. Verena Erlenbusch
Daniel Farina, Hamilton College, Clinton, NY

"The Subject Side of Respect: Why and How to Be a Respecter"
Faculty Advisor: Dr. Katheryn Doran
Julisa Fernandez, University of Texas at El Paso, El Paso, TX

"Philosophy for Children in the Borderlands"
Faculty Advisor: Dr. Amy Reed-Sandoval
Samantha Herrador, Mount Saint Mary’s University, Los Angeles, CA

"National Identity and Race in Mexico"
Faculty Advisor: Dr. Robert Sanchez, Jr.
Spencer Knafelc and Andrew M. Winters, Slippery Rock University of Pennsylvania, Slippery Rock, PA

"Conducting Research in the Philosophy of Mind with Undergraduate Students"
Cameron McNeely, Daniel Klinestiver, Quintin Thompson and Daniel Wills, Ball State University, Muncie, IN

"Stance: An International Undergraduate Philosophy Journal"
Faculty Advisors: Dr. Juli Thorson and Dr. Sarah Vitale
Sara Purinton, Hamilton College, Clinton, NY

"Nietzschean Affirmation: A Joyous Challenge"
Faculty Advisor: Dr. Russell Marcus
Adriana Ramirez, Mount Saint Mary’s University, Los Angeles, CA

"Philosophy and the Search for Lo Mexicano"
Faculty Advisor: Dr. Robert Sanchez, Jr.
Sofia Roi, University of British Columbia, Vancouver, BC, Canada

"Painterly Photographs: A Study on the Aesthetic Experience of Filtered Images"

Organized by Emily Esch and Jennifer Mulnix, and Alexandra Bradner

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

Refreshments will be served.

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
Andrew N. Carpenter, Northcentral University
J. Robert Loftis, Lorain County Community College
David W. Concepción, Ball State University

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.—Moderated Discussion

Title: Topics in Inclusivity: an Open Discussion of Issues Facing the Profession
Chair: Jessica Davis, Teacher’s College, Columbia University
Presenters: Daniel Brunson, Morgan State University
David W. Concepción, Ball State University
Maureen Linker, University of Michigan—Dearborn

Description: Description: This session will begin with a discussion of universal/intentional/inclusive design (Brunson); teaching at a HBCU (Brunson); implicit bias (Concepción); the connections between intellectual empathy and critical thinking (Linker); and move on from there to other topics of interest to our audience.

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.

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
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.
The purpose of this living document is to leave a trail of advice for future organizers of the AAPT-APA Teaching Hub.

I. THE ORIGIN, PURPOSE, and SPIRIT OF THE TEACHING HUB

The AAPT-APA Teaching Hub was “a two-day program on philosophical pedagogy at the 2017 Eastern Division meeting. This open and informative series of events aims 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; attract a broader range of philosophers to the divisional meetings; and celebrate good teaching within our profession” (from the 2017 Teaching Hub flyer).

The initiative developed out of a discussion during the Summer of 2015 between Emily Esch and Alexandra Bradner about how the American Association of Philosophy Teachers and the APA Committee on the Teaching of Philosophy and might work together to avoid the duplication of efforts and to expand our discipline’s interest in the teaching of philosophy.

II. ADMINISTRATIVE ORGANIZATION

The Teaching Hub is produced by a joint subcommittee composed of members from the Board of Officers of the AAPT and the APA Committee on the Teaching of Philosophy. This subcommittee designates a chair for each Teaching Hub, who is charged with the following:

- selecting all of the session organizers, with the help of the Teaching Hub subcommittee, and managing all of the session organizers, to ensure that everything is running on schedule and smoothly;
- serving as the central point of contact between the Teaching Hub subcommittee and the relevant APA division’s Secretary-Treasurer;
- updating the Chair of the APA’s Committee on the Teaching of Philosophy, the AAPT President, and the AAPT Executive Director periodically;
- maintaining the Teaching Hub budget;
• attending the Teaching Hub, in order to solve problems at the event as they occur.

III. RECURRING SESSIONS

The Teaching Hub was created, in part, to highlight and draw larger audiences to the teaching sessions at the APA divisional meetings. Housing all of the teaching sessions under one roof should prevent the concurrent scheduling of these sessions and connect the disparate philosophy teaching populations.

In the early spring, the division Teaching Hub chair should contact the chairs of the three APA committees and encourage them to co-organize a Teaching Hub session with the APA teaching committee or the AAPT. Most of the APA committees plan a session for each division meeting. So, usually, this is just a matter of getting these sessions onto our Teaching Hub program. But sometimes the task is more complicated, because there is no interest on the committee in offering a session (or a session at the relevant division meeting). The committee chair sends out an e-mail asking for volunteers, and no one responds. In this case, we should all work to locate a volunteer. Every effort should be made to produce these co-organized sessions, as they will help to institutionalize the Teaching Hub and expand its audience.

At every Teaching Hub, the chair should aim to reproduce each of the following sessions:

(a) **Co-organized session with the APA pre-college committee and/or PLATO (2 hours long)**

Topic to be determined and calls to be arranged by the APA pre-college committee and/or PLATO. But the APA teaching committee will offer to help read abstracts and/or papers.

(b) **Co-organized session with the APA two-year college committee (2 hours long)**

Topic to be determined and calls to be arranged by the APA two-year college committee. But the APA teaching committee will offer to help read abstracts and/or papers.

(c) **Co-organized session with the APA inclusiveness committee (2-2.5 hours long)**

Topic to be determined and calls to be arranged by the APA inclusiveness committee. But the APA teaching committee will offer to help read abstracts and/or papers.

(d) **AAPT interactive lunchtime workshop (2 or 3 hours long)**

For this session, the AAPT selects a particularly engaging, interactive, development workshop from its biennial conference to reproduce at the APA.

Small group activities often take longer than one expects. So special care should be taken to ensure that there is enough time for the speaker to offer the entire workshop. These sessions lose their point when they’re rushed, because the speaker is forced to tell the
audience what is supposed to happen, instead of guiding the audience through the actual activity.

Food and drink should be served at the AAPT lunchtime workshop.

(e) Meet the Textbook Author

For this session, the organizer should select a prominent, new, or original textbook and invite the author(s) to speak about the writing of the text, the publishing process, and how the text might be used in the classroom. Publicize the subfield of the text as far in advance as possible. Recruit the publisher to help publicize the event, at the very least, and provide support in the form of snacks and/or swag, at best.

(f) Walk-in Teaching Consultations with Teaching Experts

In this session, philosophers stop by to get personal advice from teaching experts. The session organizer sits near the door conducting triage, welcoming people as they arrive, asking them to sign in, and having them record the topic of their question or issue. The organizer then assigns the visitors to the appropriate expert in pods of 2-3 people.

Before the session, the organizer will need to recruit 5-7 experts from various pedagogical subfields and publicize the session. At the 2017 Eastern, we had intended to assign only one visitor to each expert for a 15-20-minute interval. In the end, small groups formed and these groups talked for the whole session on the issues of their concern. This worked well, because there was less pressure on each individual person to maintain the conversation.

(g) Undergraduate Research and Faculty SoTL Poster Session

This session invites two populations to present posters at the same session:

(a) faculty who have recently completed a project in the scholarship of teaching and learning in philosophy;

(b) undergraduates, who have recently completed a research project in philosophy.

Poster session organizers should send out the same call in both late April and mid-August to catch undergraduates, who will be submitting their undergraduate research, honors projects, and independent study projects at those times, and to warn faculty, who may need the summer to work a SoTL project into their schedules. The call should go not only to professional philosophy lists and sites, but to undergraduate philosophy journals and department chairs. The Teaching Hub should consider placing an ad in several undergraduate journals. Some philosophy teachers and department chairs will forward the call along, but most will not. We need to think about how we can get the call out to undergraduates.

The undergraduate call must make clear:
(1) The APA cannot offer travel funding. The students will have to pay their own travel, hotel, food, and poster printing costs.

(2) Students will have to join the APA (at the undergraduate rate) to present at the conference. The APA offered a discount on this membership fee in 2017, and the APA CTP subsidized some of the students’ membership costs as well.

(3) Students will have to register for the conference. This fee is paid to the host division. The Eastern waived the conference registration fee in 2017.

(4) Students’ faculty advisors are encouraged to attend the poster session with their advisees.

It would be nice if local undergraduate philosophy clubs from departments in the host city could offer housing for these undergraduates. The travel and hotel costs are prohibitively expensive for most undergraduates. Because of this, a special effort should be made to recruit students from the host region.

This session is a labor-intensive one for the session organizers. The undergraduates have lots of questions, and there are many logistical details. For this reason, it’s helpful to locate a session organizer who has an interest in undergraduate research and plans to bring his or her undergraduate students to the meeting.

At the poster session, the session organizer should welcome everyone, have all of the students introduce themselves and say something brief about their projects, and make sure they have everything they need. (By the AV deadline, the session organizer should ensure that Secretary-Treasurer has arranged with the hotel for the bulletin boards or easels, tacks/magnets, etc. At the 2017 undergraduate poster session, we had to use tape on a room divider wall, and the posters became easily unattached.)

Next year, it might be nice to have the undergraduate poster session in a more public location (near the book exhibit or in a hallway). Teaching Hub organizers might also consider pairing the poster session with the Teaching Hub’s closing reception.

This is a session that will require some reassessment. It’s a terrific idea: the undergraduates benefit from presenting their work and attending other APA sessions; it’s fun for the students to take an academic road trip; the APA is interested in reaching out to undergraduates; and the session does a nice job of encouraging underrepresented students to pursue philosophy. However, if there was one session within the 2017 Teaching Hub that presented us with challenges, this was the one.

IV. ONE-TIME TOPICAL SESSIONS

The remainder of the Teaching Hub program should be filled out with topical sessions. The APA Committee on the Teaching of Philosophy is committed to distributing calls for
abstracts and then reviewing those abstracts anonymously. Anonymous calls tend to correct for philosophy’s clubbiness and welcome new philosophers to participate in our sessions. Each submission should be read at least twice.

The joint APA-AAPT Teaching Hub subcommittee, the Teaching Hub chairs, the APA teaching committee, and the AAPT membership will brainstorm ideas for these topical sessions. Often APA members write to the APA teaching committee chair with ideas, which should be shared with the APA-AAPT Teaching Hub subcommittee. The Teaching Hub chair(s) will select some number of these ideas, appoint at least one session organizer for each session, and check in with that organizer from time to time, to make sure the session work is on schedule and to ask if anything is needed.

V. THE TIMELINE

There are four important deadlines to which we must attend. The exact dates change from year to year. But this is generally what we can expect:

**The session request deadline:** the deadline by which any APA committee that wants to hold a session at a divisional meeting has to inform that division’s Secretary-Treasurer.

- Eastern: June 5
- Central: August 5
- Pacific: Invitation sent in mid-July. The Pacific will not schedule your session until they have your program information in full.

**The AV deadline:** the deadline by which the APA teaching committee chair must submit all AV requests to the division, so they can inform the hotel’s event staff.

- Eastern: mid-November
- Central: January 1
- Pacific: January 31

**The program deadline:** the deadline by which the Secretary-Treasurer and the meeting’s program committee needs to have all of the session information (session title, chair’s preferred name, speakers’ preferred names, institutional affiliations, and paper titles).

- Eastern: September 5
- Central: October 1-15
- Pacific: mid-October

**The hotel’s catering deadline:** the deadline by which the hotel event staff needs all catering orders.

- Varies
There is often a little bit of flexibility regarding these deadlines. But don’t assume you can miss a deadline without communicating with the relevant Secretary-Treasurer.

VI. GENERAL SUGGESTIONS

Interacting with the APA’s Divisional Secretary-Treasurers

The three APA Secretary-Treasurers of the three APA divisions will be the Teaching Hub chair’s primary point of contact, when there are questions about the program, the scheduling, or the hotel (for instance, questions about catering or AV equipment).

These officers are extremely busy and have lots of details to track. So it’s best to contact them only once in a while and only when you really need to do so. One e-mail with lots of final information is better than lots of e-mails with bits of developing information. Try, if you can, never to give the Secretary-Treasurers premature information, i.e. information that might change, because that’s just asking for mix-ups. It will be difficult for them to recall the later change, and they might operate on the earlier, erroneous information.

The Secretary-Treasurer will determine the room (which should be prominent and centrally located), the days, the times (and, thus, the competition) for the Teaching Hub. In short, this is an important relationship.

Interacting with the APA main office at the University of Delaware

The Teaching Hub chair will not need to communicate regularly with the APA’s main office. Most of the necessary communication with the main office will go through the Chair of the APA Committee on the Teaching of Philosophy. The one exception to this will be all of the communication regarding Teaching Hub publicity, for which the Teaching Hub chair can contact APA Communications and Marketing Manager Mike Morris directly, and all of the communication regarding the Teaching Hub calls, for which the Teaching Hub chair can contact APA Publications Coordinator Erin Shepherd directly. Please cc the APA teaching committee chair on all of these e-mails. (We do not want to duplicate efforts, overtax the main office, or max out the teaching committee’s budget.)

Publicity materials

We publicized the 2017 Teaching Hub through the following ways and means:

- Preview post about several of the upcoming Teaching Hub sessions for the APA Blog, written by the Teaching Hub chair, with session recommendations for different populations of philosophers
- APA blast e-mail from the APA Executive Director to all APA members
- AAPT blast e-mail to its membership
- Link to the schedule on the APA committee website
- Link to the schedule on the AAPR website
• Special stand-alone, permanent webpage produced by Mike Morris within the APA web environment
• Several Facebook posts on the APA teaching committee page
• Highlighted promotional blurb on the APA website for the 2017 Eastern division meeting
• Teaching Hub “gear” logo, conceived by APA teaching committee member Mark Jensen and perfected by Mike Morris
• 500 two-color flyers with the complete schedule to leave at the registration table and post around the conference
• 100 table tents distributed around the conference for attendees to read at their leisure
• 100 aluminum, made-in-the-USA water bottles with the AAPT-APA Teaching Hub logo ($4.20 each)
• 20” x 30” mounted color poster which sat on an easel outside the door throughout the event

Total promotional costs: $980. The APA was going to save the poster and the table tents for use at subsequent Hubs, and we will not need to purchase the water bottles again. A smaller promotional item (like a pen or a notebook) might be nice.

The Budget

We had a $4,500 budget for the whole 2017 Teaching Hub event, with the AAPT contributing $2,000 and the APA teaching committee planning to contribute $2,500. We all agreed beforehand that we would try to spend less than that amount. But we ended up spending $642 more than that amount, because the flyers and table tents cost more than expected, and we did not budget for AV expenses, which cost $450 for the two-day event. The Eastern recommended a $99 “boost” for one of our Facebook posts, which we can eliminate next year.

Here were the rounded food and drink costs for the 2017 Teaching Hub, so we can plan for subsequent Hubs:

Coffee break for 20 with tapas station: $499.47

Alcohol (domestic and premium beers, and wine), soft drinks, and chips for the undergraduate poster session: $1,596.21 (112 individual drinks and chips for 20)

Continental breakfast for 20 with bagels and coffee: $604.62

Alcohol (domestic and premium beers, and wine), soft drinks, and artichoke and spinach dip for the closing reception: $1,011.53 (36 individual drinks and dip for 20)

We decided to serve alcohol at the undergraduate poster session, in order to attract an audience.
The APA teaching committee had a $5,000 fund, out of which we drew $3,000 for the 2017 Teaching Hub, on the rationale that spending this money would be a worthwhile expense, in order to get this initiative off the ground. The $5,000 was not a yearly allowance, but a permanent fund. So the APA teaching committee now has only $2,000 in its fund. This means that we will have to curb expenses significantly at subsequent Hubs. The Teaching Hub chairs will determine how to do this, in concert with the AAPT Executive Director, the AAPT President, the AAPT Treasurer, the APA teaching committee chair, and the Teaching Hub subcommittee. We might decide not to serve alcohol and to move the closing reception to someone’s hotel suite.

VII. PARTICULAR SUGGESTIONS

Request a prominent room

At the 2017 Eastern, the program committee gave the Teaching Hub a central location and a beautiful room (with a view). Many of our audience members were initially passersby, who were able to peek their heads in, and our signage was clearly visible to conference attendees.

Prepare some remarks for the start of the first session

At the start of the first Teaching Hub session, the division Teaching Hub chair should welcome everyone, explain the origin and purpose of the Teaching Hub, publicize a few key sessions, and say something about the expected tone of the event.

Encourage session organizers and speakers to distribute handouts

We attend so many sessions at the APA. It’s nice to have something concrete to take away, something to help you remember speakers’ names, references you hope to pursue, ideas you want to remember, etc.

Food

Although the food was expensive, it contributed to the Teaching Hub’s social and humane vibe: it gave people something to do, when they didn’t know anyone in the room (instead of sitting quietly or checking their phones); it enabled people to attend the AAPT workshop session without missing lunch; and it differentiated the Teaching Hub sessions from the rest of the APA sessions. The Teaching Hub sessions with food were elevated—more social, more elegant, and more fun.

Welcoming and Hosting

One of the central purposes of this initiative was to bring some of the AAPT conference’s enviable (warm, collegial) conference culture to the (cold, stressful) APA.
Along these lines, all planners in attendance (i.e. the Teaching Hub chair, Teaching Hub subcommittee members, AAPT Board members, APA teaching committee members, sessions organizers, etc.) should take it upon themselves to serve as hosts: walk up to people sitting alone (who aren’t busy) and introduce yourself, ask them where and what they teach, tell them about the AAPT and the APA teaching committee, etc. Younger philosophers and philosophers from disenfranchised populations can feel especially self-conscious and/or alone at the APA. We want the Teaching Hub to be a welcoming respite from the rest of the conference.

VIII. ASSESSMENT

The APA teaching committee produced a brief, double-sided feedback form and asked the session organizers to distribute the form at the end of each session. Those results will be tabulated and added to this document.

For future Teaching Hubs, it would be easier to offer this feedback form online through polleverywhere.com or a similar site.
FIVE-QUESTION FEEDBACK FORM

Your responses on this form will help us to revise The AAPT/APA Teaching Hub to better fit your professional needs. The APA Committee on the Teaching of Philosophy may use this feedback for promotional purposes, but we will make every effort to secure anonymity, for example, by not associating the responses with demographic information, when that association would reveal an author’s identity. Please do not write your name on this form.

1. Where did you first learn about The AAPT/APA Teaching Hub?
   - _____ APA Program
   - _____ Blog of the APA
   - _____ Professional e-mail listserv
   - _____ Facebook site
   - _____ Physical flier at registration desk
   - _____ Physical banner outside the room
   - _____ Word of mouth at the conference
   - _____ Other

2. Before this session, had you ever attended a pedagogical session at an APA divisional meeting?
   - _____ Yes    _____ No

3. How often should we hold The AAPT/APA Teaching Hub?
   - _____ Three times a year, at each of the three APA divisional meetings
   - _____ Once a year, at the APA Eastern division meeting only
   - _____ Once a year, rotating among the three divisional meetings
   - _____ Once every two years, at a different divisional meeting every two years

4. Please evaluate the Teaching Hub session you attended by circling the number that represents your response to each of the four statements a-d:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The pacing was efficient.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. The content was new to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The content was appropriate to my level of teaching experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. I plan to incorporate information from this session into my courses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5. What would make The AAPT/APA Teaching Hub better?

Optional demographic information

A. What best describes your current employment status or role in the field of philosophy?

_____ Undergraduate student
_____ Graduate Student
_____ Temporary lecturer (full- or part-time adjunct hired by the semester or year)
_____ Permanent lecturer (hired on a full- or part-time, non-tenurable, but continuing, contract)
_____ Assistant professor
_____ Associate professor
_____ Full professor
_____ Retired
_____ Other

B. What best describes your current institution?

_____ Private/independent tutor
_____ Elementary School
_____ Middle school
_____ High school
_____ Two-year college
_____ Small liberal arts college
_____ Regional state/comprehensive institution
_____ Flagship public/state university
_____ Private R1 institution
_____ Other

Thank you for helping us develop The AAPT/APA Teaching Hub into a useful resource for teachers of philosophy.
D. Draft Schedule for the AAPT-APA 2018 Eastern Teaching Hub

2018 AAPT-APA Eastern Teaching Hub Schedule
— DRAFT —

2018 APA Eastern Division Meeting
Savannah, GA

Thursday, January 4, 2018

Welcome

Rebecca Scott, chair, 2018 AAPT-APA Eastern Teaching Hub

“Inclusive Pedagogies”—12:00-2:00 p.m.

Chair: Rebecca Scott (Loyola University Chicago)

Presenters:

Kevin Jobe (Our Lady of the Lake University - San Antonio)
"Global Philosophy at Hispanic-Serving Institutions: a Data-Driven, Community Cultural Wealth (CCW) Approach"

W. John Koolage (Eastern Michigan University) and Danielle Clevenger (Eastern Michigan University)
“Who put the Students in Charge!?! The Sophia Project”

Shoshana Brassfield (Frostburg State University)
“Plato, DuBois, and the Examined Life”

AAPT Workshop: “Innovative Methods in Philosophical Pedagogy”—2:30-5:00 p.m.
Coffee and light refreshments will be served.

Chair: Zach Barnett

Presenters: tbd

PLATO/CPIP Session: “Public School Certification for Philosophy Graduate Students”—5:15-7:15 p.m.
Co-sponsored by PLATO and the APA Committee on Pre-college Instruction in Philosophy

Chair: Alexandra Bradner (Kenyon College)
Presenters:
George Rainbolt (University of North Florida)
Eddy Nahmias (Georgia State University)
Ben Lukey (University of Hawaii)
Chad Miller (University of Hawaii)
Wendy Turgeon (St Joseph’s College)

Friday, January 5, 2018

APA CTP Session: “Designing a New Course: Strategies for Philosophy Teachers”— 9:00-11:00 a.m.
Continental breakfast will be served.

Chair: Alexandra Bradner

Presenters:

Zoë Johnson King, University of Michigan
"Backwards Planning and Differentiated Course Design,"

Austin Rooney, Temple University
“Designing a New Course: Outcomes and Experience”

Steven Hymowech, Fulton-Montgomery Community College
“Something Old, Something New: Creating a Web-based Introductory Philosophy Course from an Established Traditional One”

Daniel Massey, Spring Hill College
“Designing a Service-Learning Course in Philosophy”

Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers—11:15 a.m.-1:15 p.m.
Sign up or walk in to get help diversifying your syllabus, increasing student engagement, teaching online, teaching and assessing philosophical writing, planning for your first classes, and/or promoting active learning.

Consultants:

Stephen Bloch-Schulman (Elon University)
Alexandra Bradner (Kenyon College)
David W. Concepción (Ball State University)
Renee Smith (Coastal Carolina University)
Wendy Turgeon (St. Joseph’s College of New York)
Sarah Vitale (Ball State University)
Organizer: David W. Concepción (Ball State University)
Using Vocabulary from Non-Western Languages in Teaching Philosophy—1:30-3:30 p.m.
Co-Sponsored by the Society for Teaching Comparative Philosophy

Chair: Sarah Mattice (University of North Florida)

Presenters:

Leah Kalmanson (Drake University)
"What Does it Mean to 'Do' Philosophy? Using Literati (儒) Methodologies in Undergraduate Coursework"

Amy Donahue (Kennesaw University)
"Using Pāli and Sanskrit to Ese Undergraduates' Grasp of the Four Noble Truths"

Aaron Creller (University of North Florida)
"Arabic Vocabulary in Undergraduate Philosophy"

Closing Reception and Poster Session: 7:00-9:00 p.m.
Cash bar. Snacks will be served.

SoTL Research by Philosophy Teachers

Chair: Christina Hendricks

Posters:

1. Charles Dalrymple-Fraser & Mark Fortney (University of Toronto) “Epistemic Exploitation of Students in Accommodation Policies and Practices”
2. Yesenia Gonzalez (Texas A&M University) “Pre-college philosophy, Aesthetics, and Social Problem Solving”
3. Megan Malone & Peter Nenning (Georgia State University) “Evaluating the Effectiveness of the Flipped Model in a Critical Thinking Classroom”
4. Michael McGowan (Florida Southwestern State College) “How (and When) to Walk the Line: The Pedagogy of Contemporary Controversies”
5. Alexandra Pelaez (Florida State University) “An Inclusive Approach to the Study of Virtues”
6. Ann T. Thebaut (Santa Fe College) “Taking a Moral Journey: Internationalizing an Ethics Curriculum to Improve Students’ Intercultural Knowledge and Competence”
7. Sarah Witten (Indiana University of Pennsylvania) “Visual Philosophy: Posters as Pedagogy”
8. Andrew M. Winters (Slippery Rock University of Pennsylvania) “Can students of philosophy learn to philosophize through philosophizing in a similar way to how students of welding learn to weld by welding?”
9. Yiran Zhang (Loyola University Chicago) “Learning by Listening in the General Education Philosophy Classroom”

**Independent Research by Undergraduates in Philosophy**

Chair: Christina Hendricks

Posters:

1. Tea Clark (Harvard University) “Non-Evidential Reasons for Belief”
2. Andrew Bentley Hudgins (Mercer University) “A Bioethical Case Against Queer Erasure”
4. Evan Linn (Yale University) “Was G.E. Moore a Moral Platonist?”
5. Danielle McCain (Indiana University of Pennsylvania)
6. Abby Panek (Indiana University of Pennsylvania) “Rehabilitation vs. Retribution and Deterrence”
8. Tyler Schrecongost (Indiana University of Pennsylvania)
10. Spencer Upton (Slippery Rock University of Pennsylvania) “Qualia as Process”
E. Draft Schedule for the AAPT-APA 2018 Pacific Teaching Hub

2018 AAPT-APA Pacific Teaching Hub Schedule

— DRAFT —

2018 APA Pacific Division Meeting
San Diego, California
March 28-April 1, 2018

Welcome

Mark Jensen, chair, 2018 AAPT-APA Pacific Teaching Hub

Pre-College Session: “The Intersections between Philosophy in Schools and Public Philosophy”
Co-organized by PLATO and the APA Committee on Pre-college Instruction in Philosophy

Chair: Jana Mohr Lone, University of Washington

Presenters:

Michael Burroughs, Kegley Institute of Ethics, California State University Bakersfield
“Broadening the Reach of Philosophy Generally”

Steven Swartzer, University of North Carolina at Chapel Hill
“Ethics Bowl and Philosophy in Schools”

Kyle Robertson, University of California Santa Cruz
“Philosophy in Prisons and Philosophy in Schools”

Marisa Diaz-Waian, Merlin CCC, Helena, Montana, and Joe Biehl, Gotham Philosophical Society, NYC
“Philosophy in the Community”

AAPT Workshop: “Teaching Core Texts: Descartes’s Meditations”

Chair: Russell Marcus

“Teaching Philosophy Online”
Co-organized by the APA Committee on Philosophy in Two-year Colleges

Chair: Aaron Champene
Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers
Sign up or walk in to get help diversifying your syllabus, increasing student engagement, teaching online, teaching and assessing philosophical writing, planning for your first classes, and/or promoting active learning.

Chair: Paul Green

“New Technologies in Online Teaching of Philosophy”
Organized by the APA Committee on Computers and Philosophy

Chair: Fritz McDonald

Invited Session: “Innovations in Teaching Logic”

Chair: Ian Smith

Presenters:
Lori Watson, University of San Diego
Nelson Lande, University of Massachusetts Boston
Russell Marcus, Hamilton College

APA CTP session: “Teaching the Intellectual Virtues”

Chair: Mark Jensen

Closing Reception and Poster Session
Cash bar. Snacks will be served.

SoTL Research by Philosophy Teachers

Chair: Alexandra Bradner

Independent Research by Undergraduates in Philosophy

Chair: Alexandra Bradner

F. Link to Calls for Abstracts and Proposals
http://www.apaonline.org/news/359937/
G. Preliminary Report from Roberta Israeloff (Squire Foundation) of subcommittee member experiences with k-12 Certification

Mission

This subcommittee grew out of the APA’s Teaching Hub mini-conference at the Eastern Division meeting in January 2017. Its purpose is to determine how we might effectively credential people in philosophy to teach in public schools by reporting on initiatives that already exist and developing new ones.

Current Barriers

In most states, people with M.A. or Ph.D. degrees cannot become classroom public school teachers without being certified through a College of Education Teacher Education program, except for a few exceptions that generally focus on STEM or other fields in which there are not enough teachers. In some states, there are alternative routes to certification for people with M.A. or Ph.D. degrees in subjects currently taught in the schools.

As a first step, we are asking all subcommittee members for the following:

1. A brief statement about your interest in this project and the issues on which you think this subcommittee should focus.
2. A recount of any efforts you or your institution has undertaken in this area, and what you know of the status of teacher certification as it relates to philosophy in your state.

Responses to 1 and 2

Alexandra Bradner, Kenyon College (formerly Eastern Kentucky University)

First, it’s been frustrating and sad for me to watch so many talented philosophers leave the field, because of the dismal job market. Encouraging public k-12 institutions to hire philosophers would significantly expand the number of jobs available to philosophers.

Second, I believe firmly in the public utility of philosophical training. Philosophers have so much to offer the public schools, from our ability to teach writing, to our knowledge of history, to our interests in social engagement and reform, to our skills in logic, argumentation, and critical thinking. It’s a marketing error, on our part, that many of our states’ educational standards boards do not realize this.

I think the Subcommittee on Teaching and Certification should gather information about the various state policies and look for a promising location to initiate some sort of pilot program that would then become a model for other states.

In Kentucky, professors with a doctoral degree and some number of years of teaching experience can apply for a fast-track state teaching certification (a "College Faculty Certification"), which would qualify them to teach in the public schools (http://epsb.ky.gov/certification/collegefaculty.asp). However, the degree must be in a
subject that is taught in the public schools. This means that, despite a philosophy Ph.D.’s academic preparation to teach high school English, social studies, and history; middle school English, math, science, and social studies; and any elementary school subject, the philosophy Ph.D. does not qualify for fast-track certification, because philosophy is not taught in the public schools.

If I'm reading the site correctly, in Ohio, philosophy Ph.D.s can apply for an "Alternative Resident Educator License - for Teaching a Designated Subject in Grades K-12" (http://education.ohio.gov/Topics/Teaching/Licensure/Resident-License-Options/Alternative-Resident-Educator-Licenses/Alternative-Resident-Educator-License-For-Teaching) by taking a test and completing some online training. But that teacher must then complete 15 semester hours of coursework, four years of classroom teaching, and take an additional test. The program is an on-the-job training program, not a fast-track program suited for people who already have the education and experience required to teach k-12.

**Megan Laverty, Teachers College, Columbia University, NY**

Our Philosophy and Education program is positioned within a College of Education makes it possible for our students, who are studying philosophy, to be certified to teach in English or Social Studies in middle and high school. If this arrangement could be formalized and publicized then it would offer philosophy undergraduates the opportunity to continue their philosophy studies at graduate school while certifying to teach in another related subject. In effect, it would certify the students to teach philosophy while enabling them to get a foothold in the schools, particularly if the degree included supervised student teaching that involved the philosophers.

There have been two instances when students in our master's degree received permission from the Teaching of English Program to take a range of their courses necessary for state certification to teach English. Both students a) used these courses to fulfill their breadth and elective requirements within our program and b) ended up registering for more than 32 credits. We never formalized this arrangement because both students already had strong backgrounds in English and were very strong students (and human beings) in general. Another strategy that we have adopted is to state that several of our philosophy and education courses count toward state certification in English (the curriculum of these courses includes a significant amount of literature).

Parenthetically and with reference to the recommendation that we create a "Teach for America" program, our program frequently receive applications from students who majored in philosophy, did two years of "Teach for America" and wish to undertake graduate studies to fuse their philosophy studies and their teaching experience.

In addition: from 2000 to 2005 I was a faculty member in Educational Foundations at Montclair State University. At the time they had a Masters of Teaching (MAT) that certified graduates to teach in the New Jersey school system. The Director of the Institute for the Advancement of Philosophy for Children (IAPC), Professor Maughn Gregory, would have more information on the details of how the degree was established. I would be happy to consult with him about it. I do know that the degree included: two two-week residential
workshops and supervised student teaching at the local schools that taught pre-college philosophy. So of the MAT graduates are employed at those schools today.

**Krista Lawlor, Stanford University**

I’d like to see us work both on clearing a path by encouraging states to be more flexible, where that is feasible, and on preparing PhDs for existing alternative certification. I think the latter is the more likely path, at least initially. One idea is to pursue the model that my institution has put in place (see below).

My institution, a well-endowed research institution, has created a “Step” program that helps fund PhDs who want to get an MA in education:

We might try to build on this sort of fellowship program, expanding it to other institutions. This would require funding and development.

**Jana Mohr Lone, University of Washington**

Our center at the University of Washington has been running programs for over 20 years bringing philosophy into elementary, middle, and high schools in the Pacific Northwest. Our center is based in the Philosophy Department, but we have growing ties with the UW College of Ed and are in the midst of working on the possibility of a graduate certificate in Philosophy and Education. We are very interested in developing ideas for philosophy graduate students to have a fast track to public school teaching certification. The UW College of Education does offer an “Accelerated Certification for Teachers,” a one-year (three quarter) sequence of courses for Teach For America corps members that earns candidates a WA state residency teaching certificate as well as 21 graduate credits, which can be applied towards a Masters in Education.

**Ben Lukey, Hawaii**

So far there has been a preliminary meeting between the Philosophy Undergrad Chair, the Chair of the Institute for Teacher Education--Secondary (ITE Secondary), and myself. The purpose of the meeting was to see if we could form a committee so that students could get concurrent degrees in Philosophy and Secondary Education, including their Hawaii teaching license. The Philosophy Department endorsed the creation of this committee as did ITE Secondary, but there haven’t been any committee meetings as of yet.

NOTE: Ben’s program, the Uehiro Academy for Philosophy and Ethics in Education at the University of Hawaii, recently received a $1.35 million grant from the Uehiro Foundation for its philosophy in the schools program:

http://p4chawaii.org/meet-our-team/

George Rainbolt, University of North Florida
We have been working on a 2+1 program with the Georgia State College of Ed to see if we can’t get our phil grad students certified to teach in Georgia high schools. (The initial work looks promising, but, due to a change in jobs, I have passed that work on to the new chair of the Department of Philosophy Eddy Nahmias.) Georgia requires a set of content-matter courses (as well as a set of education courses) and it appears that grad students can get these content-matter courses as part of earning the MA in philosophy.

Sally Scholz, Villanova, PA
My institution encourages grade students to apply for positions at private high schools (especially Catholic schools as my university is Catholic). We also encourage grad students to look into state certification but we basically direct them to the Education department. I know only a little about our state certification programs. As I understand it, they are subject-based at the secondary level. Philosophy is not one of the subject areas but there are related areas (citizenship, social studies, etc) that might be models. The state does have a slightly easier process for substitute teachers. That seems like a natural in-road to teaching at the secondary level (and it also gives the philosopher an opportunity to test the water before taking the plunge).

Wendy C. Turgeon, St. Joseph’s College, NY
I find this a daunting challenge for many since teacher preparation programs are often driven by state ed departments and tend to focus on the bare minimum of subject content in which to prepare teachers while devoting a lot of time to teaching methods. Clearly teachers need methodology preparation as it is far from easy to teach today’s children and young people. But to get philosophy, and meaningful experiences of philosophical inquiry, into the pre-college classroom we need to connect philosophers with teachers and develop the support of Educational professionals at all levels in this endeavor. My college has on the books a concentration in philosophy for teachers but... no one ever opts for it as they tend to stay with the traditional subjects.