



Small Grant Application

Visit <http://www.apaonline.org/?grantfund> to submit.

Submission Deadline: June 30, 2017

Contact Information

Primary Contact Name: _____

Email Address: _____

APA Member? Yes No *Only APA members may submit grant applications. Membership will be verified.*

Funding Information

Fiscal Agent: _____

Fiscal Agent Contact Name: _____

Mailing Address: _____

Email Address: _____ Phone Number: _____

Total Funding Amount Requested: _____ *Proposals over \$5,000 normally are not funded.*

Project Information

Project Title: _____

Abstract: *Abstract may be used by APA in publicity materials related to funded grants. Maximum 150 words.*

Steering Committee

Name	Institutional Affiliation	APA Member?
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Attach a brief CV (maximum two pages) for each person listed, highlighting activities relevant to the project.

Project Purpose

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

Project Status

Describe the groundwork already laid for the project or, in the case of projects involving community outreach, the relationships already developed in the community. Attach additional pages as necessary.

Project Plan and Timeline

Attach additional pages as necessary.

Outreach Plan

Describe how the project will be advertised to the larger philosophical and/or lay public. Attach additional pages as necessary.

Accessibility Plan

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. Attach additional pages as necessary.

Evaluation Plan

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

Website Plan

If the proposal includes the creation of a website, complete the following items:

Where will the website be hosted? _____

Website URL (if known): _____

Appendix to AAPT application for small grant

I. Call for Facilitators

II. Call for Applications

III. Assessment Report

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 Collegeville, 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 APPT 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

David W. Concepción, PhD
Professor and Chair
Dept. of Philosophy and Religious Studies
dwconcepcion@bsu.edu

EDUCATION

Ph.D., University of Wisconsin-Madison (Philosophy: Dissertation – Moral Luck)
MA, University of Tennessee-Knoxville (Philosophy: Bioethics)
BA, Bates College (Philosophy & Music)

FIELDS OF EXPERTISE

Research Specialization

- Teaching & Learning
- Ethics: Blame, Responsibility, Feminism

Teaching Competencies

- Bioethics; Environmental Ethics; Consequentialism; meta-ethics

EMPLOYMENT HISTORY

Ball State University, Muncie, IN

- Full Professor, Present-F11; Associate Professor, S11-F06; Assistant Professor, S06-F02

ADMINISTRATION

Department Chair, Dept. of Philosophy & Religious Studies, Ball State University, Present-2011
President, American Association of Philosophy Teachers, 2014-2013
Co-Director, Freshman Connections: BSU Living-Learning Communities Program, BSU, S08-S07

AWARDS

External

- “Friend of the Land,” *Redtail Conservancy*, 2014 (Service)
- “Best University Journal for 2012,” *American Scholastic Press Assoc*, 2012, (Teaching) for *Stance: An International Undergraduate Philosophy Journal*, <http://stancephilosophy.com>
- “1st Place w/ Special Merit: University Magazine,” *Am. Scholastic Press Assoc.*, 2012 (Teaching)
- “Prize for Excellence and Innovation in Philosophy Programs,” *American Philosophical Association/Philosophy Documentation Center*, 2010 (Teaching)
- “Award for Innovative Excellence in Teaching, Learning and Technology,” *19th International Conference On College Teaching and Learning*, April 2008 (Teaching)
- “Mark Linsen Award,” *American Association of Philosophy Teachers*, Aug. 2006 (Research)

Internal

- “Outstanding Diversity Advocate Award,” *Ball State University* [BSU], 2014 (Service/Teaching)
- “Immersive Learning Award,” *Ball State University*, 2013 (Teaching)
- “Outstanding Teaching Award,” *BSU*, August 2008 (Teaching)
- “Excellence in Teaching Award,” *BSU*, March 2005 (Teaching)
- “Lawhead Teaching Award,” *BSU*, April 2005 (Teaching)
- “Teaching Colloquium Prize,” *Philosophy Department, Univ. of Wisconsin*, 1997 (Teaching)
- “Chancellor’s Citation for Teaching Excellence,” *University of Tennessee*, 1992 (Teaching)
- “Graduate Teaching Award,” *Philosophy Department, University of Tennessee*, 1992 (Teaching)

GRANTS (~\$158,500)

Research

- “Rethinking the Land Ethic: Sustainability and the Humanities,” *National Endowment for the Humanities*, 2011 (plus supplemental funding in 2012), ~\$5,000
- “How to Read Philosophy,” *Lumina Foundation for Education*, 2008-2003, ~\$12,000
- “Using A Teaching Commons to Advance Student Academic Excellence at Ball State University,” *The Honor Society of Phi Kappa Phi*, 12/07-7/06, \$2,500
- “Blameworthy Selves: Constitutive Luck & Moral Demerit,” *Faculty Research Grant, BSU*, 2007. ~\$10,000
- “On the Possibility, and Nature, of Blameworthiness,” *New Faculty Grant BSU*, 2002. \$2,500

Teaching

Six Awards: "Immersive Learning," *Provost, BSU*, AYs 15-16, 14-15, 13-14, 12-13, 09-12, 08-09, Total of all six: ~\$82,000

"Immersive Learning," *Dean, BSU*, AY 14-15 & 11-12, Total of both: \$3,500

"Enriching Ethical Reflection Through Service-Learning" *Campus Compact*, 2006-2005. \$3,000

"Feminist Ethics and Epistemology," *Office of Teaching & Learning, BSU*, 2005-2004, ~\$4,000

Service

"Program Assessment" & "Inter-Rater Reliability," Associate Provost, *BSU*, 2009, 2008, & 2005, Total of all three: ~\$2,000

"Philosophy & Religious Studies: Retention & Advising Initiatives," *BSU/Lilly II*, 2005-2004, ~\$17,000

Other

Many grants for travel support. ~\$15,000

Under Review

Co-PI, Graduate Education for Applying Research to Society, *National Science Foundation*, \$3,000,000

SCHOLARSHIP

Publications

Teaching and Learning

- (18) "The State of Teacher Training in Philosophy," *Teaching Philosophy*, forthcoming
 - Part social science and part philosophy, this paper is a first-of-its-kind snapshot of the state of teacher training in the discipline of Philosophy and an argument regarding how the field of Philosophy should evolve.
- (17) "Ryan's Philosophy Emergency," *The Philosopher's Magazine* (69/2nd Quarter): 83-89.
- (16) "Engaging Novices: Transparent Alignment, Flow, and Controlled Failure," in *Philosophy Through Teaching* (Philosophy Documentation Center, July 2014), Emily Esch, Kevin Hermeberg, and Rory E. Kraft Jr. (eds.)
- (15) "Learning Through Service," *PLATO: Philosophy Learning and Teaching Organization*, Dec. 2013: <http://plato-philosophy.org/resources/papers-from-the-apas-committee-on-pre-college-instruction-in-philosophy/>
- (14) "Reflections on a Teaching Commons Regarding Diversity and Inclusive Pedagogy," *International Journal for the Scholarship of Teaching & Learning*, Vol. 6, No. 2, (July, 2012) (w/ Jennifer Murray & Michelle Glowacki-Dudka)
- (13) "Transparent Alignment and Integrated Course Design," *Professional and Organizational Development Network in Higher Education Teaching Excellence Essay Series*, October 2010
- (12) "Enabling Change: Transformative and Transgressive Learning in Feminist Ethics and Epistemology," *Teaching Philosophy* 32:2 (June 2009), 177-198 (w/ Juli Elfin)
- (11) "Sustaining Student and Faculty Success: A Model for Student Learning and Faculty Development," *The International Journal for the Scholarship of Teaching and Learning*, Vol. 3, No. 1, January 2009 (w/ Paul Ranieri and Mellisa Holtzman)
- (10) "Paper Cycles: Interdisciplinarity Without All the Fuss," *It Works for Us, Collaboratively*, Hal Blythe & Charlie Sweet (eds.) The New Forums Better Teaching Series (Stillwater, OK: New Forums Press, 2006), 31-34 (w/ Jackie Buckrop and John Prince)
- (9) "Using Teaching and Learning Collaboratives for Faculty Development," *It Works for Us, Collaboratively*, Hal Blythe & Charlie Sweet (eds.) The New Forums Better Teaching Series (Stillwater, OK: New Forums Press, 2006), 31-34 (w/ Melinda Messineo)
- (8) "How to Assure Student Preparation and Structure Student-Student Interaction," *Discourse: Learning & Teaching in Philosophical & Religious Studies*, 5/1, Autumn 2005, 107-119
- (7) "Assessing for Student Learning" *AAPT News: The Newsletter of the American Association of Philosophy Teachers*, Vol. 28, No. 2 (Summer 2005), 6-8
- (6) "Reading Philosophy with Background Knowledge and Metacognition" *Teaching Philosophy*, 27:4 (Dec., 2004), 351-368.

Reprinted: "Reading Philosophy with Background Knowledge and Metacognition" in *Philosophy Through Teaching* (Philosophy Documentation Center, July 2014), Emily Esch, Kevin Hermeberg, and Rory E. Kraft Jr. (eds.)

EMILY ESCH

Department of Philosophy
College of Saint Benedict and Saint John's University
Collegetown, MN 56321

tel: 320.363.3288
email: eesch@csbsju.edu

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.

ssschulman@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.

CURRICULUM VITAE

Paul Alan Green

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16515 Ardita Drive
Whittier, CA 90603

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

EMPLOYMENT

Currently 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," *American Association of Philosophy Teachers Studies in Pedagogy* 1:1 (2015). Honorable Mention for the 2016 Lennssen Prize awarded by the American Association of Philosophy Teachers to the best paper concerning teaching and learning in philosophy published in the two years prior to the award.
- "Teaching Critical Thinking for Lifelong Learning," *Handbook for Critical Thinking in Higher Education*, ed. Martin Davies and Ron Barnett (Palgrave, 2015)
- "The Logic of Special Rights," *Hypatia*, Winter 1987 (Volume 2, #1)

RECENT PRESENTATIONS

- "An Introduction to Brain-based Learning," American Association of Philosophy Teachers 20th International Workshop/Conference, July 2016.
- "Teaching Cartesian Ethics: A Case Study in Course Design," American Philosophical Association Central Division Meeting, March 2016.
- "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.

RECENT SERVICE TO THE PROFESSION

Co-facilitator, Graduate Student Teaching and Learning Seminar, American Association of Philosophy Teachers 20th International Workshop/Conference, July 2016
Member, Teaching and Learning Committee, American Association of Philosophy Teachers (2015-present)
Co-Facilitator, Pedagogy Workshops for Philosophy Teachers, sponsored by the American Association of Philosophy Teachers: San Francisco Workshop (March 2015), Los Angeles Workshops (January and June 2016)
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), 19th (2014) and 20th (2016) International Workshop/Conference

REPRESENTATIVE COLLEGE AND DEPARTMENT SERVICE

Faculty Undergraduate Research Coordinator (2015-present)
Member, Grants Committee (2015-present)
Co-Chair, University Status Task Force (2014)
Academic Advisor to Philosophy Majors (2010 – present)
Philosophy Department Program Assessment Liaison (PAL) (2012 – present)
Presidential Search Committee (2010-11)
Chair, Faculty Policy Committee (2007-13)
Acting Chair (sabbatical replacement) (2009-10)
Service-Learning Faculty Coordinator (2006-9)
Facilitator, Pedagogy FLC (Faculty Learning Community) (2003-14)

EDUCATION

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

PROFESSIONAL MEMBERSHIPS

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

Christina Hendricks

EMPLOYMENT

2016-present: Professor of Teaching (tenured, teaching position), Philosophy, University of British Columbia-Vancouver
2010-2016: Sr. Instructor (tenured, teaching position), Philosophy, UBC-Vancouver
2005-2010: Instructor 1 (tenure-track, teaching position), Philosophy, UBC-Vancouver
2004-2005: Assistant Professor Without Review, Philosophy, UBC-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 RECENT PUBLICATIONS

Teaching and learning philosophy in the open. *American Association of Philosophy Teachers, Studies in Pedagogy*, 1, 17-32. DOI: [10.5840/aaptstudies20159162](https://doi.org/10.5840/aaptstudies20159162)
Ozdemir, O. and Hendricks, C. (2017). Instructor and student experiences with open textbooks, from the California Open Online Library for Education. *The Journal of Computing in Higher Education*, 29(1), 98-113. DOI [10.1007/s12528-017-9138-0](https://doi.org/10.1007/s12528-017-9138-0) (Open access)
[Hendricks, C., Reinsberg, S. and Rieger, G. \(in press\).](#) The adoption of an open textbook in a large physics course: An analysis of cost, outcomes, use, and perceptions. *The International Review of Open and Distributed Learning*.
"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.

SELECTED RECENT PRESENTATIONS

"Tracking a Dose-Response Curve in Peer Feedback on Writing: A Pilot Study," International Society for the Scholarship of Teaching and Learning (ISSOTL) 2016 conference, Los Angeles, CA, October 12-15, 2016.
"Transforming Assessments with Backwards Course Design and Renewable Assignments." American Association of Philosophy Teachers' Biannual Conference, Saginaw, MI, July 27-30, 2016.

- Co-presenter, with Rajiv Jhangiani and Colin Madland, "Experiences, Perceptions and Outcomes of Using Open Textbooks: Perspectives from the BC OER Research Fellows," BCCampus Festival of Learning, Vancouver, BC, June 6-9, 2016.
- Co-presenter, with Daniel Munro, Jenna Omassi and Brady Yano, "Faculty and Student Collaboration for OER and Open Textbook Advocacy," Open Education 2015 conference, Vancouver, BC, November 18-20, 2015.
- 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 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.

SELECTED GRANTS

- 2016-2017: UBC Teaching and Learning Enhancement Fund grant (\$15,000); this is for a project called Open Case Studies, which collects case studies written by faculty and students that are given an open license for revision & reuse by others in courses. <http://cases.open.ubc.ca>
- 2015-2017: UBC Teaching and Learning Enhancement Fund grant (\$174,000); 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

- 2016: University of British Columbia Killam Teaching Prize
- 2015-2017: Open Educational Resources Research Fellowship from the Open Education Group (<http://openedgroup.org>) (\$5000); this funded research into OER, including open textbooks, as well as travel to two conferences.
- 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.

SELECTED SERVICE

- 2010-2012 and 2015-2017: 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
- 2015-2016: Chair of the Teaching and Learning Committee, American Association of Philosophy Teachers
- 2011-2014: Member, APA Committee on Teaching Philosophy

Rebecca G. Scott

Instructor in Philosophy, Elon University, 2016-present

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)