Pedagogy Resident at the Hamilton College Summer Program in Philosophy

Abstract
Each summer, the Hamilton College Summer Program in Philosophy runs an innovative pedagogy lab with three instructors, three graduate student tutors, and twenty ambitious undergraduates for three concurrent, two-week courses in philosophy. The program gives instructors, whose courses are chosen for their pedagogical creativity, the opportunity to experiment with new pedagogies for two weeks and culminates, for instructors and graduate student tutors, in a conference on pedagogy. We propose to broaden the HCSPiP’s pedagogical impact by bringing in a Pedagogy Resident. The Resident would oversee special pedagogical programming throughout the program as well as pedagogical outreach via collaborations for publishing and conference presentations. The Pedagogy Resident will improve the value of the HCSPiP for instructors and tutors, helping them to reflect on their pedagogical experiments and organizing discussions about pedagogy, before, throughout, and after the program.

Basic Information
Project Coordinator(s)
Russell Marcus, Mercedes Maria Corredor

Steering Committee
• Justin Clark, Hamilton College

Funding Amount Requested
$5,000

Expected Project Completion Date
December 2023

Project Description
Each summer, the Hamilton College Summer Program in Philosophy (HCSPiP) runs an innovative pedagogy lab. The program brings together three creative instructors, three engaging graduate student teaching apprentices (tutors), and twenty ambitious undergraduates for three concurrent, two-week courses in philosophy. Half of the twenty students are carefully selected from all over the world. The other half are current Hamilton College undergraduates, in accordance with the mandates of our funding, the Truax Fund for Philosophy at Hamilton College. We offer a $750 stipend to each student (conceived as salary replacement to facilitate inclusion and accessibility) instead of asking for students to pay to participate. We also cover housing, meals, and transportation. Graduate students and faculty receive stipends and the same housing, meals, and
transportations benefits as undergraduate participants. No participants receive academic credit for their work in the program.

Each class meets daily, Monday through Friday, for ninety minutes. Students attend all class sessions. In addition to serving in their teaching apprentice role, graduate student tutors organize night-time and weekend activities such as movie nights, sunset watching, and hikes, giving the undergraduate participants space to cultivate their intellectual friendships. The result is a diverse and intensive philosophy summer program that breeds lively discussion, exciting classroom experiences, and a vibrant intellectual community. The program, which we began developing in 2017 but paused for the pandemic, is currently in its third summer and has been approved to run again in 2023.

In post-program survey feedback, participants at all levels emphasize that the HCSPiP has significantly impacted their lives. For this reason, we hope to share the lessons we learn at the HCSPiP and propose to further broaden our impact on the profession by bringing in a Pedagogy Resident. The resident will help to unify the program and disseminate its research and innovation.

The HCSPiP distinguishes itself from other summer philosophy programs and institutes in our focus on pedagogy. We choose courses for their promise of innovation and engagement, emphasizing active learning, and give instructors the opportunity to experiment freely. In 2018, Juli Thorson (Ball State University) taught Drawing Your Identity, invoking her artistic background to design drawing exercises and techniques to develop complex ways of thinking, remembering, and problem solving around concepts of personal identity. She subsequently published “Drawing for Understanding, Insight, and Discovery” in American Association of Philosophy Teachers Studies in Pedagogy. In 2019, Ann Cahill (Elon University), experimented with active metacognitive reflection for difficult conversations about gender and race-based violence in a course called Aftermath and Backlash, focused on work by Susan Brison and George Yancy. The tutor assigned to the course, Mercedes Corredor, published a blog-post on Daily Nous about the course. This summer, in Philosophy and Comedy, Ashley Pryor (University of Toledo) is working with students on the connections between philosophy and improvisation, both studying historical philosophical views on comedy and creating their own comedic work in the forms of joke writing, improv, satire and sketch to produce a comedy showcase. More information on this course and others can be found on our website (https://academics.hamilton.edu/philosophysummerschool/home).

The HCSPiP culminates, for instructors and tutors, in a conference on pedagogy. During the conference, instructors share reflections on their recent classroom experiments. In addition, a keynote speaker presents on a topic related to philosophical pedagogy. This year the conference will be livestreamed on Zoom, in an attempt to broaden our audience. Still, there is room for the HCSPiP to have a more significant impact in the field. We propose that the Pedagogy Resident will take charge of pedagogical programming for the two weeks during the program as well as facilitating pedagogical outreach via post-program collaborations toward presentations and publications. In particular, the Pedagogy Resident will be asked to:

(1) Hold three one-on-one pre-program meetings with each of the instructors to discuss their plans for the course;
(2) Hold one joint pre-program meeting with the three graduate student tutors to discuss their pedagogical aims for the program;

(3) Sit in on each of the three courses at least once during the duration of the two-week program and debrief with each of the three Instructor-Tutor pairs leading the course.

(4) Organize at least one informal discussion about pedagogy during the program;

(5) Organize a more formal workshop on pedagogy during the duration of the program;

(6) Submit either one article for publication or a proposal for a conference presentation by the end of December 2023, four months after the end of the program. The purpose of this research is to highlight the pedagogical insights that surfaced during the program and to disseminate these findings.

In its current form, the HCSPiP runs smoothly and brings value to all of its participants. It has become, in many respects, a well oiled machine. However, it has also become clear that the program needs a Pedagogy Resident, someone who can focus exclusively on enriching the experiences of our instructors and tutors in the ways outlined above and discussed in further detail below. It had been our hope, at the start, that the director of the program could play this facilitating role. We have come to recognize that it would be best to have someone whose role is exclusively to focus on the pedagogical aspects of the program.

The Pedagogy Resident would focus on making the two weeks enriching for the instructors and graduate student tutors and help them to reflect on their work, put it in context, and prepare it for dissemination to a wider audience. The instructors currently teach their courses for ninety minutes each day with the help of the graduate student tutor assigned to the course. In our experience, confirmed with survey data, this leaves room in their schedules for both informal discussions on pedagogy and writing or preparing presentations during the program. The Pedagogy Resident would organize these discussions and assist with these presentations.

We imagine the Pedagogy Resident to be someone with training in philosophy and an interest and willingness to engage the scholarship of teaching and learning (SoTL). While we would want to leave the details of their activities for the Pedagogy Resident to decide, here are a few examples of what we have in mind. Informal discussions could begin before the program with one-on-one meetings with each of the instructors, to get a sense of their teaching styles, course goals, and concerns. The conversations can continue during the program during meals and times that the instructor is not teaching or preparing for class. The resident could sit in on classes and provide feedback. We imagine open conversations about what is and isn't working in the courses, along with brainstorming sessions on how to improve the courses or adapt them to different populations. Since philosophy instructors, even ones with innovative ideas about classroom pedagogy, are typically not well versed in SoTL beyond philosophy, the Pedagogy Resident could research the pedagogy literature in higher education and beyond, bringing other voices into conversation with the HCSPiP instructors. Moreover, we would encourage the Pedagogy Resident to make sure that the graduate student tutors were getting as much value as possible from their role.
Additionally, we imagine that it would be beneficial to all participants for the Pedagogy Resident to organize at least one formal pedagogy workshop during the course of the program. This would be a more structured mechanism for instructors to reflect on their pedagogy and their teaching goals, not just as they pertain to the course being taught as part of the program but with respect to their teaching more broadly. This workshop would be an opportunity for the Pedagogy Resident to share their own expertise with the participants in the program. Depending on their skills, a Pedagogy Resident could lead workshops on diversifying the canon, creative approaches to undergraduate research, public philosophy, or other pedagogical innovations. The HCSPiP, as a laboratory for pedagogical innovation in which participants tend to establish excellent rapport, is an opportunity for progress to be made on tackling even notoriously difficult topics.

These are just examples, and ultimately, our aim is for the Pedagogy Resident to find what is most valuable to the participants in the program and to tailor their programming accordingly. As things stand at the HCSPiP, instructors find teaching their classes immensely rewarding; they value getting to know their students over the course of the two weeks, while testing out a new pedagogical technique. We hope to add to this value by having someone whose job it is to provide support, encouragement and their own professional insight to the courses on offer. In turn, the Pedagogy Resident would benefit from two weeks of reflecting on various pedagogies, which they would go on to incorporate into their own teaching at their home institution.

In addition to adding pedagogical value to the program during its duration, our aim is also for the Pedagogy Resident to help the HCSPiP broaden its reach. Currently, many pedagogical lessons are being discovered in our HCSPiP classrooms. Program participants learn firsthand about which teaching strategies work, which don’t quite work, and why. The Pedagogy Resident will help disseminate these findings, by publishing their insights or presenting them elsewhere (e.g., running a Teaching Hub session at the APA or organizing their own pedagogy conference). We hope to inspire our Pedagogy Resident to brainstorm new and innovative ways to get the profession as excited about teaching philosophy as we already are.

While we are grateful for the support of the Truax Fund at Hamilton College, the HCSPiP is currently stretched at the seams, at the limits of our budget. We are requesting $5000 so that we can test out the role of Pedagogy Resident. If we find the experiment to be effective, we can apply for an increase in our budget from the Truax Fund. We also hope to seek support from other sources, including the American Association of Philosophy Teachers (AAPT) Grants for Innovations in Teaching, though the PI has a leadership role in the AAPT that might debar an application this cycle.

We are generous with stipends for our participants because we have goals of inclusivity and we are proud to meet those goals effectively. We have been effective in creating a diverse and inclusive population. As part of the application process, we state our interest in creating a diverse and inclusive program and ask all applicants to identify how they might contribute to this goal. In the three years of the program, among sixty-two student participants, thirty-two (52%) have been women and at least twenty-eight (45%) have been non-white. This year, of our twenty student participants, four self-identified (in our open-ended question about diversity) as queer and two as disabled; we'll acquire more detail after the program.
Interest in the program is high. For the courses in Summer 2022 (originally scheduled for Summer 2020), we had fifty applications from instructors for three slots. We had fifty-seven applications from students for twenty slots this year, even with COVID suppressing application numbers. Were this Pedagogy Resident project to get APA funding, we could imagine being able to ask for additional funding from our leadership team, if needed. Without it, however, we do not believe that we could expand our program to incorporate a Pedagogy Resident.

***Draft Call for Pedagogy Resident***

Each summer, the Hamilton College Summer Program in Philosophy (HCSPiP) runs an innovative pedagogy lab. The program brings together three creative instructors, three engaging graduate student teaching apprentices (tutors), and twenty ambitious undergraduates for three concurrent, two-week courses in philosophy. The HCSPiP distinguishes itself from other summer philosophy programs and institutes in our focus on pedagogy. We choose courses for their promise of innovation and engagement, emphasizing active learning, and give instructors the opportunity to experiment freely.

This year, we are expanding our program so as to include a Pedagogy Resident. The Resident should have some expertise in the teaching of philosophy and some aspects of the scholarship of teaching and learning (SoTL). The Pedagogy Resident will be asked to:

(1) Hold three one-on-one pre-program meetings with each of the instructors to discuss their plans for the course;

(2) Hold one joint pre-program meeting with the three graduate student tutors to discuss their pedagogical aims for the program;

(3) Sit in on each of the three courses at least once during the duration of the two-week program and debriefing with each of the three Instructor-Tutor pairs leading the course.

(4) Organize at least one informal discussion about pedagogy during the program;

(5) Organize a more formal workshop on pedagogy during the duration of the program;

(6) Submit either one article for publication or a proposal for a conference presentation by the end of December 2023, four months after the end of the program. The purpose of this research is to highlight the pedagogical insights that surfaced during the program and to disseminate these findings.

The Pedagogy Resident will receive a $4000 stipend as well as room, board, and some travel funding. To apply, please email a CV (highlighting your work in pedagogy) to rmarcus1@hamilton.edu and include a PDF responding to the following:

(1) Explain your interest in pedagogy and any relevant background you might have.

(2) Describe a pedagogy workshop you would run if accepted into the program.

(3) Describe a problem you’ve had in the classroom and how you addressed it.
(4) Describe a particular experience you’ve had (positive or negative) in your role (formal or informal) as a teaching mentor.

**Project Impact**

The project would benefit the field of philosophy in two ways, one admittedly more tenuous than the other. The first is that our project would add further value to the HCSPiP. Insofar as the HCSPiP is made up of members of the field of philosophy (current professors, graduate students, undergraduate students who are themselves sometimes also future graduate students and future professors), adding value to the program is valuable to the field of philosophy. HCSPiP instructors and tutors integrate the tools cultivated during the duration of the program into their own teaching as well as talk to others about the work done at the HCSPiP, serving the field more broadly. Additionally, the program permits students (as well as tutors and instructors) to broaden and deepen their philosophical networks and relationships, which is a benefit to their well being in the field.

There is also a more direct way that our Pedagogy Resident project would benefit the field. Indeed, one of the (if not the) primary purposes we have for wanting to bring onboard an in-house Pedagogy Resident is to purposely disseminate the findings of the HCSPiP. We hope to share with the profession what is unearthed at the HCSPiP — what some innovative pedagogies are, how they function, and how they can be improved upon. One of the explicit tasks of the Pedagogy Resident would be to do just this either through publication, some other means (e.g., conferencing), or both.

**Project Goals**

- The Pedagogy Resident will disseminate the summer’s HCSPiP’s innovative pedagogical findings to the profession through post-program publications or conference presentations.
- The Pedagogy Resident will improve the value of that summer’s HCSPiP experience for instructors helping them to reflect on their pedagogical experiments and ongoing experiences in the classroom. The Resident will organize a series of formal and informal discussions about pedagogy, both before and throughout the program.
- The Pedagogy Resident will provide support to graduate student tutors, who are typically relatively inexperienced as teachers. The Resident will provide space to reflect and discuss their thoughts on pedagogy, both by themselves and in conversation with their cooperating faculty.

**Project Timeline**

Late August: Post a Call for HCSPiP Pedagogy Resident Applications

September: Select the Pedagogy Resident

October: Involve the Pedagogy Resident in selecting the three courses to offer at the following Summer’s HCSPiP. (In October the HCSPiP leadership team evaluates the submitted course proposals from instructors all over the world. Last year, we received over 50 submissions for just three spots. We believe that involving the Pedagogy Resident at this stage will assist in getting them invested and integrated in the upcoming summer’s program)
November-January: Work with Pedagogy Resident on brainstorming ideas for program workshops.

February-April: The Pedagogy Resident will have one-on-one meetings with each of the three instructors to discuss their general pedagogical approach, their plan for the course, problems they foresee, and strategies to include the Pedagogy Resident’s support throughout the program. In addition, they will schedule one meeting with the three graduate student tutors to discuss their pedagogical goals and how they seek to implement them. Moreover, the Pedagogy Resident will serve in a support role during these months, helping the instructors with course design, curriculum selections, etc.

May-June: Review the Pedagogy Resident’s plans for the informal and formal discussions they plan to run during the program. During these months we will also encourage the Pedagogy Resident to begin researching pedagogy journals and considering methods for disseminating HCSPiP findings.

June 25-July 11: The Pedagogy Resident will be on campus during the program and will be involved in the day-to-day lives/course-experience of the instructors, graduate student tutors and undergraduates.

July 11: The Pedagogy Resident will present at the culminating pedagogy conference. Here, they will offer their own observations on how the classes went as well as discuss how they plan to proceed with respect to disseminating the lessons learned at the HCSPiP.

Mid-July — December: The Pedagogy Resident will work with instructors and tutors on disseminating the lessons learned at the HCSPiP. They will do so either by publishing insights, running a pedagogy conference session, or some other way with similar expected impact. By the end of December, we expect the Pedagogy Resident to have a paper under review or a proposal for a conference presentation submitted.

**Project Outreach**

Outreach is one of the core goals of this proposal. The immediate audience for the project are the participants of the HCSPiP as well as those who will interact with the Pedagogy Resident’s contributions to pedagogical research or other contributions to the field via their dissemination of their HCSPiP insights. We already have a website dedicated to the pedagogy conference (https://academics.hamilton.edu/philosophysummerschool/hcspip-conference-in-pedagogy) and recordings of talks are stored in the Hamilton Digital Commons (https://digitalcommons.hamilton.edu/hcspip/), an open archive for scholarly and creative works by faculty, students and staff of the college. We also publicize our program’s events on sites such as: the APA Blog, the AAPT listserv, PhilEvents, the ‘Teaching Philosophy’ Facebook group, and Daily Nous.

One ambition for the Pedagogy Resident is to disseminate our work more effectively through other conference presentations and publications beyond the Hamilton Digital Commons and HCSPiP website. We will encourage the Pedagogy Resident to have as broad of an impact as possible, perhaps by publishing a shortened version of their findings in a popular venue such as Daily Nous,
Aeon, the APA Blog, or other such place (as well as linking to the Teaching Philosophy group on Facebook which at present has nearly 4,000 members).

**Accessibility Plan**

The HCSPiP takes place on the Hamilton College campus. Hamilton College is committed to providing equal opportunity and access to qualified students with disabilities, and offers numerous support services, coordinates individualized accommodations and support services for any student who has a documented need.

We use accessible spaces wherever possible. In our pre-program survey, which acts as a registration form, we ask about any accessibility needs for participants. Russell Marcus, the director of the program, is the designated Accessibility Coordinator and he relies on Allen Harrison, Hamilton’s Assistant Dean for Accessibility Resources, for support and advice in coordinating accommodation requests and investigating accessibility issues.

In case medical attention is needed for temporary conditions, Hamilton does not have a functioning health center during summer months. We make clear to students in pre-program communication that they are responsible for their own medical coverage and require students to provide copies of their insurance cards or advise them on how to acquire temporary health insurance. The Director of our Health Center, Barbara Fluty, is available for consultation with the HCSPiP director. We are prepared to transport participants to our local urgent care facility, to assist them in acquiring needed assistance (e.g. retrieving prescriptions from a local pharmacy), and to arrange emergency transportation home, if necessary.

In case of conflicts, including harassment or assault, Hamilton College has robust policies, including Title IX processes, on which we can rely, even during the summer. Hamilton’s Student Code of Conduct is here: https://www.hamilton.edu/student-handbook/studentconduct. Our harassment procedures are here: https://www.hamilton.edu/offices/communitystandards/harassment-and-sexual-misconduct-resources/harassment-and-discrimination-policy. Our sexual misconduct policy is here: https://www.hamilton.edu/offices/communitystandards/harassment-and-sexual-misconduct-resources/sexual-misconduct-policy. The HCSPiP has a supplementary code of conduct, as well.

Funding for accommodations comes from the Truax Fund for Philosophy, which currently supports all aspects of the HCSPiP.

**Evaluation Plan**

We gather data on the program for the purposes of assessment in a post-program survey, required of all participants in order to receive their stipends.

Quantitatively, we expect the following: (1) The Pedagogy Resident will hold three one-on-one pre-program meetings with each of the instructors to discuss their plans for the course; (2) The Pedagogy Resident will sit in on each of the three courses at least once during the duration of the two-week program and debrief with each of the three Instructor-Tutor pairs leading the course; (3) The Pedagogy Resident will hold one joint pre-program meeting with the three graduate student
tutors to discuss their pedagogical aims for the program; (4) The Pedagogy Resident will organize at least one informal discussion about pedagogy during the program; (5) The Pedagogy Resident will organize a more formal workshop on pedagogy during the duration of the program; and (6) The Pedagogy Resident will either submit one article for publication or submit a proposal for a conference presentation by the end of December 2023, four months after the end of the program. The purpose of this research is to highlight the pedagogical insights that surfaced during the program and to disseminate these findings.

Qualitatively, we will know that the Pedagogy Resident program is successful if our in-house Resident brings energy to the program in the form of new ideas and eagerness to expand the HCSPiP’s pedagogical mission. If the Pedagogy Resident is invested in improving the courses throughout the duration of the program as well as publicizing the pedagogical lessons learned at that summer’s HCSPiP, this program will be a success. We plan to get a firmer sense of this information through our Post-program survey, where we can ask all participants (instructors, graduate student tutors, tutors, and the Pedagogy Resident) to reflect on how the Pedagogy Resident contributed to their experience.

**Online Presence**
The Pedagogy Resident Program will have an online presence on the HCSPiP’s website and social media pages.

https://academics.hamilton.edu/philosophysummerschool/hcspip-conference-in-pedagogy

**Budget Narrative**
Pedagogy Resident Stipend: Stipend to be paid to an external Pedagogy Resident who will organize and participate in a variety of one-on-one meetings and group workshops as described in the proposal narrative

Travel Stipend: The Travel Stipend will pay for the travel costs of the Pedagogy Resident to and from Clinton, NY

Housing Stipend: Hamilton College makes dorm space on campus available to summer campus and other programs at a rate of $60-90/day depending on the actual group occupancy. Any amount in excess of $500 will be paid by Hamilton College

Board Stipend: Meals for workshop participants

Disability Accommodations: The HCSPiP takes place on the Hamilton College campus. Hamilton College is committed to providing equal opportunity and access to qualified students with disabilities, and offers numerous support services, coordinates individualized accommodations and support services for any student who has a documented need.

**Other Funding Sources**
AAPT Grant for Innovation in Teaching (max $1000): plan to apply.