

TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School  
DATE: 27 October 2018  
RE: Proposal to revise the PhD in Philosophy

The Department of Philosophy in the College of Arts and Sciences is proposing revisions to its PhD in Philosophy to add two new courses to its list of program requirements.

The proposal was received by the Graduate School as approved by ASCC on 23 April 2018. It was reviewed electronically by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, and recommended to the Graduate Council on 4 May 2018. When reviewed electronically by the Graduate Council, concern was raised over an aspect of the proposal requiring post-candidacy students to sit in on one seminar per year. In reflection with Bernadette Vankeerbergen and Steve Fink (correspondence included with proposal), it became clear that this was not an approved or recommended approach. The Department of Philosophy then submitted a revised version of the proposal, amending this requirement to the more formal *audit* on 21 August 2018. The GS/CAA subcommittee then reviewed this revision on 16 October 2018 and recommended it to the Graduate Council. The Graduate Council reviewed it on 25 October 2018 and approved it with a small adjustment to its assessment plan regarding remediation of students not in good academic standing.

**From:** [Smithies, Declan](#)  
**To:** [Schlueter, Jennifer](#)  
**Cc:** [Toft, Jill A.](#); [Speer, Shari](#)  
**Subject:** Re: revisions to PhD in Philosophy WAS Re: Graduate Council: Vote needed on nine curricular proposals  
**Date:** Saturday, October 27, 2018 3:29:18 PM  
**Attachments:** [Assessment Plan.docx](#)

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Dear Jennifer,

I'm attaching a revised version of our assessment plan with the following sentence added at the end:

"Students in Category 2 will be subject to a remediation plan to bring them back into good standing."

This fits with our current practice. I haven't included reference to section 5.3 of the 2018-19 Graduate Handbook, since the criteria for poor performance that are mentioned there (i.e. GPA below 3.0) are distinct from the criteria we use in assessing whether our graduate students are in good standing. I'm assuming the proposed revision above satisfies the spirit of what you're asking for, but if not, please let me know so we can discuss this further.

Best, Declan

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**From:** Schlueter, Jennifer  
**Sent:** Friday, October 26, 2018 12:51:51 PM  
**To:** Smithies, Declan  
**Cc:** Toft, Jill A.; Speer, Shari; Agarwal, Gunjan  
**Subject:** Re: revisions to PhD in Philosophy WAS Re: Graduate Council: Vote needed on nine curricular proposals

Hi Declan:

Correct, it's not yet posted on the website but was recently circulated to all departments. I'm cc'ing in Professor Gunjan Agarwal, a Faculty Fellow in the Graduate School who has been coordinating this initiative, to see if she can send you a copy directly.

Best,  
Jen

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**From:** "Smithies, Declan" <[smithies.2@osu.edu](mailto:smithies.2@osu.edu)>  
**Date:** Friday, October 26, 2018 at 12:29 PM  
**To:** "Schlueter, Jennifer" <[schlueter.10@osu.edu](mailto:schlueter.10@osu.edu)>

**Cc:** "Toft, Jill A." <toft.20@osu.edu>, "Speer, Shari" <speer.21@osu.edu>

**Subject:** Re: revisions to PhD in Philosophy WAS Re: Graduate Council: Vote needed on nine curricular proposals

Dear Jennifer,

Please can you link me to the relevant section of the Graduate Handbook? As far as I can see, there's no mention of remediation plans in section 5.3 of the Graduate Handbook posted online at the link below:

<https://gradsch.osu.edu/handbook/all#5-3>

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## Handbook - All | The Ohio State University Graduate School

gradsch.osu.edu

The Graduate School at The Ohio State University is comprised of university faculty (the Graduate Faculty) authorized to give graduate instruction, a representative advisory body (Graduate Council), and the Vice Provost for Graduate Studies and Dean of the Graduate School, and administrative staff.

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I can't tell from the website whether or not this is the 2018-19 version. Is there a new version of the Graduate Handbook that hasn't yet been posted online or that's been posted online somewhere else?

Best, Declan

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**From:** Schlueter, Jennifer

**Sent:** Friday, October 26, 2018 10:48:49 AM

**To:** Smithies, Declan

**Cc:** Toft, Jill A.; Speer, Shari

**Subject:** Re: revisions to PhD in Philosophy WAS Re: Graduate Council: Vote needed on nine curricular proposals

Dear Declan:

At their 25 October 2018 meeting, the Graduate Council voted unanimously to approve your proposal for the revised PhD in Philosophy, with one caveat. In your assessment criteria rubric, some concern was raised over the potential 10% of students that may fall into Category 2 or

“not in good standing.” Members would like to see you reference Section 5.3 of the new Graduate Handbook that has been circulated to all departments, with a phrase like this: "Students who are not in good academic standing will be subjected to a remediation plan as per Section 5.3 of the 2018-19 Graduate School Handbook."

Please add this to your proposal and return it to me and to Jill Toft (cc'd above). Upon receipt, I will forward this proposal on to CAA for their review.

Best,  
Jen

**Jennifer Schlueter, PhD**

**Associate Professor** and **Lab Series Producer:** Department of Theatre

**Project Director:** Social Change, Community Engagement, and Creative Practices Discovery Theme

**Faculty Fellow for Curriculum:** Graduate School  
1103 Drake Performance and Event Center  
1849 Cannon Drive / Columbus OH / 43210-1234  
614.688.3778 / [jenniferschlueter.com](http://jenniferschlueter.com)

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**From:** "Schlueter, Jennifer" <schlueter.10@osu.edu>

**Date:** Tuesday, October 16, 2018 at 12:40 PM

**To:** "Smithies, Declan" <smithies.2@osu.edu>

**Cc:** "Toft, Jill A." <toft.20@osu.edu>, "Speer, Shari" <speer.21@osu.edu>

**Subject:** revisions to PhD in Philosophy WAS Re: Graduate Council: Vote needed on nine curricular proposals

Dear Declan:

At our 16 October 2018 meeting, the combined GS/CAA curriculum subcommittee reviewed this revised proposal. We are delighted to recommend it to the Graduate Council for their approval. Thank you for addressing the concerns raised about the audit issue, and for your patience in getting this before the subcommittee.

I'll forward this on to the Graduate Council for their review and approval, and then on to CAA from there. I'll keep you posted as this moves along.

Best,  
Jen

**Jennifer Schlueter, PhD**

**Associate Professor** and **Lab Series Producer:** Department of Theatre

**Project Director:** Social Change, Community Engagement, and Creative Practices Discovery Theme

**Faculty Fellow for Curriculum:** Graduate School

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**From:** "Schlueter, Jennifer" <schlueter.10@osu.edu>

**Date:** Thursday, October 4, 2018 at 8:39 AM

**To:** "Smithies, Declan" <smithies.2@osu.edu>

**Cc:** "Toft, Jill A." <toft.20@osu.edu>, "Speer, Shari" <speer.21@osu.edu>

**Subject:** Re: Graduate Council: Vote needed on nine curricular proposals

Hi Declan:

Thanks for reaching out. The GS/CAA subcommittee for the year has just been constituted from CAA and the Graduate Council, and the first meeting will be in the next couple of weeks. You should hear from me shortly after that. Know that this proposal will be on their first agenda.

Best,

Jen

**Jennifer Schlueter, PhD**

**Associate Professor** and **Lab Series Producer:** Department of Theatre

**Project Director:** Social Change, Community Engagement, and Creative Practices Discovery Theme

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**From:** "Smithies, Declan" <smithies.2@osu.edu>

**Date:** Wednesday, October 3, 2018 at 11:27 PM

**To:** "Schlueter, Jennifer" <schlueter.10@osu.edu>

**Subject:** Re: Graduate Council: Vote needed on nine curricular proposals

Hi Jennifer,

Any idea when we can expect to hear back about the program change request?

Best, Declan

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**From:** Schlueter, Jennifer

**Sent:** Tuesday, August 21, 2018 5:36:50 PM

**To:** Smithies, Declan

**Cc:** Downing, Lisa; Fink, Steven; Bertone, Alicia; Speer, Shari; Toft, Jill A.

**Subject:** Re: Graduate Council: Vote needed on nine curricular proposals

Hi Declan:

Thanks for this. We'll get it on an upcoming agenda of the combined Grad School/CAA curriculum subcommittee for review. I'm adding a couple folks in to the cc' list here, including Dr. Shari Speer, our incoming Associate Dean, who is onboarding right now, as well as Jill Toft, who coordinates curricular matters.

Best,  
Jen

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**From:** Smithies, Declan

**Sent:** Tuesday, August 21, 2018 12:21:01 AM

**To:** Schlueter, Jennifer

**Cc:** Downing, Lisa; Fink, Steven; Bertone, Alicia

**Subject:** Re: Graduate Council: Vote needed on nine curricular proposals

Dear Jennifer,

Now that term is gearing up again, I'd like to get the ball rolling on our program change request. Please can you check over the revised version and confirm that it does what you asked?

The most important change is in the section on our current program requirements. I have amended the continuing education requirement to say that all graduate students are required to "audit" rather than to "sit in on" one seminar each year in addition to the dissertation seminar.

This should be sufficient to address the objection that the language of "sitting in" was too

vague, and the subsequent request that we should ask students to audit these courses officially.

Please note that this change to our existing program requirements doesn't affect the substance of the new program requirements we are proposing in this document.

The only other change to the document concerns the final section on credit hours: I have made some minor revisions here just to make clear that the change to our current requirements will not make a substantial difference in terms of credit hours. We will continue to require that our post-candidacy students enroll for no more and no less than 3 credit hours per semester, unless they have permission to do otherwise from the Director of Graduate Studies.

I have changed the date, but the letter is still addressed to Vice Provost Randy Smith. If the letter should now be addressed to someone else, just let me know and I can update it.

Best, Declan

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**From:** Schlueter, Jennifer

**Sent:** Monday, July 9, 2018 8:28 AM

**To:** Smithies, Declan

**Cc:** D'Arms, Justin; Downing, Lisa; Fink, Steven; Bertone, Alicia

**Subject:** Re: Graduate Council: Vote needed on nine curricular proposals

Dear Declan:

Thanks for your patience on this. After many conversations, it is now clear that both the Graduate School and ASC agree that the practice of requiring students to sit in on classes without registering is not something we can condone. We understand your concerns about fee waivers and note that this target was set by OAA, not ASC. The Graduate School monitors students in candidacy and if students in a particular college or department are taking in excess of 3 credit hours, a justification will be requested and a penalty will be levied. I'm attaching the memo that seems to be the source of the three-credit hour target, which was articulated in 2008, for your reference. Know that this issue is being addressed by Dean Bertone in upcoming meetings with Arts and Sciences leadership to look closely at business practices of graduate programs.

The primary concern with having students required to sit in without registering for courses is not only that it sees us financially cannibalize ourselves as income stops but expenses continue, though that is certainly a concern. More importantly, students do not build a transcript of documented coursework, and faculty CV metrics such as students taught or

course evaluations are skewed.

Thus: we encourage your program to revisit your course sequences and adjust to avoid this situation. Most other graduate programs see coursework completed before advancement to candidacy. Meanwhile, we will not be able to advance your request for revisions forward until this issue is addressed.

I know this will be unwelcome news, as the program was indeed approved at semester conversion with this aspect within it. I encourage you to speak directly with Steve Fink or Alicia Bertone as you work to find a solution.

Sincerely,  
Jen

Jennifer Schlueter, PhD  
Associate Chair and Director of Graduate Studies, Department of Theatre  
Associate Professor | Lab Series Coordinator | Editor, Theatre/Practice  
Faculty Fellow, Curriculum, Graduate School  
1103 Drake Center, 1849 Cannon Dr, Columbus, OH 43210  
614-688-3778

On 6/5/18, 12:31 PM, "Smithies, Declan" <smithies.2@osu.edu> wrote:

Hi Jen,

I've spoken with my incoming and outgoing chairs about this - they are copied on this email - and we anticipate a problem with your suggestion that we're unable to resolve on our own.

To the best of our knowledge, advanced students can only have a fee waiver for 3 CH, per ASC. That policy requires us to give our work away for free, unfortunately, because we in fact do much more work in independent studies than 3 CH/student/term. In addition, there are seminars taken to fulfill our continuing education requirement as well as the dissertation seminar and the new placement seminar.

We have complained about this policy in the past, but we understand the reasons for it, i.e. ASC has to pay for the fee waivers, and these will cost more if they accurately reflect how much instruction the advanced grad students are getting. The upshot, however, is that we cannot increase enrollments because our students already enroll for the maximum 3 CH.



Perhaps you could share this message with Bernadette Vankeerbergen and Steve Fink and see what they think?

Best, Declan

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From: Schlueter, Jennifer

Sent: Sunday, June 03, 2018 6:58 AM

To: Smithies, Declan

Subject: Re: Graduate Council: Vote needed on nine curricular proposals

Hi Declan:

Thank you for this. I've spoken with Bernadette Vankeerbergen and Steve Fink over in ASC, and we agree that it would be cleaner—and easier to enforce and document—if post-candidacy students were required to officially audit these courses. Although I know this is the way the program was crafted at semester conversion, it seems like now might be a great time to make this shift. In fact, requiring students to audit would also increase enrollments in those courses, which is only to the good! Moreover, the practice of having students sit in without registering, while not forbidden, is certainly frowned on by the university as giving away our work for free.

Let me know if you have any questions, and all the best,  
Jen

On 5/26/18, 5:45 AM, "Smithies, Declan" <smithies.2@osu.edu> wrote:

Dear Jen,

This is a reference to our continuing education requirement, which requires each student in residence who has passed candidacy to sit in on one seminar each year:

<https://philosophy.osu.edu/28-continuing-education>

We don't require students to formally enroll in the course or to officially audit: in most cases, students just informally sit in on the seminar as unofficial auditors.

Our post-candidacy students enroll for a maximum of three credits per semester, which can be for independent studies with their dissertation advisor, the dissertation seminar, seminars taken as part of the continuing education requirement, or - under the new proposal -

the placement seminar. The new proposal would not change this.

The continuing education requirement is an existing requirement, and not part of the changes we are making. I hope that this email provides sufficient clarification, but if it's necessary to amend the proposal, please just let me know.

Best, Declan

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From: Schlueter, Jennifer

Sent: Friday, May 25, 2018 7:25 PM

To: Smithies, Declan

Subject: FW: Graduate Council: Vote needed on nine curricular proposals

Dear Declan:

The Graduate Council is in the process of reviewing and voting on your proposal and one member had a question for clarification. I'm forwarding it below. Can you get an answer to me at your earliest convenience?

Best,  
Jen

-----Original Message-----

The proposal states that post-generals students will be required to sit in on one course per year in addition to the Dissertation Seminar. I think the language could be less vague. Does this mean they would formally enroll in the additional course, audit, or just informally sit in? How would this square with the Graduate School's fee waiver policies and enrollment requirements?



28 October 2018

### Program Change Request

Dear Vice Provost Randy Smith,

I am writing as Director of Graduate Studies in the Department of Philosophy to submit a program change request.

The Philosophy Department is proposing a revision to the Ph.D. program that will add two new courses to the list of program requirements:

- PHIL 8001: Graduate Training Seminar
- PHIL 8900: Graduate Placement Seminar

These course proposals have been reviewed and unanimously approved by the ASC Curriculum Committee and the Graduate Council.

The rationale for these revisions is to provide professional training for all of our graduate students when they enter the Ph.D. program and to prepare all of our graduate students to seek employment before they leave the PhD program. If possible, we would like to implement these changes in 2018-19.

With this letter, I am attaching a summary of our current program requirements together with a summary of proposed changes. I am also attaching our current assessment plan and syllabi for the two new courses.

Yours sincerely,

Declan Smithies  
Director of Graduate Studies  
Associate Professor  
Department of Philosophy  
The Ohio State University

## Program Change Request

The Philosophy Department is proposing a revision to the Ph.D. program that will add two new courses to the list of program requirements:

- PHIL 8001: Graduate Training Seminar
- PHIL 8900: Graduate Placement Seminar

These course proposals have been reviewed and unanimously approved by the Arts and Humanities 2 Panel of the ASC Curriculum Committee.

The rationale for these revisions is to provide professional training for all of our graduate students when they enter the Ph.D. program and to prepare all of our graduate students to seek employment before they leave the PhD program. If possible, we would like to implement these changes in 2018-19.

This document contains a summary of our current program requirements together with a summary of the proposed revisions.

### Current Program Requirements

A full description of our current Ph.D. program requirements is available at the following link: <https://philosophy.osu.edu/phd-program-requirements>

Here is a brief summary of our current Ph.D. program requirements:

1. *Logic Competency Requirement.* All first-year students must show competence in elementary symbolic logic either by passing a logic competency examination or by enrolling in PHIL 2500 and receiving a grade of 'B' or better.
2. *Advanced Logic Requirement.* All graduate students are expected to enroll in and pass (by receiving a grade of 'B' or better) an advanced logic course, typically PHIL 5500, during their first year of full-time graduate study.
3. *First-Year Research Seminar.* Each graduate student in the Ph.D. program is required to take for a grade the First-Year Research Seminar (PHIL 8100) offered in the Autumn Semester of his or her first year of graduate study. This is a research seminar designed to equip first-year graduate students with the intellectual skills needed to succeed in the Ph.D. Program.
4. *Course Distribution Requirements.* There are four distribution areas: (i) History of Philosophy; (ii) Value Theory; (iii) Logic, Language, and Science; and (iv) Mind, Metaphysics, and Epistemology. Students must take and pass, with a grade of 'B+' or better, at least two seminars in the history of

philosophy, at least two courses in one other distribution area, and at least one course in each of the remaining two areas.

5. *Course Number Requirements.* Before the end of their sixth semester of full-time graduate study, students must pass at least 14 courses offered by or approved in advance by the Philosophy Department, including at least 9 graduate seminars, with grade 'B' or better.
6. *The Candidacy Exam.* The Candidacy Examination must be taken before the end of the fourth week of the sixth semester of full-time graduate study. The Candidacy Examination is a single examination that has two parts: a written examination in an area of philosophy and a subsequent oral examination that may include discussion of the material provided in the written examination. The written examination has two parts: (i) A critical survey, of no more than 7500 words of the literature included on the student's Bibliography; and (ii) An original paper, also of no more than 7500 words on a subject relevant to the literature included on the student's Bibliography.
7. *The Dissertation Prospectus Exam.* The Dissertation Prospectus Examination must be taken before the end of the seventh semester of full-time graduate study. The Dissertation Prospectus Examination will consist in a written part and an oral part. The written part will consist of the student's dissertation prospectus and a substantive paper on the subject of the dissertation, perhaps a chapter of the dissertation. The oral part will consist of a subsequent oral examination that may include discussion of the material provided in the written examination.
8. *Continuing Education.* All graduate students in residence who have passed the Candidacy Examination are required to audit one seminar each year in addition to the Dissertation Seminar.
9. *The Dissertation Seminar.* All graduate students in residence who have passed their Dissertation Prospectus Examination are required to enroll in the Dissertation Seminar. The Seminar will normally be offered annually during the Spring Semester. Students enrolled in the Seminar will be required to present work of their own, e.g. a chapter or a part of a chapter from their dissertation.
10. *The Final Oral Examination.* The Final Oral Examination committee consists of the student's reading committee and a Graduate School representative appointed by the Dean of the Graduate School. Additional changes or emendations may be suggested at the time of the student's defense of the dissertation at the Final Oral Examination. The Final Oral Examination is passed if and only if the vote is unanimously positive. Before the student

turns in the final copy of the dissertation at the Graduate School office, certification of approval must be received from his or her reading committee.

### **Revised Program Requirements**

The revised Ph.D. program requirements remain the same as before with the addition of the following two requirements:

11. *Graduate Training Seminar.* All first-year and second-year graduate students are required to enroll in the Graduate Training Seminar. This course is designed to provide professional training for graduate students that will enable them to develop the professional skills required for success in research, teaching, and service. The course will include individual meetings to discuss progress and future plans, attendance and participation in departmental research colloquia, teaching workshops, and professional training workshops on a series of issues, including graduate program requirements and expectations, norms of professional conduct, academic and nonacademic careers, and diversity and inclusion.
  
12. *Graduate Placement Seminar.* All graduate students are required to enroll in the Graduate Placement Seminar at least once before completing the Ph.D. This seminar helps to prepare graduate students in the penultimate or final year of their studies to seek employment, especially academic employment in philosophy departments. Participants are informed about employment options and resources. They prepare, workshop, and revise the central elements of the dossiers they will need in order to seek academic employment. Participants are given guidance on the timing and character of the academic job market in philosophy, soliciting letters of recommendation, how to empower recommenders to write strong letters, and how to develop and manage their professional profile. They give research presentations to the Philosophy department's colloquium series, and engage in practice interviews designed to prepare them for typical interviews on the academic job market. Participants whose professional goals are not well served by these activities may negotiate with the professor at the outset of the course to identify a similar workload of assignments tailored to the student's professional goals.

These courses will not count towards our existing course number requirements or course distribution requirements.

### **Credit Hours**

Both PHIL 8001 and PHIL 8900 are repeatable with variable credit hours, i.e. a minimum of 1 credit hour and a maximum of 3 credit hours:

- PHIL 8001 will be taken by all first-year and second-year graduate students: the course will be taken for a maximum of 3 credit hours the first time and a maximum of 2 credit hours the second time.
- PHIL 8900 will be taken at least one and sometimes twice by students in their penultimate or final year before completion: the course will be taken for a maximum of 3 credit hours the first time and a maximum of 2 credit hours the second time.

Our first-year and second-year students will continue to take no more than 18 credit hours in any given semester, while our post-candidacy students will continue to take no more than 3 credit hours in any given semester (unless they have permission from the Director of Graduate Studies).

Here is a summary of our total program requirements:

- 14 courses of 3-4 credit hours each, i.e. 42-56 credits in total.
- Graduate training seminar repeated twice, i.e. 5 credits in total.
- Graduate placement seminar repeated twice, i.e. 5 credits in total.
- Total credits = 52-66 credits.

The remaining credit hours to reach the 80 credit hour minimum required by the Graduate School will be accumulated through repeated iterations of the dissertation seminar, together with independent studies conducted with the advisor of the student's dissertation committee, and courses audited to fulfill the continuing education requirement.

## **Department of Philosophy Assessment Plan for the PhD Program**

### **Goals for PhD Program**

1. **Knowledge and Expertise:** Students demonstrate in-depth knowledge and understanding of issues central to at least one philosophical area of specialization as well as demonstrating broad knowledge of the problems and research across several sub-fields of philosophy.
2. **Research Competence:** Students conduct original, substantial, and publishable research in their chosen areas of specialization.
3. **Effective Communication:** Students demonstrate the ability to write and speak effectively to both professional and student audiences about issues in their fields of specialization and competence.
4. **Pedagogical Skills:** Students acquire and demonstrate pedagogical skills.
5. **Professional Development:** Students complete a course of professional development training and prepare to seek employment in academic or nonacademic careers.

### **Assessment Plan and Schedule**

All of our PhD students are reviewed every year by a meeting of the faculty at the Annual Review of Graduate Students. This review will incorporate all of the following sources of information:

- Faculty reports on student performance in coursework (i.e. Form As)
- Faculty reports on student performance as Teaching Assistant (i.e. Form Bs)
- Reports on the teaching performance of each Graduate Instructor at least once every two years from the Teaching Evaluation Committee
- Reports on each student's performance in the candidacy examination by the chair of the student's candidacy examination committee
- Reports on each student's performance in the dissertation prospectus examination by the chair of the student's dissertation prospectus examination committee
- Reports on each student's performance in the dissertation examination by the chair of the student's dissertation examination committee
- Reports on each student's performance in the dissertation seminar by the faculty member in charge of the dissertation seminar
- Reports on each student's performance in the graduate training seminar by the Director of Graduate Studies
- Reports on each student's performance in the graduate placement seminar by the Placement Director



## Assessment Criteria

We expect at least 80% of our PhD students to meet or exceed expectations in each of these goals in any given academic year using the following rubric:

	Exceeds expectations	Satisfies expectations	Falls below expectations
Knowledge and Expertise			
Research Competence			
Effective Communication			
Pedagogical Skills			
Professional Development			

In addition, each student will be placed into one of the following three categories by a vote of the faculty at the Annual Review of Graduate Students:

- Category 1: Students who are in good standing.
- Category 2: Students who are not in good standing.
- Category 3: Students who are not in good standing and who will be advised to leave the program at the end of the current academic year.

We expect at least 80% of our PhD students to be in Category 1 and no more than 10% of our PhD students to be in Category 2. Students in Category 2 will be subject to a remediation plan to bring them back into good standing.

**Philosophy 8001: Graduate Training Seminar  
Fall 2018**

<b>Instructor</b>	<b>Course Details</b>
Declan Smithies	Course # Phil 8001
Email: smithies.2@osu.edu	Call # TBA
Office: 350B University Hall	Location: TBA
Office hours: TBA	Time: TBA

### **Course Description**

This course is designed to provide professional training for all first- and second-year graduate students that will enable them to develop the skills required for success in research, teaching and service. The course will include individual meetings to discuss progress and future plans, attendance and participation in departmental research colloquia, teaching workshops, and professional training workshops on a series of issues, including graduate program requirements and expectations, academic and nonacademic careers, and diversity and inclusion.

### **Course Requirements**

This course is graded as satisfactory/unsatisfactory. Assessment is based on attendance and participation in the following events and activities:

- Individual meetings to discuss progress in coursework and teaching, including written faculty feedback on past performance, and to make future plans for coursework, teaching, and the candidacy exam
- Teaching workshops to discuss university requirements, teaching resources, and classroom techniques
- Professional training workshops on a series of issues in the profession described below
- Meeting with the Chair and DGS to discuss the structure of the graduate program and provide suggestions for improvement
- Attendance and participation in departmental research colloquia

### **Professional Training Workshops**

The course will include a series of professional training workshops designed to address a range of issues, including the following:

- Graduate program requirements and expectations
- Milestones towards completing the PhD
- The academic job market in philosophy
- Nonacademic career options

- Submitting work for publication in academic journals
- Presenting work at academic conferences
- Work habits and writing strategies
- Depression and mental health
- Diversity and inclusion
- Networking, social media, and professional websites

### **Sample Schedule**

- Week 1: Individual meetings
- Week 2: Teaching Workshop 1
- Week 3: Teaching Workshop 2
- Week 4: Colloquium
- Week 5: Professional Training Workshop 1
- Week 6: Professional Training Workshop 2
- Week 7: Professional Training Workshop 3
- Week 8: Colloquium
- Week 9: Professional Training Workshop 4
- Week 10: Professional Training Workshop 5
- Week 11: Professional Training Workshop 6
- Week 12: Colloquium
- Week 13: Meeting with Chair and DGS to discuss the graduate program
- Week 14: Individual meetings

### **Course Assignments**

- For individual meetings with the DGS, you are required to bring an updated version of your CV and academic transcript for feedback
- For the teaching workshops, you are required to bring a syllabus for any course you are teaching and a lesson plan for feedback
- For the professional training workshops, you will be assigned at least one or two readings per topic from the list of resources below
- For departmental research colloquia, you are expected to read at least one article by the visiting speaker in preparation for their campus visit

### **Course Materials**

Department Resources:

- A Guide to Graduate Studies in Philosophy
- Ohio State Philosophy Teaching Materials
- Placement Handbook
- Grad Resources: <https://philosophy.osu.edu/graduate-student-resources>
- Diversity Resources: <https://philosophy.osu.edu/diversity-and-inclusion>

University Resources:

- The Graduate School Handbook: <https://gradsch.osu.edu/handbook>
- University Center for the Advancement of Teaching: <https://ucats.osu.edu/>
- Library Resources in Philosophy: <http://guides.osu.edu/c.php?g=280771>

American Philosophical Association Resources:

- APA website: <http://www.apaonline.org/>
- Career Resources: <http://www.apaonline.org/page/career>
- Teaching Resources: [http://www.apaonline.org/?page=teaching\\_resources](http://www.apaonline.org/?page=teaching_resources)
- Diversity Resources: [http://www.apaonline.org/page/diversity\\_resources](http://www.apaonline.org/page/diversity_resources)

Other Philosophy Resources:

- PhilPapers: <https://philpapers.org/>
- PhilJobs: <https://philjobs.org/>
- PhilEvents: <https://philevents.org/>

**Academic Misconduct**

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**Disability Services**

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**Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State

University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### **Sexual Misconduct Statement**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Diversity Statement**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.



## Philosophy 8900: Placement Seminar

*Location and time: TBA*

**Professor:** Tristram McPherson    Email: [mcpherson.164@osu.edu](mailto:mcpherson.164@osu.edu)  
**Office:** 337P University Hall    Office Phone: (614) 292-7631  
**Office Hours:** TBA, and by appointment.

### Course description:

This course helps to prepare graduate students in the penultimate or final year of their studies to seek employment, especially academic employment in philosophy departments. Participants are informed about employment options and resources. They prepare, workshop, and revise the central elements of the dossiers they will need in order to seek academic employment. Participants are given guidance on the timing and character of the academic job market in philosophy, soliciting letters of recommendation, how to empower recommenders to write strong letters, and how to develop and manage their professional profile. They give research presentations to the Philosophy department's colloquium series, and engage in practice interviews designed to prepare them for typical interviews on the academic job market.

### Course resources:

All resources will be made available on the course Carmen site.

### Course evaluation:

This course is evaluated Satisfactory/Unsatisfactory. Satisfactory performance requires:

- attending at least 12 of 14 seminar meetings,
- participating actively,
- completing and revising each of the documents listed below, and
- completing the two activities listed below

### Required documents and activities:

CV (3-6pgs)
Statement of Research Interests (2 pgs)
Statement of Teaching Philosophy (2 pgs)
Diversity Statement (1-2 pgs)
Teaching Dossier (including sample syllabi, evidence of teaching excellence, etc.) (30-60 pgs.)
Professional Website
Colloquium Presentation (45 minutes plus 30 minutes of q&a)
Practice Interview (30-40 minutes)

### Notes to participants:

- In general the writing assignments (the elements of your dossier) are short, but making them maximally effective is typically *extremely* time-consuming. Do NOT assume that effective versions of the course requirements can be completed quickly.
- Participants who have professional goals not well-served by these materials and activities may negotiate with the professor at the outset of the course to identify a similar workload of assignments tailored to the student's professional goals.

**Missed or late assignments; conflicting commitments**

Most of the writing assignments in this class will either be discussed immediately in class, or will build on each other, or both. In light of this, a pattern of late or incomplete assignments is not acceptable, in the absence of a legitimate and documented excuse. If you foresee a conflict between a due date and another commitment, please email me **well in advance** and I will seek to provide a fair alternative.

**Commitment to inclusion:**

We, the Department of Philosophy at Ohio State, are committed to ensuring a safe, respectful, and supportive environment for both work and study for all members of our community, regardless of their sex, gender identity, sexual orientation, race, ethnicity, national origin, religion, health or disability status, political affiliation, age, or socio-economic background. You, as a student in this course, are a member of our community, and I intend this seminar to manifest our commitment to inclusion.

I **welcome** your suggestions about how this seminar can realize this commitment.

I **expect** you to help to realize this commitment, by treating your fellow participants in a respectful and supportive way. Developing and improving dossier materials can be by turns exciting, stressful, and demoralizing. It is important for every participant to receive constructive ideas for improving his or her draft dossier materials during workshop sessions, without being made to feel embarrassed, humiliated, or discouraged.

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### Course Schedule

#### NOTES:

- All undated assignments are to be completed prior to the class session they are listed under.
- Participants should expect that many handouts and weblinks to useful resources in addition to those listed will be posted to each week's Carmen page as we go; participants are responsible for all materials posted to the Carmen site unless those materials are marked as optional. Participants are also welcome to suggest useful resources to the professor.

#### Week One **Introduction to the course, and the philosophy job market**

Introduction to the course; introduction to the North American University job market in philosophy; Introduction to complementary and alternative job markets

**Readings:** *American Philosophical Association Guide for Philosophy Job Seekers*  
*OSU Philosophy Placement Handbook (selections)*

*Handout: state of the philosophy job market*

*American Philosophical Association Guide: Beyond Academia*

*Handout: The Academic Market Outside North America*

*Handout: The Community College Job Market*

**Assignment:** complete placement seminar planning checklist



**Week Two First steps to the dossier**

Discussion of the elements of the standard philosophy dossier; framing yourself as a researcher; identifying and approaching potential recommenders; discussion of virtues and vices of model CVs and research statements; workshop of participant draft CV and statement of research interests

**Readings:** *OSU Philosophy Placement Handbook (selections)*

*Sample dossiers of recent graduates*

*Handout: The Research Statement*

**Assignment:** complete draft CV and statement of research interests

**Week Three Framing yourself as a teacher and colleague**

Introduction to framing yourself as a teacher and colleague; discussion of virtues and vices of model teaching and diversity statements; workshop participant draft teaching and diversity statements

**Readings:** *OSU Philosophy Placement Handbook (selections)*

*Sample dossiers of recent graduates*

*Handout: The teaching statement*

*Golash-Boza, Writing Effective Diversity Statements*

**Assignment:** complete draft statement of teaching philosophy and diversity statement

**Week Four Web presence**

Introduction to the importance of web presence; the professional website; the professional role of blogging; one's profile on academia.edu and philpapers.org; managing what happens when someone googles you; technology options for building a professional website; review of sample philosophers' websites; workshoping of participants' draft websites.

**Readings:** *OSU Philosophy Placement Handbook (selections)*

*Handout: Introduction to the philosophy website and to managing your web presence*

Sample professional websites

**Assignment:** complete worksheet: *my current web presence*; complete draft mock-up of one's professional website; have contacted and verified all potential recommenders by today

**Week Five The teaching dossier**

Introduction to the standard elements of the teaching dossier; discussion of virtues and vices of model teaching dossiers; workshop participant draft teaching dossiers.

**Readings:** *OSU Philosophy Placement Handbook (selections)*

*Sample teaching dossiers*

**Assignment:** complete draft teaching dossier

**Week Six Research profile part II**

Workshop participant revised CV and Research Statement; discuss properties of excellent philosophical writing samples and job talks

**No new readings**

**Assignment:** complete revised CV and Research Statements

- Week Seven Web presence part II**  
Workshop draft website  
**No new readings**  
**Assignment:** complete draft website; have met with committee to select writing sample, provisional topic for job talk
- Week Eight Teaching dossier part II**  
Workshop revised participant Teaching Dossiers  
**No new readings**  
**Assignment:** complete revised Teaching Dossiers
- Week Nine Preparing for the academic interview; revised websites**  
Workshop participant revised websites; guidance on preparing for interviews; pair practice of spiels and standard interview questions  
**Readings:** *Handout: Standard philosophy job interview questions*  
*Handout: preparing for a philosophy interview*  
**Assignment:** complete revised website; complete 'spiel' (i.e. five-minute initial introduction to your philosophical research for interviews)
- Week Ten Practice Online Interviews I**  
Half of seminar participants will practice a standard first-round interview for an academic position in a philosophy department. The other half of participants will help to conduct the interviews, and provide constructive feedback to the interviewees  
**Readings:** *Interviewee Dossiers* (for interviewers)
- Week Eleven Practice Online Interviews II**  
Participants reverse roles from Week Eleven  
**Readings:** *Interviewee Dossiers* (for interviewers)
- Weeks Twelve-Fourteen Practice Job Talks**  
In each session, two seminar participants will present their job talks, other participants will attend and help to provide constructive feedback to presenters  
**No new readings**

This syllabus is **subject to change:**

any changes will be announced in class and on the course Carmen page.