Committee on the Teaching of Philosophy

2017–2018 Membership

Alexandra E. Bradner, chair (2018)

David W. Concepcion, associate chair (2018)

Michelle Saint (2018)

Zachary Barnett (2019)

Mark N. Jensen (2019)

Ruth Boeker (2020)

Robin L. Zebrowski (2020)

Sara L. Goering, ex officio (2018)

Richard Legum, ex officio (2019)

Andrew Mills, ex officio (AAPT)

Tziporah Kasachkoff, newsletter editor

Eugene Kelly, newsletter editor

Seth Robertson, GSC Liaison (2018)
I. Teaching Committee Personnel Changes

On June 30, 2018, Alexandra Bradner completed her term as chair of the Committee on the Teaching of Philosophy (CTP), and two other regular members completed their terms: Michelle Saint and Ian Smith. We also bid farewell to GSC Liaison Seth Robertson. The CTP thanks these former members for their service.

Four new members have joined the CTP since our last report. On July 1, 2018, we welcomed regular members Stephen Bloch-Schulman and Kimberly Van Orman, GSC Liaison Emma McClure, and Committee on Pre-College Instruction in Philosophy Chair Wendy Turgeon. We’re looking forward to their contributions.

Also on July 1, 2018, former CTP Associate Chair David Concepción became Chair. The CTP will benefit from Dave’s pedagogical expertise and leadership experience.

This was the second year that the APA allowed committees to recommend candidates to the APA Committee on Committees for member and chair vacancies. Last year, we decided to ask existing CTP committee members for nominations and self-nominations for the chair position. We discussed those nominations, settled upon a preferred chair candidate, and passed that recommendation along to the APA Committee on Committees. But, last year and again this year, we decided not to make any committee-level recommendations regarding member vacancies, in 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

A. The Teaching Hub: Introductory Notes

For the past two years, the CTP and the American Association of Philosophy Teachers (AAPT) have been developing The Teaching Hub, 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 AAPT, the Teaching Hub brings together the pedagogical expertise and collegial culture of the AAPT with the discipline-wide reach of APA. Our 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 classroom work.

In 2017, we organized a pilot Hub for the 2017 APA Eastern Division meeting. In 2018, we organized two Hubs, one for the 2018 APA Eastern meeting and one for the 2018 APA Pacific Division meeting. For 2019, we are organizing three Hubs, one for each of the APA divisional meetings. If all goes well this year, the CTP will continue to organize a Hub with the AAPT for each divisional APA meeting.

The Teaching Hub planning committee aims for panels that are diverse in all relevant respects. Every effort is made to ensure that our review process is fair, open, and inclusive. 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. We are particularly proud of our growing faculty SoTL and undergraduate research poster session, which is the only APA space in which undergraduate students can present. Finally, we have tried to imagine new session formats for the APA that move beyond the traditional lecture-discussion model, in order to increase engagement. We offer interactive workshops, one-on-one consultations, roundtable discussions, et al.

At the November 2017 APA Board meeting, the Board approved a recurring funding line for the Teaching Hub. The budget for each individual Hub is $2,500-3,000: $1,000 for each Hub from the APA, $1,000 for each Hub from the AAPT, and $500-1000 for each Hub collected from among the following three sources: the APA Teaching Fund, the APA Executive Director’s committee fund, and the three divisions. The funds are generally used for refreshments and tech—a projector and screen for two days. In January, 2018, Amy Ferrer, Alexandra Bradner and Dave Concepción discussed the possibility of applying for a grant from the Teagle Foundation to support and expand the Teaching Hub.

During our discussion of the new funding line last November, the Board discussed the use of funds for food and raised the concern that none of the other APA sessions offer refreshments. But, in the end, the Board decided that the decision to serve refreshments at the Teaching Hub was appropriate, first, given the Hub’s aim to establish a welcoming and collegial space within the context of the larger APA meeting; second, given the large number of graduate student and adjunct faculty attendees; and, third, given the fact that the Hub runs sessions over the lunch hour.

During the past two years, the CTP and the AAPT have continued to revise the organizational structure of the Teaching Hub planning group, in order to better foster efficient collaboration between the two organizations. Working on the organizational structure of the Teaching Hub planning group will be an important focus for the CTP in the coming year as well. A group called the AAPT-APA Teaching Hub Planning Committee produces the Hubs. This committee includes: (1) members of the AAPT's APA Sessions committee, (2) members of the APA’s CTP, and (3) at-large members of the AAPT and the APA who are interested in working on the Teaching Hub. The AAPT-APA Teaching Hub Planning Committee welcomes participation from any AAPT or APA member who has an
interest in the development of philosophy teaching. We always need volunteers. Please send interested philosophers our way.

The AAPT-APA Teaching Hub Planning Committee is led by the Chair of the CTP. But each individual Hub has its own pair of co-chairs. The Chair of the AAPT’s APA Sessions Committee typically chairs one of the individual meeting Hubs. For example, AAPT Sessions Committee Chair Rebecca Scott served as the 2018 Eastern Teaching Hub Chair and is presently serving as the 2019 Central Teaching Hub chair. APA CTP member Mark Jensen served as the 2018 Pacific Teaching Hub Chair.

The individual Hub co-chairs are each responsible for the programming of their particular Teaching Hub. The members of the Planning Committee offer advice and feedback to the Teaching Hub chairs, review submissions, ensure a diversity of session content across the three Hubs, serve as session organizers and session chairs, and conduct post-Hub assessment.

Here is the membership of the 2018 AAPT-APA Teaching Hub Planning Committee, which produced the Hubs at the 2018 APA Eastern and 2018 Pacific Division meetings:

Alexandra Bradner, chair, 2018 AAPT-APA Teaching Hub Planning Committee

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

Zachary Barnett, CTP member
Ruth Boeker, CTP member
Andrew Carpenter, immediate past president, AAPT
David Concepción, CTP Associate Chair
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, CTP member

Here is our leadership chart for the three 2019 Teaching Hubs:

2019 AAPT-APA Teaching Hub Planning Committee
Chair
David Concepción,
CTP Chair

2019 Eastern Teaching Hub  2019 Central Teaching Hub  2019 Pacific Teaching Hub
The CTP would like to thank the APA and the AAPT for supporting The Teaching Hub. We would not have been able to produce the 2018 events without the assistance of the following individuals:

Cheshire Calhoun, chair, APA Board of Officers
Rebecca Copenhaver, Pacific Division Secretary-Treasurer
Jeff Dunn, Eastern Division Secretary-Treasurer
Emily Esch, former Executive Director, AAPT
Amy Ferrer, Executive Director, APA
Nancy Fraser, Eastern Division Past President
Kevin Hermberg, AAPT Communications Director

Andrew Mills, President, AAPT
Kwong-loi Shun, Pacific Division Past President

We especially would like to thank the two APA Secretary-Treasurers, Rebecca and Jeff, who fielded innumerable questions and were able to schedule each Hub in a single, central location for the whole of the two-day event. This year, in preparation for our first Hub at the APA Central Division meeting, we have been relying heavily upon Central Division Secretary-Treasurer Elyse Purcell as well. Thank you Secretary-Treasurers.

We also would like to thank the following members of the APA staff: Erin Shepherd, who designs, edits, posts, and distributes all of our flyers and calls; Melissa Smallbrook, who locates our poster session easels, order our food and tech, and makes sure that our signage is saved from Hub to Hub; Regina Wyatt, who handles the complicated registration process for our undergraduate poster session participants; and Mike Morris and Linda Nuoffer, who work to ensure that all operations are running smoothly.

Looking forward, we would like to encourage all APA committees and affiliated groups to offer their teaching sessions within the context of the Teaching Hub, that is, in one central location.

The CTP already works consistently with the APA Committee on Pre-College Instruction in Philosophy, the APA Committee on Philosophy in Two-year Colleges, and the APA Committee on the Status and Future of the Profession to include their teaching-related sessions within the Hubs. If we can keep all of the pedagogical sessions in one place and on one consecutive schedule, the sessions will not conflict (and split their audiences). More
importantly, people will know where to find the pedagogical sessions. 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.

For the first three years of the Teaching Hub, the Planning Committee has been conceiving of and organizing most of the sessions. But we look forward to a future in which the Hubs are populated almost entirely by sessions that have emerged from within the various APA committees. It is going to be difficult to sustain the three Teaching Hubs with our small group of volunteers, despite their energy and dedication.

What follows is a more specific report on the two 2018 Hubs and a report on our plans for the three 2019 Hubs.

B. The 2018 APA-AAPT Eastern Teaching Hub at the 2018 APA Eastern Division Meeting

The AAPT’s Rebecca Scott chaired the 2018 Eastern Teaching Hub and did a wonderful job, in spite of the difficult weather. She was assisted on-site by CTP Associate Chair David Concepción and CTP member Zach Barnett. It was a challenging situation, because we lost many of our panelists when their travel plans changed. But, in the end, Rebecca, Dave and Zach were able to offer all of our sessions, as scheduled—a feat of which we were all very proud.

The 2018 Eastern Hub offered a session on inclusive pedagogies, which drew important connections between inclusive pedagogy and the AAC&U’s Liberal Education and America’s Promise initiative. The AAPT Workshop “Innovative Methods in Philosophical Pedagogy” showcased a new game to teach Rawls and a variety of interactive modes of assessment. “Designing a New Course: Strategies for Philosophy Teachers” was a highly interactive session on backward course design and the transition to online teaching. During “Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers,” philosophers with pedagogical expertise worked individually with walk-in clients to develop strategies to advance student learning. And at the closing poster session and reception, approximately 15 undergraduates shared original research in a rigorous, but social, atmosphere.

The promotional flyer for the 2018 Eastern Teaching Hub appears as an attachment at the end of this report. The CTP would like to thank the following philosophers who reviewed proposals for the open sessions of the 2018 Eastern Teaching Hub:

Inclusive Pedagogies
Melissa Jacquart
Stephen Bloch-Schulman
Rebecca Scott (organizer)

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

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

Undergraduate Research and Faculty SoTL Poster Session
Christina Hendricks (organizer)
Russell Marcus
Andy Carpenter

2018 Eastern Teaching Hub session audiences completed an assessment form (which appears in the Appendix below), and the 2019 Teaching Hub planning committee will analyze those responses. Preliminary readings suggest that the 2018 Pacific Hub was a success, and that the Teaching Hub is beginning to serve as a reason for philosophers to attend the APA meetings.

C. “Shaking Up the Standard Lecture” at the 2018 APA Central Division Meeting

Michelle Saint organized a traditional, stand-alone panel for the 2018 APA Central division meeting titled, “Shaking Up the Standard Lecture.” This session had an innovative format. Selected panelists were provided several months in advance with the same basic syllabus and partial reading list for an introductory lecture-style course. Each panelist was then asked to redesign the syllabus and reading list as radically as possible, highlighting an alternative pedagogical technique or experimental approach. During the session, panelists shared 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:

“Transforming Philosophy through Inclusive Pedagogy and Universal Instructional Design”
Andrew Molas, York University

“Designing Effective Philosophy Courses”
David Burris, Arizona Western College

“Roleplaying Philosophies: Using Reacting to the Past in the Philosophy Classroom”
Caleb Cohoe, Metropolitan State University of Denver

‘The Confidence Test Group Test’ or if you prefer ‘The Best-Ball Group Test’”
Matthew Meyer, University of Wisconsin–Eau Claire

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

“Deleuze, Philosophical Inquiry, and the Unschooling Movement”
Stacey Goguen, Northeastern Illinois University

D. The 2018 APA-AAPT Pacific Teaching Hub at the 2018 APA Pacific Division Meeting

The CTP’s Mark Jensen organized the 2018 Pacific Teaching Hub and did a terrific job, particularly given the growing size of the Pacific meeting. We introduced “Teaching Core Texts” as a regular session, choosing to start with Descartes’s *Meditations*. Patrick Hurley attended, as an audience member, our invited “Innovations on Teaching Logic” session on three new logic textbooks. There was a lively discussion at our session on how we might teach the intellectual virtues. And attendance at the two pre-college sessions exceeded the size of our room. The closing reception and poster session included a cash bar and was well attended. It was fitting to see the undergraduates and faculty members circulating around to all of the posters, sharing one another’s work.

The promotional flyer for the 2018 Pacific Teaching Hub appears in the Attachments section below. The CTP would like to thank the following philosophers who reviewed proposals for the open sessions of 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
2018 Pacific Teaching Hub session audiences completed an assessment form (which appears in the Appendix below), and the Teaching Hub planning committee will analyze those responses. Preliminary readings suggest that the 2018 Pacific Hub was a success, and that the Hub, in general, is beginning to serve as a reason for philosophers to attend the APA meetings.

E. The 2019 APA-AAPT Eastern Teaching Hub at the 2019 APA Eastern Division Meeting

The 2019 Eastern Teaching Hub program is complete and appears on the Eastern Division’s meeting website:

https://www.apaonline.org/page/2019E_TeachingHub

For this Hub, we decided to replace our regular one-on-one, expert consultation session with lunchtime roundtable discussions on high-impact learning, which can include service-learning, experiential learning, internships, study abroad, and independent work. We are offering sessions on STEM collaborations in the philosophy classroom, new approaches to intro, and, in our “core text” feature, a session on how (or whether) to teach the Gettier problem. In collaboration with both PLATO and the APA’s Committee on Pre-college Instruction in Philosophy, we are offering two sessions on teaching philosophy in k-12 contexts. And in collaboration with the APA’s Philosophy in Two-year Colleges, we are hosting a session on the unique teaching demands of that environment.

Finally, in an attempt to offer something a bit more light-hearted, immediately before our closing reception, we plan to offer an hour-long session titled, “My Top Five: Philosophers Share Their Lists,” in which, just for fun, a panel of senior philosophers known for their research, but still energized and inspired by their teaching, share David-Letterman-type top-five lists related to their work in the classroom. At the time of this report’s writing, we are still looking for two additional panelists. Please volunteer, if you’re interested.

A draft of the schedule for the 2019 Eastern Teaching Hub appears in the Attachments section below. The CTP would like to thank the following philosophers who reviewed proposals for open sessions of the 2019 Eastern Teaching Hub:

**Teaching Core Texts: Gettier**
Alexandra Bradner
David Concepción
Russell Marcus (organizer)

**New Approaches to Teaching Introduction to Philosophy**
Karl Aho (organizer)
Ruth Boeker
David Concepción

STEM Collaborations in the Philosophy Classroom
Christina Hendricks
Ian Smith
Robin Zebrowksi (organizer)

Undergraduate Research and Faculty SoTL Poster Session
Alexandra Bradner (organizer)
Kimberly Van Orman

F. The 2019 APA-AAPT Central Teaching Hub at the 2019 APA Central Division Meeting

The AAPT’s Rebecca Scott is chairing the 2019 Central Teaching Hub, which will be our first Teaching Hub at the APA’s Central Division meeting and one of our fullest programs to date. Sessions are planned on the following topics: the high school ethics bowl (organized by Geoffrey Sayre-McCord); Plato’s Apology, as part of our “Teaching Core Texts” series; building and sustaining faculty labor unions; teaching philosophical writing; non-Western philosophy; and argument mapping. The complete 2019 Central Teaching Hub schedule is forthcoming.

G. The 2019 APA-AAPT Pacific Teaching Hub at the 2019 APA Pacific Division Meeting

The CTP’s Ian Smith is chairing the 2019 Pacific Teaching Hub, with 2018 Pacific Teaching Hub chair Mark Jensen serving as a mentor. Sessions are planned on the following topics: Thomson’s “A Defense of Abortion,” as part of our “Teaching Core Texts” series; models for doing philosophy with children; multi-cultural content for syllabi; and new approaches to the early modern survey. The complete 2019 Central Teaching Hub schedule is forthcoming.

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. All submissions to the Newsletter are sent out to at least two reviewers and sometimes for two additional reviews. All reviews are done anonymously. Editorial decisions are made, for the most part, on the basis of those reviews. The editors remain interested in publishing papers that emerge from the conference sessions organized by the CTP and other teaching organizations.

Since our last committee report, the editors have published two issues:

The Fall 2017 issue featured four articles: Andy German’s Philosophy and Its History: Six Pedagogical Reflections,” Nickolas Pappas’s “Philosophy That Is Ancient. Teaching Ancient
Philosophy in Context,” Steven M. Cahn’s “Teaching the Existence of God,” and David Sakris’s “Considering the Classroom as a Safe Space.”


The Newsletter reviews books that are either relevant to teaching or intended to serve as classroom resources. The Newsletter also publishes a list of books received and, on occasion, poems or letters from readers regarding teaching.

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

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

During the 2017-18 academic year, Mark Jensen took over our recurring Blog of the APA feature titled “The Teaching Workshop” from founding editors Jen Morton, Michelle Saint, and Jeremy Cushing. Posts within “The Teaching Workshop” typically began with a question about teaching followed by a series of answers generated by an expert on the topic. Since our last report, the Blog has published Nathan King’s “Should Philosophy Classrooms Get Gritty?” and Mark Jensen’s “Digital Tools for Learning in Philosophy.” Mark has begun to vary the format of “The Teaching Workshop” posts and welcomes pitches and contributions from throughout the profession.

V. The Prize for Teaching Excellence

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 Concepción is chairing the subcommittee that is administering the 2018 Prize. Members of that subcommittee include representatives from the three sponsoring organizations:

Stephen Bloch-Schulman, APA
David Concepcion, APA
Emily Esch, TPA
Eugene Kelly, APA
Rob Loftis, AAPT
John Rudisill, TPA
Wendy Turgeon, AAPT
The review subcommittee received 37 nominations—a healthy number for our second 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

The 2018 winner, Stephen Bloch-Schulman, delivered an invited prize lecture titled “Question-Centered Pedagogy” to a full house at the July 2018 22nd Biennial AAPT International Workshop-conference on Teaching Philosophy in Greensboro, NC. In the future, we hope that the annual Prize lecture will alternate between the biennial AAPT conference and one of the three Teaching Hubs (during the AAPT conference’s 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.

Roberta Israeloff, Director of the Squire Foundation, gathered a subcommittee of interested parties and to begin the work of compiling information. 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 has developed 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. The Georgia Professional Standards Committee 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, so the program is up and running. 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.

This 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 2017-18 reporting period, CTP chair Alexandra Bradner reviewed five micro-grant requests to APA donor funds.

In August 2018, the CTP began its review of eight small grant proposals, in order to provide feedback to the National Office.
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.

VIII. Department Advocacy Toolkit

Throughout 2017-18 academic year, CTP chair Alexandra Bradner worked with the APA Committee on the Status and Future of the Profession to revise the Department Advocacy Toolkit, which now appears on the APA website.

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” on the Blog of the APA, volunteer to write “Teaching Workshop” responses, submit to and read our Newsletter, submit to our Teaching Hub 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 very hard for our committee, often on very short deadlines. Our work would not be possible without her support and responsiveness. We have included her many flyers as attachments at the end of this report.

The CTP has a public Facebook page, administered by Robin Zebrowski, which links followers to teaching-related articles, teaching job openings, and conference, journal and monograph CfPs:

https://www.facebook.com/apateaching/

Our closed group page, which was used to solicit responses and ideas for “The Teaching Workshop,” is no longer operational:

https://www.facebook.com/groups/1696722617265994/

We welcome suggestions for relevant links, and we hope our public page will become a resource for job applicants, as more institutions begin to advertise specifically for “professors of instruction,” that is, for candidates with special teaching expertise and SoTL publications. 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 (NTT) Faculty. Amy Berg, Alexandra Bradner, Susan Dieleman, and Mark Jensen formed a subcommittee that has been working on this project since March 2017.

In December 2017, we forwarded two complete draft statements for feedback to the APA Committee on Academic Careers Opportunities and Placement, the APA Committee on the Status and Future of the Profession, and the APA Committee on Philosophy in Two-Year Colleges. The “APA Statement on Non-Tenure Track Faculty” aims to be a formal statement of principle. It is, centrally, a defense of the tenure system. The “APA Statement of Best Practices Regarding the Support and Treatment of Non-Tenure Track Faculty” aims to be a more detailed, concrete set of best practices for departments and institutions that employ NTT faculty.

We also asked these committees to respond to two more specific questions—first, a question about whether the statement obscured the many injustices NTT face in the first statement’s more prominently featured praise of the tenure system, and, second, a question about whether service requirements for NTT faculty foster inclusivity or add unpaid burdens.

Both the APA Committee on Academic Careers Opportunities and Placement and the APA Committee on the Status and Future of the Profession returned comments to us very promptly in January 2018. But, with the work involved in the two 2018 and, now, the three 2019 Teaching Hubs, we have not had a chance to return to this important project. We will do so shortly. We have not yet received comments from the APA Committee on Philosophy in Two-Year Colleges. Given the rates at which NTT faculty members are hired at two-year colleges, we are hopeful that we will receive some feedback from the two-year colleges committee.

**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 members of the APA careers committee for taking so long to accomplish this. They were waiting for quite a while on our 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 August 2017 and February 2018 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 for “teaching professors” and “professors of instruction.”

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. Schedule for the 2018 Eastern Teaching Hub
B. Schedule for the 2018 Pacific Teaching Hub
C. Schedule for the 2019 Eastern Teaching Hub
D. Flyer publicizing CTP non-conference activities for distribution at the Teaching Hubs
E. Teaching Hub assessment form
2018 Eastern Division Meeting Program
Co-organized by the APA’s Committee on the Teaching of Philosophy and the American Association of Philosophy Teachers

Thursday, January 4, 2018 — Savannah Convention Center, room 100 (first floor)

Welcome, Noon
Rebecca Scott, Loyola University Chicago, chair, 2018 AAPT-APA Teaching Hub

Inclusive Pedagogies, Noon to 2:00 p.m.
Chair: Rebecca Scott, Loyola University Chicago
Presentations: “Global Philosophy at Hispanic-Serving Institutions: A Data-Driven, Community Cultural Wealth (CCW) Approach,” Kevin Jobe, Our Lady of the Lake University, San Antonio
“Who Put the Students in Charge?! The Sophia Project,” W. John Koolage and Danielle Clevenger, Eastern Michigan University
“Plato, DuBois, and the Examined Life,” Shoshana Brassfield, Frostburg State University

AAPT Workshop: Innovative Methods in Philosophical Pedagogy, 2:00 to 5:00 p.m.
Chair: Zachary Barnett, Brown University
Presentations: “Teaching Discussion Skills: A Metacognitive Approach,” Ann Cahill, Elon University
“Behind the Veil: Teaching Rawls through Digital Gaming,” Scott Tanona and Joshua DiPaolo, Kansas State University
“Interactive Formative Assessment,” Zoë Johnson King, University of Michigan
“Introducing Formal Reasoning with Carnap,” Graham Leach-Krouse, Kansas State University

Coffee and light refreshments will be served.

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
Chair: Alexandra Bradner, Kenyon College
Presentations: 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 of New York

Friday, January 5, 2017 — Savannah Convention Center, room 100 (first floor)

Designing a New Course: Strategies for Philosophy Teachers, 9:00–11:00 a.m.
Chair: Alexandra Bradner, Kenyon College
Presentations: “Backwards Planning and Differentiated Course Design,” Zoë Johnson King, University of Michigan
“Designing a New Course: Outcomes and Experience,” Austin Rooney, Temple University
“Something Old, Something New: Creating a Web-Based Introductory Philosophy Course from an Established Traditional One,” Steven Hymowech, Fulton-Montgomery Community College
“Designing a Service-Learning Course in Philosophy,” Daniel Massey, Spring Hill College

Continental breakfast will be served.
Recognition of the 2017 Prize Winner for Excellence in Philosophy Teaching:
Stephen Bloch-Schulman, Elon University, 11:00–11:15 a.m.

Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers, 11:15 a.m.–1:15 p.m.
Walk in or sign up for help diversifying your syllabus, increasing student participation, teaching online, improving student writing, surviving your first instructional semester, and/or overcoming other pedagogical challenges. Philosophers with focused areas of expertise will answer your questions and share their strategies for success.

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
Presentations: "What Does It Mean to 'Do' Philosophy? Using Literati (儒) Methodologies in Undergraduate Coursework," Leah Kalmanson, Drake University
"Using Pāli and Sanskrit to Ease Undergraduates’ Grasp of the Four Noble Truths,” Amy Donohue, Kennesaw University
"Arabic Vocabulary in Undergraduate Philosophy,” Aaron Creller, University of North Florida

Poster Session and Closing Reception, 7:00–9:00 p.m.
Organizer: Christina Hendricks

SoTL Research by Philosophy Teachers
Posters: "Epistemic Exploitation of Students in Accommodation Policies and Practices," Charles Dalrymple-Fraser and Mark Fortney, University of Toronto
"Evaluating the Effectiveness of the Flipped Model in a Critical Thinking Classroom,” Megan Malone and Peter Nenning, Georgia State University
"How (and When) to Walk the Line: The Pedagogy of Contemporary Controversies,” Michael McGowan, Florida Southwestern State College
"Taking a Moral Journey: Internationalizing an Ethics Curriculum to Improve Students’ Intercultural Knowledge and Competence,” Ann T. Thebaut, Santa Fe College
"Visual Philosophy: Posters as Pedagogy," Sarah Wieten, Indiana University of Pennsylvania
"Experiential Learning: Its History and Philosophical Applications," Andrew M. Winters, Slippery Rock University of Pennsylvania
"Learning by Listening in the General Education Philosophy Classroom," Yiran Zhang, Loyola University Chicago

Independent Research by Undergraduates in Philosophy
Posters: "Non-E evidential Reasons for Belief,” Tez Clark, Harvard University
"Pre-College Philosophy, Aesthetics, and Social Problem Solving,” Yesenia Gonzalez, Texas A&M University
"A Bioethical Case Against Queer Erasure,” Andrey Bentley Hudgins, Mercer University
"Because I Said So," Brett A. Kimmel, Indiana University of Pennsylvania
"Was G. E. Moore a Moral Platonist?” Evan Linn, Yale University
"Civil Rights for Sputnik: What Will We Do When AIs Are Self-Aware?” Danielle McCain, Indiana University of Pennsylvania
"Rehabilitation vs. Retribution and Deterrence,” Abby Panek, Indiana University of Pennsylvania
"Vico’s Characterization of Myth and Philosophy,” Joseph Payne, Mercer University
"An Inclusive Approach to the Study of Virtues,” Alexandra Pea, Florida State University
"Beyond Bias and Filter Bubbles: Autonomy, Paternalism, and Machine-Learning Algorithms,” Logan Stapleton and Diane Michelfelder, Macalester College
"Qualia as Process,” Spencer Upton, Slippery Rock University of Pennsylvania

Cash bar. Snacks will be served.
2018 Pacific Division Meeting Program
Co-organized by the APA’s Committee on the Teaching of Philosophy and the American Association of Philosophy Teachers

Thursday, March 29, 2018 — Westin San Diego Gaslamp Quarter

Teaching the Intellectual Virtues, 9 a.m.—12 noon

Chair: Mark Jensen, United States Air Force Academy
Presentations:
“Fostering Wisdom in the Classroom,” Brian Bruya, Eastern Michigan University
“Learning How to Critique Respectfully,” Ruth Boeker, University College Dublin
“Fostering Virtuous Inquiry: Ownership and Other Intellectual Virtues,” Noell Birondo, Wichita State University
“Teaching Intellectual Humility: Refuting Relativism and Experiencing Aporia,” Kirsten Welch, Western Michigan University
“Teaching Analytical Navigation,” Vadim Keyser, California State University, Fresno

The Intersections between Philosophy in Schools and Public Philosophy, 1–4 p.m.

Chair: Jana Mohr Lone, University of Washington
Presentations:
“Broadening the Reach of Philosophy,” Michael Burroughs, California State University, Bakersfield, Kegley Institute of Ethics
“Ethics Bowl and Philosophy in Schools,” Steven Swartzer, University of North Carolina at Chapel Hill
“Philosophy in Prisons and Philosophy in Schools” Kyle Robertson, University of California, Santa Cruz
“Philosophy in the Community,” Marisa Diaz-Waian, Merlin CCC, Helena, Montana, and Joseph S. Biehl, Gotham Philosophical Society, NYC

Innovations in Teaching Logic, 6–8 p.m.

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

Teaching Philosophy Online, 8–10 p.m.

Chair: Aaron Champene, St. Louis Community College, Meramec
Presentations:
“Teaching a Course Wiki,” Anthony Vincent Fernandez, Kent State University
“Engaging Through Visual Representation: A Three-Year Study in Online Design,” Vadim Keyser, California State University, Fresno
“Asynchronous Discussions,” Danney Ursery, St. Edward’s University
Friday, March 30, 2018 — Westin San Diego Gaslamp Quarter

**Meditations Workshop, 9 a.m.–12 noon**

Chair: Russell Marcus, Hamilton College  
Presenters: Ryan J. Johnson, Elon University  
Susan Mills, MacEwan University

**Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers, 1–4 p.m.**

*Walk in or sign up for help diversifying your syllabus, increasing student participation, teaching online, improving student writing, surviving your first instructional semester, and/or overcoming other pedagogical challenges. Philosophers with focused areas of expertise will answer your questions and share their strategies for success.*

Organizer: Paul Green, Mount Saint Mary's University  
Consultants: Mark Jensen, United States Air Force Academy  
Ruth Boeker, University College Dublin  
Ian Smith, Washburn University  
Michelle Saint, Arizona State University

**Poster Session and Closing Reception, 7–10 p.m.**

Organizer: Alexandra Bradner, Kenyon College

**SoTL Research by Philosophy Teachers**

Posters:  
“Shifting the Debate: A Better Model for Collaborative Learning in Philosophy Classes,” Sarah Babbitt, Loyola University Chicago  
“Teaching Early Modern Philosophy Collaboratively with Team-Based Learning,” Ruth Boeker, University College Dublin  
“Analyzing Online Resources for Writing a Philosophy Paper,” Sherri Lynn Conklin, University of California, Santa Barbara  
“Developing Effective Reading in the Academic Environment,” Mark Jensen and Lauren Scharff, United States Air Force Academy  
“Integration of Argument Mapping into Larger-than-Seminar Course Sections,” Chad Mohler, Truman State University  
“A Veil of Ignorance: An Introduction to Applied Ethics,” Kaitlin Petit, University of Utah  
“Visual Philosophy: Posters as Pedagogy,” Sarah Wieten, Indiana University of Pennsylvania  
“Mixed-Modal Learning in the General Education Philosophy Classroom,” Yiran Zhang, Loyola University Chicago

**Independent Research by Undergraduates in Philosophy**

Posters:  
“Some Puzzles in Empedocles’s Theory of Perception,” Adam Chin, University of California, San Diego  
“Pre-college Philosophy: Its Implications for American Democracy in the 21st Century,” Cora Drozd, Texas A&M University  
“Kant on the Moral Considerability of Individuals with Mental Disorders,” Gillian Gray, Whitman College  
“Do We Have a Moral Obligation to Obey the Law?,” Brett Kimmel, Indiana University of Pennsylvania  
“Quasi-Realism, Projective Error, and Moral Virtue,” Erica Rodarte, University of Texas at El Paso  
“Beyond Bias and Filter Bubbles: Autonomy, Paternalism, and Machine-Learning Algorithms,” Logan Stapleton, Macalester College  

*Cash bar. Snacks will be served.*
2019 Eastern Division Meeting: The AAPT-APA Teaching Hub

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

January 8–9, 2018
Sheraton New York Times Square
811 7th Avenue
53rd Street
New York, New York 10019
United States

The Teaching Hub is part of the 2019 APA Eastern Division meeting.

Register (/event/2019eastern)

A Special Invitation...

Please join us at the Teaching Hub, which will run from Tuesday, January 8, through Wednesday, January 9, at the 2019 Eastern Division meeting. The Teaching Hub is a series of interactive workshops and open conversations designed specifically for philosophers and created to celebrate teaching within the context of the APA divisional meetings. Jointly organized by the APA Committee on the Teaching of Philosophy (CTP) and the American Association of Philosophy Teachers (AAPT), 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.

These events, which are free to all meeting registrants, aim to bring the collegial and supportive culture of the AAPT to the APA; to stretch beyond the traditional APA format with sessions that model active learning; and to attract a broader range of philosophers to our divisional meetings. There is something for every philosopher at the Teaching Hub. Please explore our programming, locate a session that interests you, help yourself to a refreshment, and develop your craft in the company of like-minded colleagues who believe in the transformative power of philosophy.

Hope to see you in New York,
The 2019 AAPT-APA Teaching Hub Planning Committee

David Concepción, Chair
Susan Mills
Ruth Boeker
Kaitlin Louise Pettit
Alexandra Bradner
Rebecca Scott
Christina Hendricks
Ian Smith
Mark Jensen
Kimberly Van Orman
Russell Marcus
Robin Zebrowski

Tuesday, January 8, 2019

9:00–9:15 a.m., Welcome
Speaker TBA

9:15 a.m.–Noon, STEM Collaborations in the Philosophy Classroom
Organizer and Chair: Robin Zebrowski, Beloit College

Presentations:
- “Integrating Ethics into STEM Classrooms,” Elizabeth Edenberg and August Gorman, Georgetown University
- “Philosophy of Technology, Birthing Ethics, and Engineering,” Sara Gavrell, Universidad de Puerto Rico
- “Philosophy of Science in Science Education: A Case Study of Collaboration,” Professor James Ladyman, University of Bristol
- “Algorithmic Bias and the ‘Objectivity’ of Code: Pragmatist and Phenomenological Approaches to IT Ethics Pedagogy,” Johnathan Flowers, Worcester State University
- “Science Fiction PhilosoPhysics,” Barbara Stock and David Snyder, Gallaudet University

Coffee and tea will be served.

Noon–2:00 p.m., APA Committee on Philosophy in Two-Year Colleges session: Teaching Philosophy at a Two Year College: Keys to Successfully Finding and Keeping a Job
Organizer and Chair: Richard Legum, Kingsborough Community College of the City University of New York

Presenters:
- Aaron Champene, St. Louis Community College
- Timothy Davis, The Community College of Baltimore County
- Rick Repetti, Kingsborough Community College - City University of New York
- Mark Thorsby, Lone Star College
- Thomas Urban, Emeritus, Houston Community College

2:00–5:00 p.m., AAPT Workshop: Evaluating Inclusion in Course Design and Syllabi, Kelly Burns, Dominican University
Chair: Kimberly Van Orman, SUNY University at Albany

In this interactive workshop, Kelly Burns, editor of the Studies in Pedagogy volume on inclusive pedagogies, and expert on managing microaggressions in the classroom, will introduce participants to a tool used to measure whether course syllabi are inclusive; participants will learn how to create diverse assignments and assessments; and the concept of the ‘hidden curriculum’ will be discussed.

5:15–7:15 p.m., APA Committee on Pre-college Instruction in Philosophy session: What’s the Value of Pre-college Philosophy? Views from Facilitators and Teachers
Organizers: Wendy C. Turgeon, St. Joseph's College-NY, and Sara Goering, University of Washington
Chair: John Ryan Torrey, SUNY-Buffalo State

Presenters:
7:30–9:30 p.m., PLATO session: New Approaches to Teaching K-12 Philosophy
Organizer: Roberta Israeloff, The Squire Foundation
Chair: Wendy C. Turgeon, St. Joseph’s College-NY

Presenters:
- “Dual-enrollment Programs and Philosophy in High Schools: The Connecticut Model,” Mitch Green, University of Connecticut
- “Empowering an Ethical Life: The Bioethics Project,” Karen Rezach, The Ethics Institute at Kent Place School
- “Ethics Across the High School Curriculum - Ethics Bowl as Pedagogy,” Allison Cohen, American University and Langley High School (VA)

Wednesday, January 9, 2019
9:00 a.m.–Noon, Introducing Students to Philosophy: New Approaches
Organizer: Karl Aho, Tarleton State University
Chair: Alexandra Bradner, Kenyon College

Presentations:
- “Introducing ‘HYPE’: Hosting Young Philosophy Enthusiasts,” Chris Brooks, University of New Hampshire Durham, Kelli Braley and students, Souhegan High School (NH)
- “Successfully Engaging Gen-Ed Ethics Students in Philosophical Argumentation & Dialogue,” Rebecca Millsop, University of Rhode Island
- “Taking on Others’ Perspectives: Bubble Hopping in the Philosophy Classroom,” Asia Ferrin, American University

Coffee and tea will be served.

12:15–1:15 p.m., Table Talk: Experiential Learning in Philosophy
Experts in high-impact/engaged learning moderate 30-minute roundtable discussions of best practices. Choose one discussion and then switch after 30 minutes to another. Light refreshments.
Chair: Jayme Kerr, George Washington University

- “Experiments in Ethics: Scaffolded, Small Scale, Student Designed Activities in Ethics,” Ramona Ilea, Pacific University, and Monica Janzen, Anoka-Ramsey Community College
- “Hurricanes and Philosophy: When EL Isn't What You Thought It Would Be,” Julinna Oxley, Coastal Carolina University
- “Taking It Outside: Teaching Philosophy in the Community,” Andrew M. Winters, Yavapai College

1:30–4:30 p.m., Teaching Core Texts: The Gettier Problem
Organizer and Chair: Russell Marcus, Hamilton College

Presentations:
- “Should We be Teaching Gettier?,” Derek Anderson, Boston University
- “Gettier and Metaphilosophy: Intuitions and Empirical Approaches in Epistemology,” Kenneth Boyd, University of Toronto at Scarborough
- “Teaching Gettier Cases: An Activity-Based Approach,” Aaron Champene, St. Louis Community College, Meramec
- Teaching the Gettier Problem: Reflections on teaching Edmund Gettier’s ‘Is Justified True Belief Knowledge?,’ Mara Harrell, Carnegie Mellon University

7:00–8:00 p.m., My Top Five: Philosophers Share Their Lists
In the spirit of David Letterman and just for fun, philosophers share top five lists related to teaching. Cash bar and light refreshments.

[Presenters: Tba]

8:00–10:00 p.m., Closing Reception: Undergraduate Research and Faculty SoTL Poster Session

**Undergraduate Research Posters:**

- “Words Speak Louder: Right Reason in Aristotle’s Ethics and Rhetoric,” Max DuBoff, Rutgers University
- “Ownership through Agent Causation,” Nate Emerson, Ohio Northern University
- “Against Biological Determinism: A Luck Egalitarian Argument,” Yimao Liu, Rutgers University–New Brunswick
- “Donald on Donald: What Donald Davidson and an Ethic of Care Can Tell Us about Cross-Cultural Communication,” Brent Matheny, Kenyon College
- “The Schizophrenic as Chiasmus: A Phenomenological Analysis of Schizophrenia and Reciprocity,” Noah Valdez, Boston College

**Faculty SoTL Posters:**

- “Epistemology in Practice: Skepticism, Fake News, and the Ethics of Belief,” Laura Callahan, Rutgers University–New Brunswick
- “Modified Present/Evaluate/Explain (PEE) Writing Assignment,” Rebeka Ferreira, Green River College
- “The Value of Teaching Topics that are both Uncomfortable and Everyday,” Mark Fortney, The University of Toronto at Scarborough
- “Philosophy of Science Education for High School Students: Design and Evaluation of a Summer Workshop Series” Nicholas M.G. Friedman and Eugene Vaynberg, University of Pennsylvania
- “‘We the Pupils’: Making a Philosophy-Focused Podcast Series in the Classroom,” Jules Salomone, The Graduate Center, CUNY
- “A Game for Teaching the Tragedy of the Commons in Environmental Ethics,” Jonathan Spelman, Ohio Northern University

Cash bar and light refreshments.

Register
(/event/2019eastern)
American Philosophical Association  
Committee on the Teaching of Philosophy  

Spring 2018 Informational Flier

I. Contact members of the APA teaching committee with your ideas and suggestions

E-mail teaching committee members with pedagogy-related concerns that face the profession, ideas for sessions at divisional meetings, and initiatives the committee might address. If you’re interested in serving on the committee, please check the APA “Nominations System” page (http://nominations.apaonline.org) for deadline and application information.

Alexandra E. Bradner (alexandrabradner@gmail.com), chair (2018)
Zachary Barnett, member (2019)
Ruth Boeker (2020)
David W. Concepción, member (2018)
Mark. N. Jensen, member (2019)
Michelle Saint, member (2018)
Ian A. Smith (2018)
Robin L. Zebrowski (2020)
Tziporah Kasachkoff, Newsletter editor
Eugene Kelly, Newsletter editor
Richard Legum, ex officio, APA Committee on Philosophy in Two-Year Colleges (2019)
Sara L. Goering, ex officio, APA Committee on Pre-college Instruction in Philosophy (2018)
Andrew Mills, ex officio, American Association of Philosophy Teachers (AAPT)

II. Join the 2019 AAPT-APA Teaching Hub planning subcommittee

We start planning the next academic year’s Teaching Hubs just after the Pacific APA. This subcommittee is open to any members of the APA or AAPT, and is always looking for volunteers. E-mail Alexandra Bradner, if you’re interested.

III. Follow the “APA Committee on Teaching” 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.

IV. Check out our committee page on the APA website

This page contains standing information about the committee, the APA Newsletter on Teaching Philosophy, upcoming meeting sessions, and links to philosophy journals that accept submissions on the scholarship of teaching and learning.

V. Read “The Teaching Workshop” on The Blog of the APA.

“The Teaching Workshop” appears every few months on The Blog of the APA (http://blog.apaonline.org). Contact editor Mark Jensen with your ideas for questions and posts.

VI. Submit to and read the APA Newsletter on Teaching Philosophy

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

Tziporah Kasachkoff, Department of Philosophy, Graduate Center, City University of New York, 365 5th Avenue, New York, NY 10036
tkasachkoff@yahoo.com

Eugene Kelly, Department of Social Science, New York Institute of Technology, Old Westbury, NY 11568
ekelly@nyit.edu
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.

Session attended: __________________________

1. Where did you first learn about The AAPT/APA Teaching Hub?
   ______ APA Program
   ______ Professional e-mail listserv
   ______ Physical flier at registration desk
   ______ Physical banner outside the room
   ______ Word of mouth at the conference
   ______ Blog of the APA
   ______ AAPT website
   (please specify: _________________________)
   ______ Social media
   ______ Other
   (please specify: _________________________)

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

3. Were you aware of the Teaching Hub before you registered for the 2018 Eastern APA meeting?
   ______ Yes   ______ No

   If "Yes," please circle your level of agreement or disagreement with the following sentence:

   The Teaching Hub was one of the reasons why I registered for the 2018 Eastern APA meeting.

   Strongly disagree   Disagree   Neutral   Agree   Strongly agree

4. Now, please reflect upon your experience at the Teaching Hub and circle your level of agreement or disagreement with the following sentence:

   I am more likely to register for future APA meetings if those meetings include a Teaching Hub.

   Strongly disagree   Disagree   Neutral   Agree   Strongly agree

   (Please see back.)
5. 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 presented effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. 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>d. I plan to incorporate what I learned in this session into my courses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. 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.