



DOSSIER: Teaching Portfolio (75% distribution of effort)

<https://www.uky.edu/~rsand1/dossier/portfolio>

Statement of Promotion and Tenure Expectations: STS Appointments¹

Because the DOE of STS faculty members will normally specify a high concentration of effort in teaching (usually on the order of 70-75% of total effort), the successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels.

These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in [AR H-10-5](#) <rather, [AR 3-10](#)> pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.

Narrative Structure of Teaching Portfolio (how to use):

- Links open PDF documents.
- In each PDF, table of contents page and section pages include explanations of pedagogy.
 - See "All Outlines" PDF for a compilation of all narrative outlines into single document.
- Each PDF is paginated uniquely.

0. [All Outlines](#)

1. [TEACHING STATEMENT](#)

2. [COURSE LIST](#)

3. COURSE MATERIALS

a. [PHI 100 Introduction to Philosophy: Knowledge & Reality](#)

- Syllabus & Daily Schedule
- LMS – CANVAS Design (Principles of Universal Design)
- A Philosophical Exercise (Outcome: The Art of Speaking Well)
- Scaffolded Exercises (Outcome: The Art of Writing Well)
 - Writing Assignments
 - Lessons
- Guided Reading Exercises (Outcome: The Art of Reading Well)
- Student Work (Scaffolded Writing)

b. [PHI 205 Food Ethics](#)

- Course Mechanics (including Syllabus)
- COVID Disruption
- Outreach (COVID)
- Projects
- Discussion Forums
- Tests
- Student Work

c. [PHI 336 Environmental Ethics](#)

- Course Mechanics – COVID Class (including Syllabus)
- Lessons – COVID Class
- Assessment
- Student Work

d. [PHI/ENS 300 History & Philosophy of Ecology](#)

- Syllabus & Knowledge Assessment
- Lessons – COVID Class
- Assessment
- Student Work

e. [ENS 400 Senior Capstone Class: Sustainability in Action](#)

- Syllabus & Class Structure
- Projects
- Papers
- Student Work

- ii. Writing Assignments
 - iii. Student Work
- g. [PHI 680 Special Topics: Time & Time-Consciousness](#)
 - i. Syllabus & Structure
 - ii. Assignments
 - iii. Student Work
- h. [PHI755 Independent Study: Husserl](#)
- i. International Teaching (2018 China): [Teaching Methods for Interdisciplinary Courses: A Faculty Course](#)
- j. New Class Announcement: [2022F: UKC 110 Inquiry in the Humanities: Introduction to the Environmental Humanities](#)
- k. Other: [Templates & Rubrics](#)
 - i. UK Core
 - ii. AACU

4. MENTORING & ADVISING INDIVIDUAL STUDENTS

- a. [Gaines Center for the Humanities Fellows](#)
 - i. Claire H
 - ii. Josh E
- b. [Honors Students](#)
- c. [Accomplishments of Former Students](#)
 - i. Benjamin Troupe
 - ii. Tiana Thé
- d. [Graduate Students](#)
 - i. Graduate Committees
 - 1. Philosophy
 - 2. Outside Philosophy
 - ii. Bluegrass Phenomenology Group

5. TEACHING EVALUATIONS

- a. Peer Evaluations (*letters not included online*)
 - i. Stefan Bird-Pollan, Associate Professor of Philosophy, UK
 - ii. Eric Sanday, Associate Professor of Philosophy, UK
 - iii. Tim Sundell, Associate Professor of Philosophy, UK
 - iv. Meg Wallace, Associate Professor of Philosophy, UK
- b. [Student Evaluations](#)
 - i. Student Letters
 - ii. Quantitative (including qualitative comments)

6. TEACHING RELATED ACTIVITY

- a. [Pedagogy Workshops – Organizer](#)
 - i. Workshop Organizer. "Teaching Philosophy" by Melissa Jacquart. University of Kentucky Philosophy Graduate Student Association, UK (October 2020)
 - ii. Organizer & Participant, Interdisciplinary Pedagogy Workshop, 2019 Kentucky Philosophical Association Annual Meeting
 - iii. Co-Applicant, "Teaching Sustainability + Teaching Sustainably," 2018 Sustainable Challenge Grant Award
 - 1. Co-Organizer, Sustain-able Pedagogies Faculty Workshop, 2018-19
- b. [Pedagogy Workshops – Participant](#)
 - i. KyCC Service-Learning Educator Learning Community, 2021-22 Program
 - ii. Colby Summer Institute in Environmental Humanities, 2021
 - 1. see also [Service Materials](#)
 - iii. American Association of Philosophy Teacher's Workshop on Teaching and Learning, 2019
- c. [Faculty and Professional Mentoring](#)
 - i. UK Philosophy Graduate Student Association. Online Education: Teaching During the COVID Emergency, Summer - Fall 2020
 - ii. Association for the Advancement of Sustainability in Higher Education. Sustainability Mentor: Eric Hemphill, University of Central Oklahoma, AY 2018-19

7. INSTITUTIONAL ADVISING

- a. [Director of Undergraduate Studies, Environmental & Sustainability Studies, UK](#)

8. INSTITUTIONAL LETTERS OF SUPPORT (*letters not included online*)

- a. Trey Conatser, Acting Director, Center for the Enhancement of Learning and Teaching, UK
- b. Krista Jacobsen, Director of Undergraduate Studies, Sustainable Agriculture, UK
- c. Ernie Yanarella, Professor Emeritus, Political Science, Former Director of the Environmental and Sustainability Studies Program, UK

Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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PHI100: STATEMENT OF BASIC PEDAGOGY

During my probationary period, I have devoted myself to teaching primarily lower-level coursework. PHI100 is a course that I have taught 6 times in the last 5 years. Unlike my typical coursework, this course is a disciplinary class. It fulfills the UK humanities Core requirement for all students.

As an exemplary philosophy course, this Introduction to Philosophy is designed around **three simple but fundamental outcomes**. At the conclusion of my class, students should be able to (i) write well at the basic college level, (ii) apply distinct techniques and skills for reading at the college level, and (iii) demonstrate an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics.

The materials contained herein articulate the way I achieve these outcomes in this class. Additionally, the CANVAS documents show the design of my LMS, which is structured to achieve **DEI objectives** essential to my pedagogy.

Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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PHI100: Syllabus & Daily Schedule

I created a simple thematic structure to this class as outlined in **the syllabus**. The diversity and number of assignments reflects evidence-based pedagogy. No individual graded work has greater weight than 10% of the total score. This model both reduces student anxiety and increases participation with the course. Further, the schedule of class assignments includes a number of exercises within the first 6-weeks of term, which is especially important for identifying students struggling in 100- and 200-level classes. As noted, PHI100 fulfills a Core Requirement for students, i.e., the Intellectual Inquiry in the Humanities requirement. Consequently, the outcomes defined in this syllabus are commensurate with the outcomes defined by the university for this requirement. (See the Rubrics and Templates section of this Teaching Portfolio for UK Template for this Core class.) Both class-specific and Core-specific outcomes are stated in the syllabus.

The **daily schedule** lays out both the thematic structure of the class and day-to-day schedule providing links to all lessons, readings, and home assignments. This page is, I tell my

students, a "one stop shop" for the class. This course is designed around two simple concepts: knowledge and reality (or epistemology and metaphysics). To introduce students to philosophy, particularly to the study of metaphysics and epistemology, my class has a simple structure. In unit one, we study the confrontation between the philosopher and the sophist in ancient Greece. This allows students to develop an understanding of what the philosopher is and why these two concepts, particularly, are so important to philosophical inquiry. Unit two and three concern metaphysics and epistemology, respectively. In brief, this class revolves around three fundamental philosophical disputes: the dispute between Socrates, or more precisely, Plato and the Sophists over the relativity of knowledge, the dispute between Plato and Aristotle on the nature of being, and the dispute between the rationalists and the empiricists, i.e., Descartes and Hume, over the nature of knowledge.

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PHI100: LMS – Canvas Design

The unique design of the learning management system (LMS) used to interface with students has an important place in my pedagogy. All of my classes conform to the **Principles of Universal Design**. (See my DEI statement for a more detailed discussion of this.) Every page in my Canvas shell has an identical style, which is exemplified in the documents here. My LMS is designed around pages rather than modules. That is, every page which the student accesses has the same header, and this header includes the following: (i) information to reach tech support, (ii) a link to the daily schedule, (iii) my email address, which when clicked opens their email software and configures the email appropriately, (iv) a link back to the front page of the class, (v) class details such as course prefix, number, section, class title, and class location, and (vi) a link to the course syllabus. This intuitive structure is, indeed, shaped by the first three UI principles: equitable use, flexibility in use, and simple and intuitive use. As I write all the code to the pages in my course LMS, myself, all course content is accessible to the widest diversity of abilities and learning preferences.

The structure of every one of my classes includes **four basic pages**: (i) *a static front page* which includes course information, contact data, and frequently asked questions (FAQ), (ii) *a navigation page* which details the structure of the course CANVAS site and includes instructions for use, (iii) *a dynamic daily schedule*, i.e., the so-called "one stop shop" by which students can access everything they need to succeed in the class, and (iv) *the daily lesson*, every one of which includes a statement of lesson objectives, links to the readings and assignments relevant to that class, the content of the lesson, itself, and the homework for next class (or due soon). The simple functionality of my interface design has proven especially invaluable in light of the severe interruptions and chaos of online modalities imposed on students since the beginning of the COVID pandemic.

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PHI100: Teaching the Skill of Speaking Well

A **fundamental outcome** students should be able to demonstrate after taking my classes is an aptitude for speaking clearly, precisely, and elegantly on complex but fundamental topics. The documents included in this section show one thing I do to teach this skill.

- Typically, I devote the first lesson of the semester to the problem of the one and the many. I find a square in the stonework of the classroom. Pre-figuring Socrates' exercise with the slave boy in Plato's dialogue, *Meno*, a basic text in PHI100, I then ask my students how to double this square
- I pose two questions to the class: (i) what is a square by definition and (ii) how many squares have we identified.
 - The technique I use here is "**Think Pair Share**." Students write out a brief answer to the question themselves. They discuss this question with a partner. Then we discuss the various answers together.

- We discuss their answers together in class. The aim of this exercise is twofold
 - First, the lesson prefigures a major philosophical conundrum at the heart of all three units.
 - Second and most relevant here, I am very careful in the class to explain **the criteria of well-formulated answers**. These criteria are three, listed here in order of importance:
 - clarity of expression,
 - succinctness of presentation,
 - and style of language.

The documents included here represent a single exercise, which takes place during the first week of the semester. The key to my technique is that the basic structure of this exercise is practiced week after week over the whole term. Eventually, the criteria become internalized as students develop the ability speak clearly and distinctly on any subject.

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PHI100: Teaching the Skill of Writing Well

When the class I teach is writing intensive, as is PHI100, the kind of writing I teach is a thesis defense argumentation. PHI100 is subdivided into three units, and each unit culminates in a thesis defense paper. Hence, by the end of term students will practice writing 3 thesis papers. The documents included here represent how I teach writing and the design of my writing assignments.

A primary tool in the pedagogy of my writing classes, such as PHI100, is **scaffolded writing**. In essence, each *end of unit thesis paper* is a telos which unifies all the shorter writing exercises assigned along the way. Typically, for each thesis paper I assign between two or three subordinate writing exercises. I explicitly frame these subordinate exercises as elements of a larger end of unit writing project. Thus, the final writing assignment is really a kind of building exercise, where student construct their final thesis paper using materials already produced. This approach underscores **an explicit maxim** in my teaching pedagogy, i.e., that **good writing is re-writing**.

Further, these documents demonstrate the different modalities I employ in the classroom. Typically, if a lesson is devoted to a specific writing exercise, I will use **a flipped classroom model**. In other words, rather than use the time in class to read through and explain the writing exercise, I ask students to do that work at home before we meet in class. The day's lesson containing all that content is thus provided to them as homework at the end of the preceding class. As part of that lesson, students must produce a very rough draft of the writing exercise and bring that draft to class. This allows us during class time (i) to clarify questions about the writing exercise, itself, during the time of class and (ii) to analyze concrete writing examples produced by the students. This latter objective determines the majority of the work we do during class time. Hence, by means of the flipped classroom I can provide real-time in-person commentary to students about their writing.

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PHI100: Teaching the Skill of Reading Well

A basic tool that I use to teach the skill of reading at the college level is **the reading quiz**. Rather than provide a copy of that quiz among these documents, note that the lesson, itself, includes all the questions from the pertinent reading quiz.

This is the technique I use when assigning a reading quiz to students:

- The reading quiz is a multiple-choice quiz. Individual questions are not interpretive. Rather, they are linked unambiguously and explicitly to passages in the reading. The entire quiz is designed to move the reader progressively from the beginning to the end of the reading.
- I provide the reading quiz to the students at the time I assign the reading. Students are instructed to create their own key in this document.
- Class **lessons are thus shaped around these reading quiz questions**. I do not simply read the questions and provide the answer. Rather, I will typically select only some questions to

address in class. Thus, just as the quiz, itself, is designed to move the reader progressively through the reading, the lessons tend to move progressively through a reading.

The example provided in these documents covers, perhaps, the hardest reading of the semester: Aristotle's *Categories* 5 (on substance). In this example, the lesson is divided into essentially two parts. The first and briefest part centers on the clarifying terms and concepts important to the theme. The second part is a table of the reading questions and the passages to which the question refers. We devote class time (over two days, actually) to answering these questions.

This technique has proved quite effective at developing students' aptitude at reading comprehension. The reading quiz questions are directly integrated into the lesson. Since we use these questions to discuss individual passages, this allows students to identify areas of confusion directly. So, while that which confusing to one may not be confusing to another, this technique creates the means to address confusions in their widest diversity. Significantly, this technique allows for **differential learning in the classroom**. That is to say, students with higher aptitudes and those with lower aptitudes tend to benefit equally by this method.

Sandmeyer – 3.a. Course Materials – PHI100 Introduction to Philosophy: Knowledge & Reality

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PHI100: Student Submission of Scaffolded Writing Exercises

The writing submissions included here (all from a single student) correlate to the writing exercises in Section iv of this packet. The order of submissions is as follows:

1. Writing Exercise 02: The Power of Language
2. Writing Exercise 03: Accusations against Socrates
3. Writing Exercise 04: Meno's Paradox
4. Thesis Paper: The Philosopher

Thesis Question: how does the philosopher differ fundamentally from the Sophist in regard to the search for knowledge?

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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PHI205: STATEMENT OF GENERAL PEDAGOGY

The current design of PHI205 reflected here articulates much of the way I originally organized the themes of the course. These documents included in this packet represent important innovations in the pedagogy of the course, though. The most significant redesign includes a significant **service-learning** component in the class, i.e., the Civic Engagement project. (See my TEACHING statement on service-learning education.) Additionally, the **discussion forums** have taken on an increased role in the class. I have designed this course around the **desideratum of inclusive participatory democracy**. Hence, all the elements of the course emphasize student engagement with their peers, experts in the field, or the community at large.

Given this emphasis, no course has been impacted more significantly by the **COVID pandemic** than PHI205.

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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PHI205: Syllabus & Daily Schedule

PHI205 Food Ethics is a course which I created here at UK. It fulfills the UK Core citizenship requirement. " Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities." It is one of the most popular classes our department offers.

As with all my syllabi, the PHI205 **syllabus** is rooted in **evidence-based teaching design**. The outcomes stated in the syllabus reflect the outcomes defined in the UK Citizenship template (see the templates and templates included in this portfolio). Importantly, all individual assessments are linked to measurable and specific outcomes, which are aligned to the broader course outcomes defined in the syllabus. The assessment design, itself, emphasizes **active learning methodologies** for by giving students multiple avenues to work through course content. Assessments are staged often and are always evaluated by grading rubrics. This design ensures that feedback is clearly articulated, frequent, and swift, which is important for correcting student misapprehensions of content. The diversity and frequency of assessment designed into the class aims to promote deep understanding of the course material. Additionally, the projects and discussions forums occurring throughout the semester generate personal connections among the students with the course content, and this in turn motivates greater student learning.

The **daily schedule** reflects an interdisciplinary emphasis. This class fulfills the social responsibility requirement for students majoring in Sustainable Agriculture and Community Food Systems. As such, the course focusses on issues related to food systems including food security and

hunger issues with courses in nutrition, global issues, policies and more. The structure of assignments encourages both personal reflection and hands-on experience. Significantly, the course seeks to enhance students' connection with Kentucky food systems, particularly, by studying and working in the University's own dining system. We study the writings and activism of local agrarian thinkers and invite local farmers, such as Wendell Berry, to teach our students about the Kentucky food system. By the end of the semester, students understand the socio-economic context which determine their individual food choices and can explain the moral, social, and, even, political issues involved in those food practices.

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PHI205: Assessing Prior Knowledge

An important tool in my teaching of PHI205 is the prior-knowledge (PK) survey. In addition to using the survey to assess prior-knowledge, I have experimented with using concept maps to represent students' knowledge. PHI205 has a unique sub-population, i.e., sustainable agriculture majors who tend to have background knowledge in food systems. Over the years it has become apparent, however, that most students taking PHI205 not only have no understanding of food production, distribution, and consumption systems, they also typically have not reflected on the ethics of eating in any way whatsoever. Consequently, it is essential to gauge general understanding of the subject-matter at the start of the semester. This survey articulates the basic concepts and subject areas studied in the class. So, the PK provides a clear and detailed overview of the course content for students. Importantly, the PK survey is something I refer back to again and again throughout the semester. At the conclusion of the semester, students re-take the survey, which allows them to see and assess concretely what they have learned over the term.

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PHI205: Inner-Oriented and Outer-Oriented Projects

I have implemented two distinct kinds of projects that have proved effective at accomplishing the citizenship outcomes defined in the syllabus. The first is the food-tracking assignment. The current design of this project, which in reality is two different projects, aims to encourage students to reflect on their own food choices and to provide the means by which to evaluate the ethics of their actions. The first food-tracking project simply develops **conscious eating** understanding. The second tracking project modulates the food choices toward behaviors that enhance individual well-being and the promotion of sustainable food systems. The food-tracking project is oriented primarily at **developing student understanding of the ethics of own choices and actions**.

The second kind of project is the civic engagement project. This project, more than any other, aims to build **inclusive participatory community engagement**. Not only do we study the concept and incidence of food insecurity here on campus, in the Commonwealth, and nationally, students act to redress food insecurity. The food-tracking project provides students the opportunity to assess the ethical significance of their own choices and actions. This civic engagement project provides students the opportunity to understand and see for themselves how local and global food systems condition these ethical choices.

Since the beginning of the pandemic, the engagement project has been redesigned. Great weight is given to the assessment of the impacts of the pandemic on individual activities and on food systems. But **the pandemic has had an enervating effect** on citizen engagement. While I have implemented a system of graduated outcomes and/or flexible deadlines to address these impacts, it would be disingenuous to assert that I have found fully adequate resolution of this issue.

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PHI205: Encouraging Participation – Online and In-Class Modalities

PHI205 Food Ethics is a course designed around **active learning methodologies**. An important goal of the class is the community engagement. This begins in the classroom. Since the start of the pandemic, it can be argued that the greatest impact on teaching has been the dissolution of the classroom cohesion. Consequently, the discussions forums exercises built into this class seeks precisely to generates personal connections between students. Regular interaction with their peers builds a sense of community in the classroom.

Students are sorted into groups at the beginning of the term and remain with this group for the duration of the semester. For each forum exercise, students are asked to present their ideas in multiple media formats, typically first in video format and then in writing. Creativity of expression is explicitly encouraged. Additionally, students are typically tasked with identifying the best explanations or presentations as they review the work of their peers. Hence responding to their peers, students learn to discriminate what constitutes effective modes of communication.

In point of fact, however, these discussion forums occur in two different modalities. The most obvious of these is the online modality outlined above. But these online forums are really only half of this work. Every week in class some time in class is devoted to reinforcing the communal bonds of the online groups. On Fridays, usually, students meet in their groups in-person. First, this gives them an opportunity simply to get to know one another. Over time, however, these in-person activities build pods of conviviality in the classroom. The effect of this is enormous. Not only does class engagement increase dramatically over the term, but the depth of in-class discussion also intensifies. The integration of online and in-class discussion was something that I

developed in response to the isolating effects of the pandemic. However, it has since become an integral feature of my class design not only in Food Ethics but also in all my other 100- to 300-level classes.

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PHI205: Student Work

These examples of student work are correlated to the projects and forums indicated above. The Food Tracking submission and the Civic Engagement paper have been produced by an individual students. The Discussion Forum document includes submissions by the entire class. Care has been taken to scrub these documents from all identifying marks.

Sandmeyer – 3. Course Materials – PHI336 Environmental Ethics

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PHI336: STATEMENT OF GENERAL PEDAGOGY

I wrote the original PHI336 syllabus approved by the UK Faculty Senate first in AY 2008-2009. Then, during the AY 2010, the Dean of A&S tasked a group of faculty, myself included, to design a new interdisciplinary A&S Environmental Studies program. The Environmental & Sustainability Studies B.A. was approved by the Faculty Senate in 2011 with PHI336 as one of the 5 major requirements for that degree. In 2015, the Faculty Senate approved a change to the Natural Resources and Environmental Sciences interdisciplinary B.S. program in the College of Agriculture making PHI336 a major requirement for their students. Hence, in its very DNA this class is an **interdisciplinary environmental studies** course offering at UK and stands at the heart of my work as an environmental philosopher.

I present Aldo Leopold's land ethic as a preeminent example of an environmental ethic. The study of this work includes critical analyses by traditionally excluded voices in environmental studies. Also, given the **service needs the class fulfills** there are substantive units on (i) the history and philosophy of conservation, (ii) the idea of sustainability, its history, and critical assessments of policies of its implementation, and (iii) the application of utilitarian theory, duty ethics, feminist ethics, metaethics, and virtue theory to animal life and ecological systems.

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PHI336: Syllabus & Daily Schedule

Fall 2020, UK returned to in-person classes (if faculty assented) but with alternating attendance. Only a third of my classes attended on any one day, while the other two-thirds participated synchronously online. It is important to note that not all my classrooms had the infrastructure to accommodate this modality. Since all UK students receive an iPad upon entering UK, I created a system where everybody mic'd up via Zoom, regardless. This allowed all members of the class to participate in-time. To make this work, I set up a system of clear and continuous communications that began weeks before the actual first day of classes (for all my classes 202F, ultimately 6 sections of classes – including both PHI100 & PHI 336).

Ultimately all my classes **transitioned back to a fully online synchronous modality**. The reasons for this were multitudinous. Ultimately, though, this was due to the heavy stress students experienced trying to attend both hybrid courses and their fully online synchronous courses at UK. (The vast majority of students' coursework this semester was fully online.) Happily, I can attest that this transition went quite easily, as I had spent all summer working with our Center for Excellence in Learning and Teaching team to create an effective pedagogical model for hybrid teaching.

From August 1st until the beginning of classes, I also worked closely with our PHI graduate Teaching Assistants to help them design their own courses under these trying circumstances.

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PHI336: COVID - Communications & Class Modalities

There is no question that the pandemic has disrupted the work of the university and had a serious impact on student learning. Over the summer of 2020, I worked diligently with our Center for the Enhancement for Learning and Teaching to create systems to redress these impacts. The documents included here indicate the contour of those changes. Not only do these documents address the need for clear and frequent communications with students, but these announcements also speak to the **radical restructuring of teaching modalities** demanded by the pandemic. In fall 2020, I agreed to in-person teaching in my classes.

Unfortunately, the experiment to institute a **hybrid modality** failed after only a few weeks. I had to return to a fully online synchronous modality because the stress this system imposed on my students. All faculty at UK were encouraged this semester to return to in-person classes, but this was a decision left to the conscience of the instructor. Only a handful of professors actually returned in-person. Consequently, for nearly all my students my classes were the only in-person experience they had. The stress of accommodating one in-person class while remotely attending all their other classes turned out to be quite severe. I employed an alternating attendance policy, and no one was required to attend in-person if they felt uncomfortable doing so. Thus, by the end of the first month on average only two students actually came to the in-person class. Nevertheless, these documents reflect the nature of the modality changes introduced into the design of my classes this term.

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PHI336: Assessment Styles

PHI336, a course representing the heart of my work as a teacher here at UK, has an enormous service impact on two of the three interdisciplinary sustainability programs at UK, i.e., the Environmental and Sustainability Studies program (a B.A. degree) and the Natural Resources and Environmental Science program (a B.S. degree). [For my impact on the sustainable agriculture B.S. degree, see my PHI205 teaching materials included in this packet and my SERVICE statement.]

This course, particularly, **has a unique and consciously developed interdisciplinary constituency**, which I have been cultivating since writing its syllabus for Senate approval. The majority of students are NRES or ENS students, as PHI336 fulfills a major requirement for those programs. PHI336 has also become a recruitment course for students who discover an interest in philosophy in it. Indeed, most philosophy majors I have taught here at UK are those that I have recruited to philosophy as double majors with ENS or – less typically – NRES.

Given the variety of students in this class, I employ a **diversity of assessment modalities**. All these assessments have their telos in the final cumulative paper, i.e., the so-called "conclusory" paper assignment. I announce this paper question on the first day of class and at the beginning of each unit. Hence all the variety of assessments employed herein related together comprehensively.

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PHI336: Student Work

Tests are one element of my grading scheme. I use tests to evaluate student comprehension of class content. I administer most tests in-class with the exception of the conclusory assignment in PHI336.

In-class tests are built from the reading quizzes students take over the term (see for instance the Kant reading quiz above). The first document included here is the key for a midterm test, which was held in-class.

In PHI336, however, I also have students complete a take-home test. This is a conclusory essay, cumulative in scope. I announce this question on the first day of class and at the first and last day of every unit. Hence, by the time students sit down to write this essay, they have been reflecting on the question the whole semester. The second document included here is one such answer.

Sandmeyer – 3. Course Materials – PHI/ENS300 History & Philosophy of Ecology (experimental)

Jump to each section for a brief discussion of those materials.

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PHI/ENS300: STATEMENT OF GENERAL PEDAGOGY

This course, The History and Philosophy of Ecology, has two unique characteristics. First, this is an experimental course **designed to service the explicit needs of two different interdisciplinary programs**. Second, this course took place during the height of the pandemic and so taught fully online synchronously.

As noted, this class services two departments. First, the Environmental and Sustainability Studies program lacks a core ecology class. This class fulfills that need. It further provides (or will provide, once it is approved by the UK Senate as a regular offering) a stable offering which can fulfill an ENS major requirement. Second, the Philosophy Department has recognized the need to revise its out-of-date list of course offerings. We need in Philosophy courses that better reflect the current strengths of our department, and this class fulfills this need.

All 2021S classes were **taught fully online** at UK. The pedagogy of this course meets the demands of this unique situation. The assignment structure was very simple: just four papers of all the same kind and length. Discussion forums were designed to provide a means for isolated students to collaborate on these papers. Built-in redundancies proved successful in achieving the define outcomes. Further, I designed daily lessons as either structured lectures (lessons 3-8 or 4-21) or structured in-class discussions (lessons 3-12 or 4-14).

It almost goes without saying, but this **semester was probably the hardest** I have ever experienced. While the redundancy designed into the discussion and paper assignments were successful pedagogically, engaging students in-time all while online proved a real difficulty. Students attended without videos turned on, which was by design. They only turned their videos on during break-out sessions, and only if they were comfortable doing so. Like so many others, my classes felt at times like seances: "Can you hear me? Are you there?" Nevertheless, I did see some genuine success engaging students and generating robust participation in discussions, which was due in large measure to the intuitive design and simple-to-accomplish assignment structure of the course.

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PHI/ENS300: Syllabus & Daily Schedule

I created this class to **fulfill a basic need of the Environmental and Sustainability Studies program**. From the earliest days of this program we have, at once, recognized the fundamental importance of ecology to our students and lamented the paucity of such offerings at UK in this subject. This has become especially poignant with the retirement of the one biologist who taught ecology on a regular basis here at UK. This class was thus designed to meet this scientific need. Consequently, the course readings include a healthy selection of original articles fundamental to the development of ecology as a science.

Given the paucity of ecology education at UK and among the ENS students, particularly, it was essential to determine a baseline of knowledge coming into the class. Hence the prior- and post-knowledge assessments give students and the professor, alike, an indication of this baseline and the progress made moving that line forward.

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PHI/ENS300: Lessons (COVID class)

Given the online modality employed, generating class discussion was a true challenge. In consultation with the Center for the Enhancement of Learning and Teaching, I created the following model:

- Structure in-class discussion. This lessons indicates the way I structured regular in-class discussions. As noted in the syllabus, class discussion was an essential and significant part of this class. On discussion days, students would typically break into groups of 5 or so. (On this day, only five students were in attendance.) Once in groups, a student was either elected or assigned an executive role in the group to ensure steady discussion; and another student was elected or assigned to be a scribe.
 - In conjunction with the lesson online, the scribe used a Google Sheet to outline or write out a transcript of the group discussion.
 - This Google sheet was available (via link provided in the lesson) to all members of the class and thus to all members of the group. This method allowed me to follow in real time the discussions in break out groups. Thus I could intervene when I saw group stall.
 - Exiting from break-out groups, we would compare the groups' work together.
 - When the course lesson was over, I would transcribe the details of the class's discussion to the lesson. This technique allowed those who were absent to follow the content and trajectory of the in-class discussions, which they missed.

As noted, this model of in-class discussion was suggested to me by our CELT staff during my summer workshopping. It has proved so successful that I now use it whenever I have in-class discussions – whether these discussions be online or in-person.

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PHI/ENS300: Assessing Online Discussion Forums

Given the isolated nature of learning at the height of the pandemic, I created systems that would (i) bolster robust peer engagement in the classroom and (ii) build redundancies into the assessments that drew upon these engagement resources. Here is an example of such. When students would write a paper, they would be assigned a collaboration discussion forum at the same time. These discussion forums would allow students to identify others in the class writing on the same or similar themes. This would provide students the means by which to discuss their ideas with peers in the class. It also provided students the opportunity to produce part of their papers in a low-stakes environment. This model followed a maxim of mine regarding the teaching of writing, i.e., that good writing is re-writing (a motto which all my students got sick of hearing me repeat again and again).

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PHI/ENS300: Student Work

The examples of student work included here are correlated to the assessments laid out in the previous section.

Included in these documents is the paper rubric which I used to grade paper submissions. While I did embed some comments in student papers, the primary means by which I commented on papers was via the paper rubric. The rubric was identical for all papers written over the course of the term. My comments to student's writing were progressive. That is, I would focus my comments on the weakest element of the paper as submitted, make recommendations to improve these deficiencies, and ask students to fulfill these recommendations in the next submission. Hence, whenever I received a new paper by a student, I would look back to my comments and recommendation to the previous paper (in the earlier submitted rubrics). I would then focus my evaluative regard in the newer paper on two areas: the redressing of areas of concern identified in earlier work and improvements needed still as exemplified in the newer paper.

Sandmeyer – 3. Course Materials – ENS400 Senior Capstone Class: Sustainability in Action

Jump to each section for a brief discussion of those materials.

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ENS400: STATEMENT OF GENERAL PEDAGOGY

The ENS400 Senior Capstone: Sustainability in Action class was, at once, the most complicated and in some respects most difficult class which I have taught. Shane Tedder, the Sustainability Coordinator at UK who had to that date no curricular experience, and I were tasked to teach the class. We were notified of this duty just 10 days before the first day of the semester. Additionally, the ENS capstone class is **fulfills the University-wide major Graduation Composition and Communication Requirement (GCCR)**. Hence the course design had to accommodate a lot of different tasks, and we had precious little time to think through how to build it.

As the semester proceeded, a further unanticipated complication arose. The ENS degree was rather new at that time. Students in this capstone were the first to have completed the Senate-approved major requirements for the degree by the time they took the capstone. The ENS requirements are five, not including ENS400 and include: ENS201 & ENS202, ENS300, PHI336 Environmental Ethics (my class, see dossier documents), and ENG425. Of these five, only three expressly deal with the concept of sustainability: ENS201, ENS202, and PHI336. We knew that only a few students in the class had completed PHI336 by the time they would complete this capstone class. So, we **presumed that students had an introduction** to concepts fundamental to sustainability from their earlier work in ENS201 & ENS202. However, we later discovered that this presumption was false

In short, ENS400 was not my most successful class. However, it is that class from which I have learned the most. The documents included herein indicate the design of the course as well as the **lessons learned** while teaching it.

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ENS400: Syllabus & Daily Schedule

Looking at the syllabus, one can see that our design of ENS400 was complicated. In fact, it was too complicated. It attempted in a single class for students to complete two service-learning projects, two writing projects including rewrites built into those assignments, and a career assessment and preparation project – all within a single semester. The idea underlying this complexity was motivated the subtitle of the class: Sustainability in Action. Indeed, as designers we were explicitly instructed to structure the class around the concept and practice of sustainability. Further, the class has the responsibility to fulfill the by the Graduation Composition and Communication Requirement (GCCR) set by the University.

The structure of the major in the ENS major was laid out in our original plan, which I helped draft. As I was the Director of Undergraduate Studies for ENS at the time, I understood that the capstone class was to be geared to having students apply what they had learned over their career in the major. 100 & 200-level classes introduce concepts, themes, and methods. The 300-level classes reinforce this learning and introduce new skills. The 400-level capstone class thus tasks students to apply this learning.

I have learned two important lessons from teaching this class. First, the complexity of design imposed a burden on the students. The best class design is, rather, structured around basic outcomes. Since teaching ENS400 I have consequently designed all my classes around achieving three fundamental outcomes: developing good writing skills, good speaking skills, and good reading skills. Second, in interdisciplinary classes having a wide-diversity of students having different disciplinary aptitudes, it is important to assess prior-knowledge of the subject matter at the start of the semester. Class design should emphasize simplicity, and the implementation of that design should account for student aptitudes as they exist in that course.

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ENS400: Projects

With only 10 days to design the class, Shane Tedder and I decided that we would structure much of the class around the newly developed UK Strategic Sustainability Plan or UKSSP. While this plan had only recently been completed by the Office of Sustainability, it had yet to be approved by the President's Office. Nevertheless, we both agreed that there was no project better fitted to the needs of the class than the UKSSP. Additionally, including the UKSSP into the curricular design would integrate Shane Tedder's work into the class, which was a basic desideratum motivating its design.

ENS400 was my first class that contained a service-learning component in its design. I have since integrated service-learning as a central element of my Food Ethics class. The service-learning projects in ENS400 were designed around needs defined by the Office of Sustainability, particularly the need to implement a public relations campaign around the UKSSP. Having now studied service-learning pedagogy (see my TEACHING statement), I have since altered my view of the structure and importance of service-learning pedagogy. More than providing important service experience in an academic setting, critical service-learning pedagogy defines these sorts of projects as tools for connecting students to the community outside the university and cultivating in them an understanding of the social good and the value of social responsibility.

The SLO projects as I designed them included some of the most sophisticated evaluative rubrics which I have used to date. There is a fundamental problem when assigning and evaluating group work, which is the inequality of effort that typifies the production process within any one group. To address this issue, self and the group evaluation rubrics were designed into the projects from the very start. Students not only evaluated their own work but also the work of each member of the group, and they understood this to be an essential component of the group project. The transparency of this evaluative framework incentivized all students to work at similar levels. While

this evaluative framework did not eradicate the problem of unequal effort, it did succeed at mitigating the problem.

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ENS400: The GCCR Writing Requirement - Papers

The two papers in this class were put into the syllabus to meet the Composition and Communication Requirement. An assumption underlying the ENS400 course design was that students had already been introduced to the concept, history, and policies of sustainability. Hence, these writing projects were designed to reinforce and extend their understanding of this concept and of the metrics of assessment. While students in ENS400 gained substantive understanding both of the idea of sustainability and the regime of sustainability assessment in these writing exercises, the lack of prior work studying the concept of sustainability or its history had a profound impact. Remedial education had to be introduced and these extra lessons proved burdensome for many students.

The lessons I learned in this class, particularly regarding the teaching exercises, came to alter my understanding of interdisciplinary pedagogy. I have since integrated knowledge assessments into the earliest stage of a class. I structure these assessments around fundamental concepts and terms which we study over the term. Whenever we turn to a new subject matter in the course, I return to reconsider the assessment questions. Not only does this technique help students identify central concepts and terms, but also it provides a sense of progress and enlightenment as they gain mastery of previously unknown or little understood concepts and terminology.

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ENS400: Student Work

The work provided here represent both group and individual work by the students of ENS400. The project presentation was a group effort, and the rubric thus evaluates the work of the group as a whole making this presentation. The two papers were produced by two different individuals in the class.

Sandmeyer – 3. Course Materials – PHI516 Phenomenological Directions (Undergrad & Grad)

Jump to each section for a brief discussion of those materials.

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PHI516: STATEMENT OF GENERAL PEDAGOGY

PHI516, Phenomenological Directions, is an **advanced undergraduate / graduate** level course. The class fulfills one of a cluster of required 500-level courses for the major, and it satisfies a content area highly sought after by our graduate students.

As is usual for me, the course is designed around three **outcomes**: developing good reading skills, expanding students' abilities to present their ideas orally, and refining students' skill at writing. The lessons are designed to present content in a structure but flexible format that encourages discussion during class. As this is an advanced-level class, special attention is given to **student writing**. Short papers are designed to provide clarification of a core idea central to a longer analysis. Hence while there appear to be many writing assignments, this is misleading. In essence, students write and rewrite four 7-page papers over the course of the term.

See the description of the writing exercises under WRITING ASSIGNMENTS in this packet for further clarification.

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PHI516: Syllabus and Daily Schedule

PHI516 is an advanced requirement for philosophy majors. Typical of my pedagogical approach, this course is **outcomes-based**. These outcomes are not essentially different from those of my lower-level classes. Rather, the achievement of these outcomes is assessed at higher expectations. Working at a higher level of sophistication, students are asked to apply their abstract understanding concretely. In short, like all my courses, this course reinforces three outcomes, i.e., the ability to write, speak, and read well, to my pedagogical approach.

1. Every end of unit paper is a rewrite and expansion upon an earlier analysis paper.
2. Lessons are constructed with flexibility built into them to maximize class discussion.
3. The inclusion of extensive passages from the texts allows for guided reading practice in class.

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PHI516: Lesson Structure

The document included here demonstrate my **outcomes-based pedagogy**. First, it is important to note that PHI516 is a class that includes both advanced undergraduate and graduate students. My pedagogical approach accentuates differential learning. This is especially important toward achieving the primary outcome of developing students' ability to present their ideas clearly and concisely analyze a work verbally. The 02-lesson demonstrates the construction of my lesson plans, which facilitates this objective. I do not read a prepared lecture. Rather, I sketch out a lecture in bullet points. At the top of the lesson are the primary outcomes I want students to be able to accomplish from that discussion. The bullet-point structure of the lesson, which I provide to students before class and from which we work during the class, achieves two goals, at once. First, the outline structure of the presentation – correlated to the outcomes detailed at the top of the document – provide a clear frame for students to follow the logic of that lesson. Second, the bullet-point structure promotes discussion during class, as it inherently subdivides the lecture into parts. I aim in my lesson less to work through a prescribed amount of material and more around the goal of promoting students' skills at extemporaneous analysis. Note the inclusion of earlier outcomes in this lesson. The inclusion of these outcomes promotes the integration of previously achieved accomplishments into the current lesson. This approach allows students consciously to develop the skill at synthesis and analysis in verbal form.

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PHI516: Scaffolded Writing

The structure of the writing assignments in this class reflects a fundamental principle at work in my pedagogy of paper writing. Good writing is the product of rewriting. However, one cannot assume that students understand how to rewrite their work or that they have the techniques to accomplish this. Consequently, the pedagogy of writing in my advanced classes aims to provide the skills and experience of doing just this.

The writing assignments in this class fall into two general categories. For simplicity's sake, class content is organized around particular philosophers. For each philosopher studied then, students write one 3-page analysis paper and one 7-page thesis defense paper. The 3-page analysis paper assignment is framed as a subordinate element of the longer 7-page paper. This scaffolded approach to writing encourages students (i) to identify a central theme in the readings, (ii) to analyze concepts or ideas fundamental to this theme, and (iii) to elaborate and critically assess this theme. Individual paper meetings are held whenever the analysis paper is complete but before the student begins the longer paper. Further, lessons are devoted at important intervals in the semester to developing paper ideas, introducing techniques of paper evaluation and improvement, and studying examples of clear, concise, and elegant writing.

Graduate students must complete a longer, comprehensive paper at the end of term. As per the structure of the other assignments, the shorter 7-page papers may be incorporated into this more comprehensive paper. Hence, all students gain good experience producing concise, precise, and elegant short pieces. Every student practices rewriting and refines the skill of rewriting. And graduate students develop the skill of building sustained arguments out of shorter pieces.

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PHI516: Student Work

The paper submissions included here are correlated to the assignments in section 2 of this packet. What is absent in these documents is the personal interaction between professor and student on their paper submissions, which occurs at a higher frequency and with greater intensity than in my other classes. In advanced classes, paper evaluation is conducted primarily in person. Nevertheless, the model of paper evaluation employed in my advanced classes follows that laid out in my lower-level classes. That is, I create a single rubric for each paper type. As students submit numerous papers of the same type, this allows me to focus my evaluative comments and recommendations on improving the individual skills of the writer for that type of assignment. Evaluation occurs progressively over the course of the semester. Students are tasked with making improvements based on previous work, and thus the evaluation of each new assignment proceeds from the evaluation of earlier submissions.

Sandmeyer – 3. Course Materials – PHI680 Special Topics: Time & Time-Consciousness

Jump to each section for a brief discussion of those materials.

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c. Paper – Final	24
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a. Collaboration – Aristotle Questions	28
b. Paper – Question Clarification (Aristotle)	33
c. Paper – Final (Duration)	42

PHI680: STATEMENT OF GENERAL PEDAGOGY

PHI680 is a special topics **graduate seminar** typically strictly designated for graduate students in the Department of Philosophy, though I did allow one advanced undergraduate to take the class for credit. I designed this course around the idea of Time and Time-Consciousness, which is a theme central to the major figures within the phenomenological movement. I design my seminars using many of the same principles at work in my lower-level classes. This is apparent here in the frequency of collaborations required of my students. Class participation is essential to the success of these seminars for two reasons. First, class participation is founded on the close and **critical reading** of a text. In preparation for class, all students are required to **formulate a substantive question**, outline the resources available necessary to answering that question, and sketching out a possible answer. These **participation** exercises, i.e., these question collaborations, then form the basis for class discuss of the reading. These questions then form the basis for short "**question clarification**" **papers**. Finally, these question clarification papers outline the basic problem to be addressed in the **final long paper**. Hence the entire course is articulated into a series of **scaffolded assignments** culminating in a final paper.

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c. Paper – Final (Duration)	42

PHI680: Syllabus & Daily Schedule

Class participation was foundationally important to this class. Class lessons were divided typically into two sections. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion.

The documents included here offer a view of the week-by-week assignment requirements as well as the content of one of my early lessons in the semester.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

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PHI680: Lesson Structure

Class participation was foundationally important to this class. Class lessons were divided typically into two sections, which is the case in the lesson included here. First, I would present an outline of the reading or, more often, an important aspect of that reading. Second, a student in the class would use the remaining time, typically an hour or so, to lead discussion. This discussion was based on the collaborative document created during the week by the whole class. The discussion leader would choose one or more questions to address. A primary objective of these discussion sessions was to demonstrate the ability to remain focused and to keep a substantive discussion going.

As is typically for all my classes, the pedagogy of this course revolves around achieving specific learning outcomes, i.e., developing sophisticated skills at reading, writing, and speaking.

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PHI680: Scaffolded Writing Assignments

The primary assignments in this class were two. First, students were to collaborate together to produce a series of substantive questions about the readings. See the student questions in the next section for an example of this task. This weekly project produced quite profound discussion of the texts and constituted the bulk of the students' workload over the semester. Second, students had to produce two distinct sorts of papers. The first was a short clarification of an important question. The structure of this assignment was closely aligned to the weekly collaboration assignment. The second was a long (15-20) page thematic paper which addressed a question posed in the clarification assignment.

The class concluded with a seminar conference in which student volunteered to present their papers to the class as a whole.

Sandmeyer – Course Materials – PHI680 Special Topics: Time & Time-Consciousness

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PHI680: Student Work

The student work here is of two kinds:

1. The collaboration document included here contains the questions formulated by students on the Aristotle reading. As note already, these collaborations were foundationally important to all the work of the class, i.e., in-class discussion, the short question clarification assignment, and the final thematic paper.
2. The paper documents are of two kinds. Included here are:
 - a. question clarification papers from two different students, and
 - b. a final thematic paper

Typically, 600- and 700-level courses are reserved for graduate students. However, I had worked with a very good undergraduate student in other classes, who asked to participate in this seminar for a grade. I acceded to this request. The student successfully completed all the requirements of the course and passed the class with distinction.

Sandmeyer – 3. Course Materials – (China2018) Teaching Methods: A Faculty Course

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Overview of Class & Materials:

During the summers of 2017 and 2018, I was hired through the Faculty Teach in China program sponsored by University of Kentucky Confucius Institute to teach summer courses in China. In 2018 I applied for and was selected to teach a **course for faculty** at the Qingdao University of Technology. The Qingdao course was especially important to the development of my own pedagogy, as the course gave me the opportunity to articulate my own **teaching methodology** and the student body were all faculty from the university. My 3-week course covered modern Western teaching methods for active learning with an emphasis on interdisciplinary education.

This packet contains the basic structure elements of the Teaching Methods Faculty Course.

- Syllabus
 - Syllabus design was an important lesson in the class, as Chinese faculty do not typically teach from a syllabus as we understand it in the West. Hence, the syllabus design – especially the idea and articulation of course **learning outcomes** – was, itself, the subject of an important lesson. See attached lesson 7.25.
- Schedule
 - The schedule was designed to be a progressive working through of **active learning** techniques. Each day of class broken into two distinct hours. The first hour was typically devoted to the introduction of new pedagogical content. The second hour was devoted to practicing active learning techniques. The objective of this second hour was to engage the faculty in the very pedagogical techniques they were learning in the course.
- Lesson
 - The most important element of these lesson was the articulation of learning objectives at the top of the document. There was always two sets:
 - Learning Outcomes (as students)
 - These were outcomes around which my own lesson was designed.
 - Learning Outcomes (as faculty)
 - These were **meta-outcomes**, designed for my students to reflect *as teachers* on the techniques they were learning in the lesson.
- Resources
 - The course resources detail the primary pedagogical texts and documents used in this methods class.
 - Importantly, these same resources inform my own work as a teacher of interdisciplinary classes here at the University of Kentucky.

The class has become especially important to my own understanding of pedagogical method, as much of its content reflects my own approach to the teaching of interdisciplinary classes.

Sandmeyer – 3. Course Materials – Institutional Rubrics

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Overview of Rubrics:

The documents here are included solely for **reference**. I rely heavily on rubrics for most of my assessments. The templates and rubrics have played an outsized role in my own pedagogy.

I have concentrated much of my teaching on first- and second-year courses, and a number of these fulfill a **University of Kentucky CORE** requirement. For instance, PHI100 Introduction to Philosophy fulfills an Intellectual Inquiry requirement; and PHI205 Food Ethics fulfills the Citizenship requirement. The design of any CORE class is prescribed to some degree by the relevant UK Core Template and Rubric. Hence, I include these CORE documents in this dossier.

As I have noted elsewhere, I have worked over the years to refine and simplify my pedagogy. My classes are outcomes-based. Indeed, three outcomes particularly define my teaching. Of course, students in higher level classes are expected to achieve higher-level results. Nevertheless, there are certain skills which define my work in the classroom as a philosopher. In general, then, at the conclusion of my classes, students should be able to:

1. write clearly, precisely, and elegantly,
2. read college-level texts with a high degree of comprehension, and
3. verbally express themselves coherently and fluidly.

Additionally, my Food Ethics class fulfills the Citizenship requirement imposed on all UK students. Consequently, students who take this class should be able to:

4. demonstrate an understanding of historical, societal, and cultural difference, and
5. demonstrated how these differences influence issues of social justice and/or civic responsibility.

Finally, when designing my **assessment rubrics**, I rely on the AACU Value Rubrics as a guide. Those AACU rubrics included here are the rubrics most fundamental to my work. Consequently, these rubrics have had a significant role in the evaluative aspect of my work as a teacher.