

Application for APA Small Grant

Contact Name: Emily Esch

Email Address: emily.esch@gmail.com

APA Member? Yes.

Fiscal Agent: Emily Esch on behalf of American Association of Philosophy Teachers (AAPT)

Fiscal Agent Contact Name: Emily Esch, Executive Director of AAPT

Mailing Address: 548 17th Street N, St. Cloud, MN 56303

Phone Number: 320-282-2735

Total Funding Amount Requested: \$5,000.00

Project Title: Teaching and Learning Summer Seminar

Abstract: The American Association of Philosophy Teachers' biennial Teaching and Learning Summer Seminar provides the highest level of teacher training available by and for philosophers. To maximize our impact, the Teaching and Learning Summer Seminar focuses on graduate students and early career faculty. We provide the participants with research-based, best practices from the scholarship of teaching and learning and the science of learning. Guided by national award-winning philosophers who are experts in teaching and learning, participants become able to develop quickly and thoroughly into outstanding teachers. Supporting graduate students' and early career philosophers' ability to participate in this seminar is a central and essential way for the APA to meet the teaching component of its mission. ("The APA supports the development of teaching and dissemination of teaching materials and techniques at all levels.")

Names of the Steering Committee:

Christina Hendricks, University of British Columbia, Yes

Stephen Bloch-Shulman, Elon University, No

Paul Green, Mount St. Mary's, Yes

Rebecca Scott, Loyola University Chicago, Yes

See attached CVs.

Provide a brief account of the project's purpose, explaining its benefits for the profession and/or how it involves community outreach.

The American Association of Philosophy Teachers' Teaching and Learning Summer Seminar provides the highest level of teacher training available by and for philosophers. The five day seminar is held in conjunction with the biennial AAPT conference; twenty participants attend seminar sessions in the mornings and attend conference presentations in the afternoon. We focus on recruiting graduate students and early career faculty as participants.

Through readings and interactive experiences, the Teaching and Learning Summer Seminar participants explore issues, experiment with approaches, and engage in a community of reflection in order to strengthen their pedagogical choices.

Participants study how to identify and select challenging and transformative learning objectives and, by understanding the principles of integrated course design, participants will examine how to best guide students to the successful achievement of these goals. Topics include preparing to teach, developing learning-centered philosophy classes, using traditional and non-traditional methods of assessment, outreach to students of underrepresented groups in philosophy, and engaging in the scholarship of teaching and learning. The friendships and collegial relationships built here last long after the seminar ends.

The benefits for the community are enormous and well documented. As you will see from our evaluations, these seminars are crucial in moving our profession away from a teacher-centered model of teaching to a student-centered model of learning. Our seminars are grounded in best practices from the most recent pedagogical research and provide one of the only venues for new instructors to get philosophy-specific pedagogical training. Given that only 12.6% of emerging philosophers gains a job in an institution that strongly emphasizes research over teaching and that the great majority of PhD granting programs offer little expert teaching training, it is crucial that the APA and the AAPT serve the profession by providing the training needed by so many. Nearly 70% of faculty members in graduate programs “agree” or “strongly agree” that more teacher training should be offered and 31% of early career philosophers report that they were not well prepared for the teaching aspects of their job. When asked an open-ended question regarding what helped them become good teachers, the AAPT teaching and Learning Summer Seminar is frequently cited as a singular bright spot. (Data is from a forthcoming article in *Teaching Philosophy*.)

Describe the groundwork already laid for the project or, in the case of projects involving community outreach, the relationships already developed in the community.

Considerable groundwork has already been laid. The AAPT has been conducting a teaching and learning seminar since the late 1980s. The current version was created in 2008. It continues to evolve to include the latest and best scholarship regarding teaching and learning, but its core message of the importance of learner-centered teaching remains the same. The AAPT has the administrative experience and the resources to ensure that the money requested in this grant is well used to provide an inclusive experience for a diverse group of philosophers, as our history of excellence in this area demonstrates. We have a strong Teaching and Learning Committee, chaired by Christina Hendricks, who will issue the call for facilitators and provide support guidance for the three facilitators of the Seminar.

Our Teaching and Learning Summer Seminar has served as a model for the Philosophy Learning and Teaching Organization’s (PLATO) summer seminar for high school teachers, which was held for the first time in 2014 concurrently with AAPT’s Seminar. PLATO will again be organizing a summer seminar at AAPT’s 2016 conference. Additionally, the Teaching and Learning Summer Seminar has becomes

a model for one day teaching and learning workshops organized by AAPT around the country. Using our Summer Seminar, we have trained a number of facilitators to conduct these regional workshops. Among other places, AAPT has organized Teaching and Learning Workshops at the San Francisco APA, Carnegie Mellon University, University of Wisconsin, Loyola University Chicago, and San Francisco State. We have plans to hold workshops at North Texas University, Villanova University, and Mount St. Mary's (in LA) this coming year. We are regularly contacted by philosophy departments asking for our help and we expect to expand our regional Teaching and Learning Workshops in the coming years. There is clearly a deep need in the community for the teacher training that we are experts in providing. We are always willing to share information about our work with interested parties.

As shown in the budget, this proposal has secured local support. AAPT is contributing funds for participant travel and waiving the conference registration fee for participants. Saginaw Valley State University in Saginaw, Michigan is the site host and will be providing the necessary infrastructure, including food and lodging.

Project Plan and Timeline

August 2015: the Call for Facilitators for the Teaching and Learning Summer Seminar goes out (in order to get the highest quality and fresh perspectives, we use a competitive process for selecting facilitators)

October 2015: the Teaching and Learning Committee selects three facilitators and the facilitators begin planning the seminar

February 2016: the Call for Participants goes out

April 2016: acceptances to the Seminar are announced

May and June 2016: participants are sent the readings that are to be completed before the Seminar; participants and facilitators begin pre-seminar blogging

July 2016: the Seminar is conducted

August 2016: the Seminar is evaluated; facilitators continue to work individually with participants; travel stipends handed out

We are asking for \$5000 to provide a travel stipend to each of the twenty participants. (The APA has provided funds for this stipend in the past, but never through the Small Grants program.) The AAPT waives the conference registration fee for the participants and the facilitators. However, the participants have to pay for their own travel, food, and lodging. Since most of the participants are graduate students, their access to travel funds is limited. The travel stipend makes it possible

for many of the participants to attend. The graduate students do not receive any academic credit for participating in the Teaching and Learning Seminar.

Describe how the project will be advertised to the larger philosophical and/or lay public.

The Call for Participants for the Teaching and Learning Summer Seminar will be posted on the AAPT website, the APA website, and philosophy listservs. It will also be pushed to graduate students at most of the post-secondary philosophy degree granting institutions in the United States and Canada. See the attached document for the 2014 call.

If the proposal involves public lectures, performances, presentations, or films, describe how the project will be accessible for disabled persons, including deaf/hard of hearing and blind/visually impaired individuals.

The Teaching and Learning Seminar will be conducted on a college campus that is ADA compliant. Beyond mere compliance, our facilitators have expertise in “universal design for learning” (UDL) and will create resources, deliver content, and manage interactions according to the best UDL practices. In addition to modeling these best practices, the facilitators will also discuss the content of UDL so the participants will be in a position to use UDL practices when they return to their home institutions.

Describe how the project will be assessed at its completion with an eye to what worked and what could be improved.

We send an evaluation survey to all participants. The Seminar leaders prepare a report summarizing the evaluation data and reflecting on the strengths and weaknesses for the AAPT Board of Directors. The report is used by subsequent facilitators as they prepare the next iteration of the seminar. For example, the feedback from past seminarians encouraged the addition of readings and discussions on how to best reach members of underrepresented groups in philosophy. In short, we repeatedly close the assessment loop.

See the attached documents for a past report. We would use this report as a model for our assessment of the 2016 seminar.

If the proposal includes the creation of a website, complete the following items: Where will the website be hosted? Not applicable, we don't plan to create a special website

Budget: We request \$5,000.00 (\$250 per participant) to be paid after the seminar is completed, around August 1, 2016. AAPT will contribute \$1,000, so that the total travel stipend will be \$300 per participant.

Call for Facilitators For the AAPT Teaching and Learning Seminar August 2014

The American Association of Philosophy Teachers co-sponsors a Teaching and Learning Seminar for graduate students and new faculty in conjunction with its biennial workshop/conference. The next conference will be held at the College of St. Benedict/Saint John's University in Collegetown, MN. The dates for the conference are July 30-August 3, 2014.

Participants in the seminar submit applications in advance, and are selected in cooperation with the American Philosophical Association, which provides some travel funding. The seminarians attend the sessions of the Teaching and Learning Seminar each morning of the conference, leaving them free to attend AAPT workshop sessions and social events during the conference afternoons and evenings.

The Teaching and Learning Seminar addresses topics such as course planning and management, design of learning experiences and assessments, and the role of teaching in careers in philosophy. While the AAPT encourages research, experimentation and investigation in the teaching of philosophy, it especially encourages a teaching philosophy which is designed around the students, their learning needs and their development of philosophical skills and attitudes.

Facilitators collaborate in creating and implementing the seminar curriculum, and a lead facilitator serves as the primary contact for the seminar, and takes the lead in advertising, coordinating with the APA in the selection process, and determining the seminar curriculum. A commitment to facilitating the seminar includes contributing to curriculum planning, interacting with the participants in advance of the seminar, being present for the entire seminar, and ongoing interaction with the participants afterwards.

Applicants for the position of seminar facilitator shall be members of the AAPT in good standing (dues-paid members). Applicants are asked to submit to the AAPT Board a statement of no more than two pages in which they address the following questions:

- Given that the AAPT encourages a student learning-centered pedagogical approach, what does the applicant do in her or his teaching practice that makes the learning of students as likely as possible? How would the applicant's work as facilitator illustrate this approach in the seminar?
- What teaching skills and experience does the applicant bring to facilitating the seminar?
- If the applicant is willing to serve as seminar leader, what would the applicant bring to leadership of the seminar?

Application statements should be submitted to Emily Esch, AAPT Executive Director, at emily.esch@gmail.com, by September 30, 2013. Facilitators for the 2014 Teaching and Learning Seminar will be notified of their selection by October 31, 2013.

CALL FOR APPLICATIONS

The American Philosophical Association (APA) and
The American Association of Philosophy Teachers (AAPT)

2012 Seminar on Teaching and Learning in Philosophy

Location: St. Edwards University, Austin, Texas
Date: July 25 – July 29, 2012
Eligibility: Current Graduate Students or Recent (2010 forward) PhDs
Seminar Leader: David W. Concepción (Ball State University)
Seminar Facilitators: Stephen Bloch-Schulman (Elon University)
Donna Engelmann (Alverno College)
Participants: Maximum of 20
Application Deadline: May 14, 2012

Description

Through readings and interactive experiences, seminar participants will explore issues, experiment with approaches, and engage in a community of reflection in order to strengthen their pedagogical choices. Participants will study how to identify and select challenging and transformative learning objectives and, by understanding the principles of integrated course design, participants will examine how to best guide students to the successful achievement of these goals. Topics will include preparing to teach (for example, syllabus design), developing learning-centered philosophy classes, using traditional and non-traditional methods of assessment, and engaging in the scholarship of teaching and learning. The friendships and collegial relationships built here can last a lifetime.

Attendance

Participants are required to attend all sessions, which will be held each morning, July 26-July 29. A voluntary social gathering will take place on the evening of the 25th.

Fees & Waivers

The seminar is held in conjunction with the AAPT's Biennial Conference. Participants are encouraged to attend the regular AAPT Conference sessions in the afternoons and evenings. The registration fee for the AAPT conference is waived for seminar participants. The cost of meals and lodging, approximately \$200, and travel expenses will be the responsibility of participants. We encourage participants to solicit their departments for support. The American Philosophical Association

generously offers travel grants of up to \$300 for each participant. Recipients of APA travel grants must be members of the APA.

APPLICATION

APA/AAPT

Seminar on Teaching and Learning in Philosophy

July 25-July 29, 2012

To apply please send the following three items to Seminar Leader David W. Concepción, dwconcepcion@bsu.edu, and Linda Nuoffer at the APA Lnuoffer@UDel.Edu

(1) Provide the following information

Name:

Institution:

Address:

Phone:

Email:

Summer Contact (Phone or email if different from above):

Major Fields of Interest:

Estimated Travel Expenses:

Applying for APA Travel Grant: (Yes/No)

(2) A statement of interest or description of what you hope to gain from the seminar. If you have previous teaching experience, briefly describe it. (350 word limit)

(3) A letter of support from your Department Chair, indicating what your teaching duties will be in 2012-2013.

Contact Information

- For additional information about the content of the Seminar, please contact David W. Concepción, dwconcepcion@bsu.edu.
- Questions about administrative or financial matters should be directed to David Schrader, APA Executive Director, phone: 302-831-8691, dschrade@udel.edu via Linda Nuoffer, Lnuoffer@Del.Edu.
- For information concerning membership in the APA, please contact Janet Sample, APA Membership Coordinator, phone: 302-831-4657, jsample@udel.edu.
Website: <http://www.apa.udel.edu/apa>.
- For information concerning the AAPT please contact Emily Esch, Executive Director, eesch@csbsju.edu or see the AAPT website at: <http://www.philosophyteachers.org>.

Description of 2014 Teaching and Learning Summer Seminar, led by Stephen Bloch-Shulman, Donna Engelmann, and Mimi Marinucci

We have structured the seminar to help you utilize “backward design” (this is term often associated with the work of Wiggins and McTighe); when using “backward design,” one starts by articulating clearly the goals one is trying to accomplish and then works backwards from the goals to the activities/readings/ways of engaging that will allow students to arrive at those goals. Finally, one considers how they will use the outcome of their assessment towards course re-design.

Here is how it looks with times and readings that go with each session:

SCHEDULE

Wednesday night: informal introductions

Theme One: Goal Setting--what should we take as reasonable, realizable goals for our students?

Thursday session 1 (before break): goal setting part 1

Reading: Gerald Graff, “The Problem Problem and Other Oddities of Academic Discourse”

Thursday session 2 (after break): goal setting part 2

Readings: Janice Moulton, “A Paradigm of Philosophy: The Adversary Method” Charles Mills, “Non-Cartesian *Sums*: Philosophy and the African American Experience” David Concepción and Juli Eflin, “Enabling Change: Transformative and Transgressive Learning in Feminist Ethics and Epistemology”

Friday session 1 (9-10:30)

Panel: Women Undergraduates, Justice and the Future of Philosophy

Reading: Louise Antony, “Different Voices or Perfect Storm: Why Are There So Few Women in Philosophy?”

Theme Two: Course Design and Planning--how do we plan readings, activities, events, etc. that will allow students to meet these goals?

Friday session 2 (after break): course design part 1

Readings: L. Dee Fink, “Designing Significant Learning Experiences,” chapter three from his *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (San Francisco, CA: Jossey-Bass, 2013) Juli Eflin, “Improving Student Papers in ‘Introduction to Philosophy’ Courses” in Tziporah Kasachkoff (ed.), *Teaching Philosophy: Theoretical Reflections and Practical Suggestions* (Lanham, MD: Rowman & Littlefield, 2004).

Saturday session 1 (before break): course design part 2

Reading: Ann J. Cahill and Stephen Bloch-Schulman, “Argumentation Step-By- Step: Learning Critical Thinking Through Deliberate Practice”

Theme Three: Assessment and Redesign: how do we learn what students learned and how do we use this information to plan our next courses?

Saturday session 2 (after break): assessment and redesign 1

Readings: Donna Engelmann, “Assessing Empathy Learning Outcomes” Donna Engelmann, “Self-assessment: an Inclusive and Student Learning-Centered Pedagogy”

Sunday session 1 (before break): assessment and redesign 2

Reading: Betsy Decyk, Michael Murphy, Deborah Currier and Deborah Long, “Challenges and Caveats” in Carmen Werder and Megan Otis (eds.), *Engaging Student Voices in the Study of Teaching and Learning* (Sterling, VA: Stylus Press, 2009).

Wrap Up

Sunday session 2 (after break)

Assessment Report to AAPT Board for 2012 T&L Seminar (includes Appendices 1-3)

To: AAPT Board of Officers
From: David W. Concepción, Lead Facilitator, 2012 APA/AAPT T&L Seminar
RE: Report of 2012 Seminar
Date: 8/17/12

The Seminar was a fantastic success!

As one participant put it: “An intensive boot-camp for learner-centered education.”

For an overview of the seminar see appendix 1. For a list of facilitators and participants, see appendix 2. For a more detailed summary of participant responses see appendix 3.

(1) Summary of Participant Evaluations

19 of 20 participants returned evaluations. By overwhelming majority, if not 100% consensus, participants found the seminar helped them grow as learning-centered teachers who can well identify valuable learning objectives, construct pedagogies to help students achieve these objectives, and assess how well students are doing (and identify how to change mid-stream if necessary).

(2) Summary of Facilitators’ Reflections on the Seminar in light of the evaluations

Strengths

- Focus on metacognition, formative feedback, and scaffolding
- Focus on learner-centered teaching - alignment of outcomes, pedagogy and assessment
- Focus on making learning visible, through think-alouds, how-to's, and clear articulation of learning objectives and goals
- Facilitators modeling of best teaching practices, including a “flipped” classroom
- The readings
- Diversity of facilitators’ presentation styles, which also were complementary
- Facilitators' passion for teaching philosophy, especially in light of their expertise in the theory and practice of teaching
- Collegiality and hospitality of the conference: lots of opportunities for formal and informal exchanges
- The inspiring company of people who love teaching philosophy, including fellow seminarists and other conference attendees
- Participants all are able to articulate innovations they plan to implement
- Participants overwhelmingly agreed that they would recommend the seminar to others

Weaknesses

- How the seminar fit into the conference (and vice versa). Participants wanted to attend more sessions, and expressed an interest in having some conference presenters present within the seminar.

- Many said they had a hard time coming up with weaknesses to report, since the overall experience was so positive, but identified the following:
 - More time for direct discussion of the readings
 - More discussion of how the parts of the seminar were intended to fit together
 - More time to share tips (though they appreciated the strategic approach taken in the seminar)

Looking Forward

- It is best to have three co-facilitators with a shared vision of the fundamentals of learner-centered teaching. Diverse but complementary styles and expertise are a great strength.
- Continue using a variety classroom activities - lecture, small group work, large group discussion, individual writing and reflection.
- The blog comments on the readings prior to arriving in Austin was very powerful. Participants thought deeply prior to arrival and had a level of mastery of the texts that allowed us to work beyond exposition.
- The very positive response to this seminar design strongly suggests that it should be replicated regionally or online or onsite at philosophy grad programs.

(3) Concepción's Overarching Recommendations for 2014

(1) Keep the same basic structure:

- Stress (intentional and transparent) alignment of learning objectives, pedagogy, and formative assessment; expert/novice differences; "how to" instruction.
- Retain the Fink reading as centerpiece to the entire experience
- Keep the number of facilitators at three, with varying presentation styles and practices modeled
- Continue pre-conference engagement through blogging

(2) Re-evaluate the interaction between seminarians and the conference

APPENDIX 1

American Association of Philosophy Teachers/American Philosophical Association Teaching and Learning Seminar *An Overview*

The APA Summer Seminar on Teaching and Learning shows participants how to improve their skills as learning-centered teachers. Participants study how to identify and select challenging and transformative learning objectives. By understanding the principles of integrated course design, participants appreciate how to best guide students to the successful achievement of these goals. Further, participants develop educative assessment strategies that allow them to measure success, continue to innovate, and create even deeper learning.

Readings

Prior to arriving for the four-day (3 hours/day) face-to-face meetings of the seminar, each participant reads and blogs about the following readings:

2012

- Ambrose et al., *How Learning Works, Seven Research-Based Principles for Smart Teaching* (Jossey-Bass, 2010).
- Bransford et al., *How People Learn* (Revised), National Academy Press, 2000.
- David W. Concepción & Juli Eflin, "Enabling Change: Transformative and Transgressive Learning in Feminist Ethics and Epistemology," *Teaching Philosophy* (32:2): 177-198.
- Mary E. Diez, "The Central Role of Criteria in Giving Good Feedback," manuscript (under review) [Note: The Alverno College Assessment Method]
- L. Dee Fink, *Creating Significant Learning Experiences: An Integrated Approach to College Courses* (Jossey-Bass, 2003).
- Gerald Graff, "The Problem Problem and Other Oddities of Academic Discourse," *Arts and Humanities in Higher Education* (2002): 1-27.
<http://ahh.sagepub.com/content/1/1/27>
- John Rudisill, "The Transition from Reading to Doing Philosophy," *Teaching Philosophy* (34:3): 241-271.

Schedule

Date/Time Topic

Evening Before first session

9pm Introductions/Overview

Session 1

9:00-10:00 Tips vs. Strategies (Fink)

10:00-10:10 Break

10:10-12:00 Learning Objectives I (Graff)

Session 2

9-10:20 Learning Objectives II (Rudisill)

10:20-10:30 Break

10:30-12:00 Pedagogy I (Bransford)

Session 3

9-10:20 Pedagogy II (Concepción & Eflin)
10:20-10:30 Break
10:30-12:00 Assessment I (Diez)
Session 4
9-10:20 Assessment II (Ambrose)
10:20-10:30 Break
10:30-12:00 Tie it all together

Shared Meanings

By “Learning Objectives” we mean whatever is the answer to this question: How do you want students to be different after their time with you?

By “Pedagogy” we mean whatever is the answer to this question: What will you design for students to do, and in which order, so that they end up different in the way you hope?

By “Assessment” we mean whatever is the answer to these two questions: How do you know if your students have changed in the way you hoped they would (at time X in the semester)? Given the answer to the previous question, how should you adjust?

APPENDIX 2

Facilitators and Participants

Seminar Leader:

David Concepción, Ball State University, dwconcepcion@bsu.edu

Seminar Facilitators:

Stephen Bloch-Schulman, Elon University, sschulman@elon.edu

Donna Engelmann, Alverno College, Donna.Engelmann@alverno.edu

Seminarians:

Ori Beck, University of Pittsburgh, ozb1@pitt.edu

Jeff Behrends, University of Wisconsin, jbehrends@wisc.edu

Daniel Cole, Ball State University, dbcole@bsu.edu

Christina Drogalis, Loyola University, Chicago, christina.drogalis@gmail.com

Jessica Davis, Columbia University, davis77@rohan.sdsu.edu

Justin Harrison, Ashford University, Justin.Harrison@ashford.edu

Benjamin Hole, University of Washington, bvhole@u.washington.edu

Alida Liberman, University of Southern California, aliberma@usc.edu

Sarah Morales, Syracuse University, smmoral01@syr.edu

Ronke Oke, Pennsylvania State University, rxo149@psu.edu

Gregory S. Poore, Baylor University, Gregory_Poore@baylor.edu

Andrew Robinson, University of Guelph, arobin07@uoguelph.ca

Grant Rozeboom, Stanford University, rozeboom@stanford.edu

Gina Schouten, University of Wisconsin, rschouten@wisc.edu

Rebecca Scott, Loyola University, Chicago, rebecca.g.scott@gmail.com

Paul Silva Jr., University of Connecticut, psilvajr@gmail.com

Daniel Susser, Stonybrook University, daniel.susser@stonybrook.edu

Adam Thompson, University of Nebraska, adamross@unlserve.unl.edu
Matt Whitt, Warren Wilson College, mwhitt@warren-wilson.edu;
Margot Wielgus, University of Kentucky, margot.wielgus@uky.edu

APPENDIX 3 Post Seminar Evaluation Responses

QUANTITATIVE RESPONSES

(4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

The seminar illustrated how to identify how I want students to grow (learning objectives).

AVE. 4.0

The seminar illustrated how to construct integrated learning sequences or castle-tops (pedagogy).

AVE. 3.61

The seminar illustrated how to discover how my students are doing (assessment).

AVE. 3.56

The seminar increased my understanding of learning-centered teaching.

AVE. 4.0

REPRESENTATIVE QUALITATIVE RESPONSES

(1) Do you plan on implementing one or more pedagogical innovations as a result of your participation in this seminar? If so, please describe at least one change and motivation behind it.

- Will clarify learning objectives before beginning course design
- Will increase alignment in the course as a whole
- Will increase frequency of assessment and formative feedback activities
- More metacognition experiences
- More peer-to-peer interaction
- More “How-to”/scaffolding instruction

(2) Has participation in the seminar changed the way you think about teaching and learning? If so, in what ways?

- The importance of alignment
- The importance of intentional, objectives driven course design
- What being learning-centered really means, and how important it is

(3) Considering content, format, presenters’ style, or other variables, what would you say were the strengths of the seminar?

- Three facilitators with varying perspectives and styles
- Collegial atmosphere
- Good readings
- The activity-heavy nature of the sessions
- Excellent modeling of valuable pedagogies
- It’s inspiring

(4) Considering content, format, presenters’ style, or other variables, what would you say were the weaknesses of the seminar?

- Too little coverage of teaching techniques/tips
- At times the connection of the face-to-face sessions to the readings was too tangential

(4b) Cuts Both Ways

- Not enough time (participants wanted to discuss more about virtually every topic and three hours a day wasn't enough time).

(5) Would you recommend the experience to others? If you were to describe your experience in the seminar to a friend, how would you describe it?

- 100% of participants said they would strongly recommend it
- It's a place where you will meet inspiring people who are passionate about teaching
- You'll learn a lot about how to teach well
- "A must for anyone who cares about his students."
- "I wish I could do it again."
- "This was the best seminar/conference I have been to"

(6) Please report here anything else you want to say that wasn't captured by the questions above:

- The letter provided for our teaching portfolios is helpful
- Have some of the conference presenters present in the seminar

Steering Committee Curricula Vitae

Christina Hendricks

EMPLOYMENT

- 2010-present: Sr. Instructor (tenured, teaching position), Philosophy, University of British Columbia-Vancouver
- 2005-2010: Instructor 1 (tenure-track, teaching position), Philosophy, University of British Columbia-Vancouver
- 2004-2005: Assistant Professor Without Review, Philosophy, University of British Columbia-Vancouver
- 2000-2004: Assistant Professor, Philosophy, University of Wisconsin-Rock County

EDUCATION

- 2000: PhD, Philosophy, University of Texas at Austin
- 1996: M.A., Philosophy, University of Texas at Austin
- 1991: B.A., Philosophy and Political Science, University of Idaho

SPECIAL PROFESSIONAL QUALIFICATION

- UBC Certificate on Curriculum and Pedagogy in Higher Education (Scholarship of Teaching and Learning Leaders Program), awarded 2012

AREAS OF SPECIALIZATION

- Scholarship of Teaching and Learning (focus: peer feedback on writing), Michel Foucault, Open Education

AREAS OF COMPETENCE

- Moral Theory, Feminist Theory, Friedrich Nietzsche

SELECTED PUBLICATIONS

- "Teaching and Learning Philosophy in the Open," in *Current Issues in Philosophical Pedagogy* (papers from the 2014 meeting of the American Association of Philosophy Teachers). Forthcoming from the Philosophy Documentation Center.
- "Prophecy and *Parrêsia*: Foucauldian Critique and the Political Role of Intellectuals." *Conceptions of Critique in Modern and Contemporary Philosophy*. Ed. Ruth Sonderegger and Karin de Boer. Basingstoke, UK: Palgrave Macmillan, 2012.
- "Foucault's Kantian Critique: Philosophy and the Present," *Philosophy and Social Criticism* Vol. 34, No. 4 (May 2008): 357-382.

SELECTED PRESENTATIONS

- Co-presenter, with Sunaina Assanand, Joanne Fox, Catherine Rawn and Allen Sens, "Taking Your Teaching Beyond Your Classroom: Teaching Practice and Educational Leadership." Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.
- Co-presenter, with Rajiv Jhangiani, "Enhancing pedagogy with open textbooks and other open educational resources." Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.

- “Peer feedback on writing: is more better?” (poster). Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.
- Co-presenter, with Rajiv Jhangiani and Jessie Key, “Faculty Attitudes Towards and Experiences With Open Educational Resources and Open Textbooks.” BCcampus Open Textbook Summit, Vancouver, BC, May 2015.
- Co-presenter, with Maha Bali, JR Dingwall, Pete Rorabaugh, Andrea Rehn, “Perforate Your Classroom: Collaboratively Hack the Open Online Game #TvsZ 6.0.” Emerging Technologies for Online Learning International Symposium 2015, Dallas, Texas, April 2015.
- “Tracking a Dose-Response Curve in Peer Feedback on Writing: A Work in Progress.” BCcampus Symposium on Scholarly Inquiry into Teaching and Learning, Vancouver, BC, November, 2014.
- “How Not to Encourage Open Sharing of Teaching Materials at a University.” Open Education Conference, Washington, DC, November 2014.
- “Doing Philosophy in the Open: Why/Not?”, a presentation on open education at the biannual meeting of the American Association of Philosophy Teachers, Collegeville, Minnesota, July 2014.

SELECTED GRANTS

- 2015-2016: UBC Teaching and Learning Enhancement Fund grant (\$50,000); I am part of a team working on and researching a new tool to make watching and studying educational videos more effective for learning.
- 2014-2015: UBC Institute for the Scholarship of Teaching and Learning (\$5000); I received this grant to pay research assistants for a SoTL project.
- 2011-2012: UBC Centre for Teaching, Learning and Technology (\$2000); I received this grant to pay a research assistant for a SoTL project.

AWARDS

2014-2015: BCcampus Open Textbook Faculty Fellowship (\$10,000); in this position I have been engaged in advocacy and research on open textbooks and other open educational resources.

COURSES TAUGHT REGULARLY

Introduction to Philosophy, Introduction to Moral Theory, Seminar in Continental Philosophy, Arts One (an interdisciplinary, team-taught, year-long course for first year students—most of my teaching load is taken up with this course).

SELECTED SERVICE

2010-2012 and 2015-2016: Chair, Arts One program (interdisciplinary, team-taught, full-year courses for first year students at UBC)

2014-present: Faculty of Arts Curriculum Committee, UBC

2014-present: Department of Philosophy ad hoc committee on curriculum renewal

2015-present: Board Member, American Association of Philosophy Teachers

2015-present: Chair of the Teaching and Learning Committee, American Association of Philosophy Teachers

2011-2014: Member, APA Committee on Teaching Philosophy

Paul Alan Green

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Phone: (562) 902-5803

Campus Address:
Department of Philosophy
Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049
(310) 954-4291

EMPLOYMENT

Currently associate professor of philosophy, Mount Saint Mary's University, Los Angeles, California. Tenured as of October 2003.

PUBLICATIONS

- "How to Motivate Students: A Primer for Learner-Centered Teachers," Proposal accepted for publication in *Current Issues In Philosophical Pedagogy*, ed. Emily Esch and Charles Wright (Philosophy Documentation Center, 2015)
- "Teaching Critical Thinking for Lifelong Learning," *Handbook for Critical Thinking in Higher Education*, ed. Martin Davies and Ron Barnett (Palgrave, 2015)

PRESENTATIONS

- "Motivating Students: What the Research Shows," American Association of Philosophy Teachers 19th International Workshop/Conference, August 2014. (A shorter version of this paper was delivered at the AAPT Group Meeting at the Pacific Division of the American Philosophical Association, Feb. 2014)
- "Critical Thinking Pedagogy as a Problem of Far Transfer," Association for Informal Logic and Critical Thinking Group Meeting, Feb. 2014. (A poster of this paper was also presented at the MSMC Academic Symposium, May 2014.)
- "When and How to Lecture," American Association of Philosophy Teachers' 18th International Workshop/Conference, August 2012.
- "What are the Learning Outcomes for a Critical Thinking Course?" Association for Informal Logic and Critical Thinking (AILACT) Group Meeting, April 2012.
- "The Nature and Value of SoTL," American Philosophical Association Pacific Division Meeting, April 2012.
- "Engaging Students in the Classroom," MSMC Adjunct Faculty Workshop, February 2011.
- "Groups That Work," American Association of Philosophy Teachers 17th International Workshop/Conference, August 2008. (A version of this presentation was also given as a workshop at the Spring 2011 MSMC Convocation.)
- "Assessment: What Is It? When Should We Welcome It? When Should We Fear It?" American Association of Philosophy Teachers' 16th International Workshop/Conference, August 2006.
- "Let's Not Re-invent the Wheel: Using Pedagogical Resources External to our Discipline," American Association of Philosophy Teachers' 16th International Workshop/Conference, August 2006.
- "Understanding by Design," American Association of Philosophy Teachers' 15th International Workshop/Conference, August 2004.

“Popular Songs and Point of View,” American Philosophical Association Pacific Division Meeting, April 2003
“Diversity as a Pedagogical Strategy,” American Association of Philosophy Teachers’ 14th International Workshop/Conference, July 2002
“Teaching Philosophical Writing: A Process Model,” American Philosophical Association Pacific Division Meeting, April 2001

RECENT SERVICE TO THE PROFESSION

Member, Teaching and Learning Committee, American Association of Philosophy Teachers (2015-2017)
Co-Facilitator, Pedagogy Workshop for Philosophy Teachers (San Francisco), sponsored by the American Association of Philosophy Teachers, March 2015
Program co-chair, American Association of Philosophy Teachers 18th International Workshop/Conference, 2012
Program co-chair, American Association of Philosophy Teachers 17th International Workshop/Conference, 2010
Board Member, American Association of Philosophy Teachers, 2009-12
Co-organizer and facilitator, AAPT/LA Pedagogy Workshop for Philosophy Graduate Students, July 2011
Joint session co-organizer, American Association of Philosophy Teachers/Association for Informal Logic and Critical Thinking joint group meeting, American Philosophical Association Central Division Meeting, April 2013
Program committee, American Association of Philosophy Teachers 15th (2006), 16th (2008) and 19th (2014) International Workshop/Conference

COLLEGE AND DEPARTMENT SERVICE

Faculty Undergraduate Research Coordinator (2015)
Academic Advisor to Philosophy Majors (2010 – present)
Philosophy Department Program Assessment Liaison (PAL) (2012 – present)
Service-Learning Faculty Coordinator (2006-9)
Facilitator, Pedagogy FLC (Faculty Learning Community) (2003-14)

PROFESSIONAL MEMBERSHIPS

American Philosophical Association
American Association of Philosophy Teachers
Association for Informal Logic and Critical Thinking

EDUCATION

Ph.D., Philosophy, University of California, Irvine, CA, 1997
Dissertation title: *Why Manners Matter: The Moral Duty of Politeness*
Dissertation advisor: Professor Gary Watson
M.A., Philosophy, University of California, Irvine, CA, 1990
B.S., *Summa cum laude*, Business Administration, Biola University, La Mirada, CA, 1982

EMILY ESCH

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College of Saint Benedict and Saint John's University
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EMPLOYMENT

Associate Professor, Philosophy Department, College of Saint Benedict and Saint John's University, 2006 to present
Honors Director, College of Saint Benedict and Saint John's University, 2014 to present

EDUCATION

Cornell University, Ithaca, NY
Ph.D. conferred January, 2008

Reed College, Portland, OR
B.A. conferred May, 1997

AREAS OF SPECIALIZATION AND COMPETENCE

Philosophy of Psychology, Philosophy of Mind, Epistemology, Philosophy of Science, Experimental Philosophy, History of Analytic

PUBLICATIONS

- American Association of Philosophy Teachers' Studies in Philosophical Pedagogy*, (forthcoming 2015) edited by Emily Esch and Charles Wright, Charlottesville, VA: Philosophy Documentation Center.
- Recognizing Teaching Excellence: The Lenssen Prize*, (2014) edited by Emily Esch, Kevin Hermberg, and Rory Kraft, Philosophy Documentation Center
- "A Cognitive Approach to Teaching Philosophy," 2013, *Teaching Philosophy*, 36, 2: 107-124.
- "Persons and the Self," Unit editor (includes 5000 word introduction, study questions, bibliographies, glossary, and article selection) 2012, *Readings in Classical and Experimental Philosophy*, Oxford University Press
- "Consciousness," Unit editor with Josh Weisberg (includes 5000 word introduction, study questions, bibliographies, glossary, and article selection) 2012, *Readings in Classical and Experimental Philosophy*, Oxford University Press

CONFERENCES AND PRESENTED PAPERS

- Minnesota Philosophical Society*, "Bodies and Minds: investigating the claims behind mind body dualism" University of St. Thomas, St. Paul, MN, October 2013
- Neuroscience and the Soul Conference*, "Comments on Tim O'Connor's Christian Theology, Science and the Human Soul," Biola University, May 2013, La Mirada, California.
- University of Minnesota Duluth Colloquium*, "Minds and Bodies: Investigating the Claims of Natural Dualism," April 2013
- Saint Cloud State University*, Invited talk, "Conceptions of Dualism," March 2013
- Biola Roundtable*, "The Introspection Illusion," October, 2012.
- American Association of Philosophy Teachers 19th International Workshop-Conference*, "NEH's Enduring Questions Grant Program Workshop", with Peter Bradley, Saint Edwards's University, Austin, TX, July 2012
- Hamilton College*, Invited talk, "How to Think about the Self," Clinton, NY, November 2011
- Pacific Northwest Philosophy Conference*, "Who are We?" Salem, Oregon, October 2010
- American Association of Philosophy Teachers 18th International Workshop-Conference*, "Experimental Philosophy in the Philosophy Curriculum: Opportunities and Challenges," with Alexandra Bradner and Chris Weigel, Coastal Carolina University, Conway, NC, July 2010

American Philosophical Association Committee on Teaching Session, “Teaching Experimental Philosophy,” with Alexandra Bradner and Chris Weigel, American Philosophical Association, Pacific Division, San Francisco, April 2010
Saint Cloud State University, Invited talk, “Reconceiving the Self,” April 2010
Macalester College, Invited talk, “Reconceiving the Self,” March 2010
College of Saint Benedict, Panel Presentation, *Darwinian Revolution: Charles Darwin and His Influence on Science, Religion and Society*, “Darwin’s Influence on What it Means to be Human” November 2009
NEH Summer Institute: Experimental Philosophy, University of Utah, Participant, June-July 2009

ACADEMIC SERVICE

Editorial Assistant, *Journal of Mind and Behavior*, June 2015-present
Organizer, *American Association of Philosophy Teachers 20th Biennial International Workshop-Conference*, College of St Benedict and St. John’s University, July-August 2014.
Facilitator, *American Association of Philosophy Teachers Teaching and Learning Workshop*, APA, Pacific Division, April 2014
Reviewer, *Teaching Philosophy*, Routledge, MIT, *Journal of Philosophical Research*
National Endowment for the Humanities, Judging panel participant, Enduring Questions Grant, November 2011 and November 2013
Executive Director, *American Association of Philosophy Teachers*, March 2011-present
Organizer, *American Association of Philosophy Teachers Workshop*, American Philosophical Association, Central Division, Minneapolis, March 2011
Director of *Happiness Symposium*, Project Logos, Saint John’s University, 2008 – 2010
Organizer, *Minnesota Undergraduate Philosophy Society Conference*, CSB/SJU, April 2010
Organizer, *American Association of Philosophy Teachers Workshop*, American Philosophical Association, Eastern Division, December 2009
Board Member-at-Large, American Association of Philosophy Teachers, 2009-2011
Editorial Assistant for *Perceptual Experience* (Oxford University Press, eds. Tamar Szabó Gendler and John Hawthorne), Spring 2005-Fall 2005

SERVICE TO THE INSTITUTIONS

Director of the Honors Program, June 2014-present
Member, Undergraduate Research Advisory Board, 2012-present
Common Curriculum Visioning Committee, Spring 2014-present
Academic Policies, Standards, and Assessment Committee, 2013-2015
Common Curriculum Program Review Committee, 2013-2014
Director of *Happiness Symposium*, Project Logos, Saint John’s University, 2008 – 2010
Faculty Advisor, CSB Student Senate, 2009-2011
Faculty Advisor, CSB/SJU Philosophy Club, 2007-present

AWARDS

Honorable Mention, Lenssen Prize, for article “A Cognitive Approach to Teaching Philosophy”
Center for Christian Thought, Biola University, “Neuroscience and the Soul,” Resident Fellow, La Mirada, CA, August 2012-December 2012
NEH Enduring Questions Grant, \$23,637, awarded April 2011 for developing course, “Souls, Selves, and Persons”
NEH Summer Institute: Experimental Philosophy, University of Utah, Participant, 2009

Stephen Bloch-Schulman, Ph.D.

sschulman@elon.edu

Areas of Specialization: Contemporary Continental Moral and Political Philosophy, Hannah Arendt, The Scholarship of Teaching and Learning (SoTL)

Areas of Competence: Ancient Philosophy, Feminism

EDUCATION

Ph.D. (Philosophy) 2004, Marquette University, Milwaukee, WI

M.A. (Philosophy), 1998, Villanova University, Villanova, PA

B.A. (Philosophy), 1991 Emory University, Atlanta, GA

Publications

- Co-editor of “Teaching Democratic Thinking: A Special Issue of *Partnerships: A Journal of Service-Learning and Community Engagement*,” with Patricia Rogers, Volume 6, no. 1, Winter 2015.
- “I am not Trying to Be Defiant, I am Trying to Be Your Partner: How Democratic Partnerships Ill Suit Students to Traditional Classroom Setting and What to Do About It,” with Maggie Castor (Elon, ’12), in “Teaching Democratic Thinking: A Special Issue of *Partnerships: A Journal of Service Learning and Community Engagement*,” co-editor with Patricia Rogers, Vol. 6, No. 1, Winter, 2015, pp. 161-180.
- “What kind of Community? An Inquiry into Teaching Practices that move Beyond Exclusion” with Spoma Jovanovic, John Humphrey, Hollyce Giles, Daniel Malotky and Audrey Campbell, in “Teaching Democratic Thinking: A Special Issue of *Partnerships: A Journal of Service Learning and Community Engagement*,” co-editor with Patricia Rogers, Volume 6, No. 1, Winter 2015, pp. 25-50.
- “Argumentation Step-By-Step: Learning Critical Thinking through Deliberate Practice,” with Ann Cahill, *Teaching Philosophy*, vol. 35, issue 1, March 2012.
- “The Socratic Method: Teaching and Writing About Philosophy’s Signature Pedagogy,” in *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, edited by Nancy L. Chick, Aeron Haynie, & Regan A.R. Gurung (Sterling, Va.: Stylus Press, 2012).
- “When the ‘Best Hope’ is not so Hopeful, What Then? Democratic Thinking, Democratic Pedagogies and Higher Education,” *The Journal of Speculative Philosophy*, vol. 24, no. 4, 2010.
- “Who’s Afraid of Politics? On the Need to Teach Political Engagement,” with Spoma Jovanovic, *Journal of Higher Education Outreach and Engagement*, vol. 14, no. 1, 2010.
- Book Review *The Fox in the Henhouse: How Privatization Threatens Democracy* by Si Kahn and Elizabeth Minnich, *Teaching Philosophy*, vol. 33, no. 3, 2010.
- “The Foundations of Student-Faculty Partnerships in SoTL: Theoretical and Developmental Considerations,” with Christopher Manor, Kelly Flannery and Peter Felten, in *Engaging Student Voices in the Study of Teaching and Learning*, edited by Carmen Werder and Megan Otos (Sterling, Va.: Stylus Press, 2010).
- “Student/Faculty Partnerships in Course Re-Design: Learning About Who Students Are to Transform Them,” with Caitlin McGarry, Kimberly Duggins, Collin Bright and Kelly Flannery, *Bridges: An Interdisciplinary Journal of Theology, Philosophy, History and Science*, edited by Ann Cahill, Spring/Summer 2008.

Awards

- 2014 Mark Lennsen Prize for “Argumentation Step-By-Step: Learning Critical Thinking through Deliberate Practice,” with Ann Cahill, *Teaching Philosophy*, vol. 35, issue 1, March 2012. This is the award given by the American Association of Philosophy Teachers for best philosophy paper published in 2012-2013 (out of roughly 140 papers in both national and international publications).
- Honorable Mention, 2012 Mark Lennsen Prize for “When the ‘Best Hope’ is not so Hopeful, What Then? Democratic Thinking, Democratic Pedagogies and Higher Education,” *The Journal of Speculative Philosophy*, vol. 24, no. 4, 2010. This is the award given by the American Association of Philosophy Teachers for best philosophy paper published in 2010-2011.

Peer Reviewed Presentations

- “Arts and Humanities SoTL: Framing a Research Agenda” with Sherry Linkon, Nancy Chick, Susan Conkling, Kathleen Perkins and Karen Mararin, at the International Society for the Scholarship of Teaching and Learning conference, Quebec City, QC, October, 2014.
- “Addressing the Underrepresentation of Women Undergraduates in Philosophy: What Do We Know? What Don’t We Know? And What Can We Do?” with Nim Batchelor, Elena Meskhidze (Elon, ’16), Sean Wilson (Elon, ’16) and Claire Lockard (Elon, ’16), at the International Society for the Scholarship of Teaching and Learning conference, Quebec City, QC, October, 2014.

Invited Presentations and Workshops

- “Inclusive Pedagogy in Philosophy: From Easy Changes to Transformative Possibilities,” University of Arkansas, Fayetteville, February, 2015.
- “Questions as the Center of Liberal Education: Think Alouds, Resistance, and Reading,” keynote address, South Atlantic Education of Philosophy Society Meeting, Asheville, NC, September, 2015, invited but unable to attend.
- “Women Undergraduates, Justice and the Future of Philosophy,” chair, with Kathryn Norlock, Jean Keller, and Jeanine Weekes Schroer, Plenary Session at the 20th Annual International Workshop/Conference of the American Association of Philosophy Teachers, Collegeville, MN, July 2014.

Editorial Boards and Reviewing

- Editorial Board member and reviewer, *Teaching and Learning Inquiry: The ISSOTL Journal* (2012-present); *College Teaching* (2011-present); *Partnerships: A Journal of Service-Learning & Civic Engagement* (2012-present)

Service/Faculty Development

- Coordinator and Research Scholar for the inaugural iteration of the Elon Undergraduate Seminars on Engaged Undergraduate Learning, co-sponsored by Elon’s Center for the Advancement of Teaching and Learning and the Association of American Colleges and Universities, “Teaching Democratic Thinking,” July 2009-2011.
- Facilitator, American Philosophical Association/American Association of Philosophy Teachers Seminar on Graduate Teaching; 3 times, lead facilitator of the 2014 seminar.

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Education

Loyola University Chicago
Ph.D in Philosophy (currently enrolled)

Loyola University Chicago
M.A. in Philosophy (2011)

Swarthmore College
B.A., Major: Religion, Minor: Philosophy (2005)

Teaching Experience

Loyola University Chicago Part-time Instructor, Academic Years 2011-2014
Taught PHIL 181: Ethics, PHIL 184: Health Care Ethics, PHIL 130: Philosophy & Persons

Loyola University Chicago Pre-Doctoral Teaching Fellow, Academic Year 2012-2013
Taught one course each semester and served as a TA for Loyola's Graduate Teaching Effectiveness Seminar

Elon Academy Philosophy Instructor, June - July, 2010-2014
Developed and taught intensive summer philosophy courses for under-represented, academically promising high school students.

ACE Tutoring Coordinator, Academic Year 2013-2014
Oversaw tutoring program for Loyola's TRiO Student Support Services program, hired and trained tutors, developed new tutoring programs.

Publications

"The Fertility of Dialogue: Levinas and Plato on education." *PhaenEx*. (forthcoming, fall 2015)

"Healing relationships and the existential philosophy of Martin Buber." John G. Scott, Rebecca G. Scott, William L. Miller, Kurt C. Stange, and Benjamin F. Crabtree. *Philosophy, Ethics, and Humanities in Medicine* 2009, 4:11

Presentations

WIPHICA (Women in Philosophy in the Chicago Area) Workshop, January 21, 2015
“Intersubjectivity and Education in Emmanuel Levinas’s *Totality and Infinity*”

AAPT Teaching and Learning Workshop Conference, July 30 – August 3, 2014
“Feedback Loop: Facilitating Student Reflection on Assessments”

Phenomenology Research Group Conference, May 2014
“Subjectivity and Femininity in *Totality and Infinity*: The ambiguous alterity of intimate others”

Participant and Presenter at Tilburg Philosophy Summer School, July, 2013
“The motif of the Other as ‘teacher’ in *Totality and Infinity*”

Phenomenology Roundtable, May, 2013
“Alterity and education: Levinas’s Ambiguous Retrieval of Platonic ‘Teaching’”

Invited speaker, New Mexico State University, May 2, 2013
“The theme of education in the philosophy of Emmanuel Levinas”

AAPT Teaching and Learning Workshop Conference, August 24-29, 2012:
“Remembering the Ends: A Problem Based Learning Inspired Approach to Teaching Health Care Ethics.”

Participant in APA/AAPT Teaching and Learning Seminar, August 24-29, 2012

Phenomenology Research Group Inaugural Workshop, Spring, 2012:
“The Origins of Signification in Merleau-Ponty and Levinas”

Honors

Advanced Doctoral Fellowship, Loyola University Chicago (Fall 2014 – Spring 2015)

Heim Foundation Grant to develop summer course for high school students (Summer 2014)

Philosophy Department Summer Research Grant (Summer 2013)

Philosophy Graduate Student Teaching Award, Loyola University Chicago (Spring 2013)

Pre-doctoral Teaching Fellowship, Loyola University Chicago (Fall 2012-Spring 2013)

Crown Fellowship, Loyola University Chicago (Fall 2007-Spring 2011)