Excellence in Undergraduate Education (EUE) Proposal

Project ID# (*leave blank*)

2

Project Title

Integrating Pathways Information and Opportunities to the Reasoning and Argumentation 101 Curriculum

Project Director	ID Number	Telephone	Email
	800390160	ext 5337	

Department	Campus Box	School College
Philosophy	1433	CAS

Course or Program

RA101 (Philosophy)

Project Co-Director	ID	Department	Email
	800010685	Philosophy	
	800835360	Philosophy	

Student Impact:	Improved General Education Expericne

Priority Rating (If Submitting Multiple Proposals):	N/A

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
$9,000									$9000

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
$2,978.89									$2978.89

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
N/A			

Applicable 2024-2025 Priorities (*check all your proposal fits, if any*):

- [ ] Course redesign project that uses inclusive, student-centered pedagogies to address equity gaps, improve student learning outcomes, & enhance retention
- [ ] Project involves courses that have high number of sections, a high ratio of D/F/W grades, or key required courses with high enrollments and opportunities to improve equitable student success
- [ ] Development or revision of IS courses with alignment to a specific Changemakers Pathway, integration of high-impact teaching practices, and either collaborative learning or community-engaged learning component.

Project Summary

This grant proposal seeks support for a working group, comprised of members of the Department of Philosophy, to develop a plan for ensuring all sections of Reasoning and Argumentation 101 (RA101) provide students both information about and appropriate learning opportunities for the new Pathways program in general education.

The integration of Pathways information and learning opportunities will require significant changes to existing RA101 classes. RA101 instruction at present is grounded in 3 learning objectives: argument recognition and reconstruction; argument analysis (i.e. evaluation); and argument construction. Every section of RA101 must be developed in a way that meets these objectives; however, there is considerable variation across sections how these objectives are met as well as the relative emphasis placed on the 3 course objectives. The implication of this variation is that different instructors and their presently designed RA101 class are differentially positioned to adapt to and integrate elements of the Pathways program into their classes.

The working group, with support from this EUE grant, envisions a set of deliverables that will assist faculty in making their RA101 class Pathways supporting.

Proposal Narrative

    a. *Current Situation*

Reasoning and Argumentation 101 (RA101) is a foundations course in the general education curriculum. Nearly every undergraduate student at SIUE must successfully complete RA101 in order to graduate. The few exceptions include students in Engineering, Honors Scholars, as well as CODES. Notably, students in Engineering do satisfy the RA101 requirement by completing their required Philosophy 323: Engineering, Ethics and Professionalism class; PHIL323 instructors are expected to integrate elements of RA101 into the examination of ethical issues that arise for engineering professionals. The result of the general curricular requirement for most students is that RA101 is near universal among SIUE undergraduates: In FA24, for instance, there were 8945 undergraduates, with 1394 in Engineering, 501 in Honors and 25 in CODES. Roughly 85% of the SIUE undergraduate population, therefore, takes RA101, and even among most of those who do not take the class, they are introduced to the core of that class material in other courses we teach. The reach of RA101 establishes it as a compelling target for advancing the Pathways program for general education.

At present, the organizational structure of RA101 with its commonly understood instructional goals does not lend itself to ensuring that all RA101 sections are Pathways supporting. As part of the Lincoln Program, an effort was made to ensure that RA101 had some uniformity across the many sections offered per semester. The range of content appropriate for a basic reasoning and argumentation class is extensive, well beyond what can be covered in 16 weeks. As a consequence, every instructor of RA101 must make some decisions about what to include and

exclude, as well as how much time is devoted to the various sections. The agreed means to achieve uniformity across sections was to focus on course objectives. Each section of RA101 must explicitly work to advance students' ability to: (1) reconstruct arguments (i.e. arguments of others) (2) evaluate arguments and (3) construct arguments (or their own). But the particular ways in which individual faculty have developed their course to advance those objectives still varies considerably, and that variation means that different faculty are differentially positioned to modify their course to be Pathways supporting.

b. *Proposed Project*:

The working group, with support from this EUE grant, envisions a set of deliverables that will assist faculty in making their RA101 class Pathways supporting. These deliverables will include:

- Model syllabi (conjoined with class piloting and then revision for faculty use)
- A repository of resources:
    - Pre-packaged information about the Pathways program
    - Lists of specific topics and issues for each Pathway that are suitable for reasoning and argumentation lessons.
    - Example reasoning and argumentation exercises fitting for each of the respective Pathways
    - Ideas for meeting the high-impact practices requirement fitting for RA101
- A check-list of required pathways elements the RA101 Coordinator can use to ensure all RA classes conform to expectations for Pathways supporting classes.
- Host a workshop for faculty on preparing their RA101 Pathways supporting course

Providing these deliverables maximizes the chances that the each RA101 class is prepared to provide students information about the Pathways program in general education and integrates Pathways learning opportunities into the class.

The aim is to have deliverables completed by end of SP26 so that faculty will have the summer months to prepare their revised RA course by FA26 when the Pathways program is expected to launch.

The specific timeline of activity for the working group is as follows:

Summer 2025 prepare preliminary model syllabi to pilot the working groups' Pathways supporting RA courses in FA25

FA25 members of the working group each pilot a RA101 Pathways supporting version of the course

SP26 The working group works to revise model syllabi in view of lessons from the

piloted versions, compile the body of resources; construct the check-list, and host the workshop for faculty.

    c. *Evaluation and Dissemination*

Success of the grant supported activity will initially be measured by completion of the deliverables outlined above. Moreover, the effectiveness of completing those deliverables can be assessed continuously by having equipped the RA Coordinator with the checklist of expected Pathway elements into RA classes. The RA Coordinator already collects and reviews every RA instructor's syllabus each semester. This review is our means of ensuring that RA classes are constructed in a way that meets the three core learning objectives. But we will expand the responsibilities of the RA Coordinator's syllabus review to include ensuring that every instructor of the course is providing students Pathways information and learning opportunities, including, most importantly, an opportunity for a Pathways high-impact practice final project.

Budget and Budget Justification:

We are requesting two types of support, only one that has direct budgetary elements. The support corresponds to the different phases of the grant activities:

Summer 2025- prepare preliminary model syllabi to pilot Pathways supporting RA courses in FA25

Support in **Salary**- One month summer salary for each member of the working group piloting an RA course:

        █████ - $4801.13
        █████ - $4733.32
        █████ - $2444.44

        Total- $11978.89

The gap of $2978.89 between EUE available support and the total requested will be covered by CAS (see supporting letter).

Fall 2025- working group pilots their RA Pathways supporting classes: no EUE support requested.

Spring 26- The working group works to revise model syllabi in view of lessons from the piloted versions, compile the body of resources; construct the RA Coordinator check-list and host the workshop for faculty.

Support- One **course release** for each of ███████ and ████████ will complete this work as part of her responsibilities as RA Coordinator and will not require a course release. There is no direct financial cost to these course releases.

NOTE: We are requesting "course releases" rather than "course buyouts" since the expectation with the transition to integrating Pathways into RA101 involves a 1-year reduction in RA101 enrollments. Historically, RA101 seats are substantively filled by first-year students; however, in FA25, those incoming freshmen will be advised to take their RA101 class in their 2nd year. The consequence is that for AY25-26, we will need fewer seats and thus can absorb the loss of 2 sections.

Biographical Sketch or CV for each Project Director and Co- PD:

See separate section "PHIL_CV_Sketches_RA101

Supporting Statements

See separate section ████████_EUE_DeanMemo_2025"

The Philosophy Department Chair is the Co-PI on the grant and so inherently is both aware and supportive of the proposal.

Previous EUE: Not applicable

EDUCATION

2000-2007   University of Washington-Seattle
        PhD   Philosophy   2007
        M.A.   Philosophy   2002

1997-1999   Northern Illinois University
        M.A.   Philosophy   1999

1991-1996   University of Wisconsin-Madison
        B.S.   Philosophy   1996
        B.S.   Zoology   1996

ACADEMIC POSITIONS

2019-Present   Philosophy Department Chairperson, Southern Illinois University
        Edwardsville

2019-Present   Professor of Philosophy, Southern Illinois University Edwardsville

2013- 2019   Associate Professor of Philosophy, Southern Illinois University
        Edwardsville

2007- 2013   Assistant Professor of Philosophy, Southern Illinois University
        Edwardsville

2005-2007   Adjunct Instructor, Green River College, Auburn, WA

TEACHING EXPERIENCE

Philosophy of Science and Associated Courses:
        Philosophy of Science
        Philosophy of Biology
        Women, Knowledge, and Reality (a feminist philosophy of science class)
        Philosophy, Science, and Religion
        Theories of Knowledge/Epistemology
        Probability and Decision
        Inductive Logic
        Darwin and Design: an investigation into the origins of the living world

Environmental and Applied Ethics Courses
        Environmental Ethics
        Honors Seminar: Philosophy and Climate Change
        Human Impacts on the Natural Environment (An Interdisciplinary Course
            with Don Flory from SIUE Chemistry/Environmental Sciences)
        The Science and Ethics of Biotechnology (An Interdisciplinary Course
            with Dr. Thomas Fowler from SIUE Biology)
        Engineering, Ethics, and Professionalism

Ethics in the Medical Community/Medical Ethics
Contemporary Moral Problems: An Introduction to Ethical Problems
   Raised by Biotechnology

Other
Introduction to Philosophy
Reasoning and Argumentation
Critical Thinking
Foundations of Integrative Studies
Symbolic Logic
Co-developer (with ▮▮▮▮▮▮▮, SIUE History) and program advisor for the *Perspectives on Science, Technology, and Medicine* interdisciplinary minor.

RESEARCH

Selected Publications

"Exploitation: A Missing Dimension to our Understanding of Environmental Justice." *Ethics, Policy & Environment*, October 2022, DOI: 10.1080/21550085.2022.2133943

"Are Homologies Really Natural Kinds?' *Biology and Philosophy* 34, 42, 2019. https://doi.org/10.1007/s10539-019-9696-9.

"How Possibly Explanation in Biology: Lessons from Wilhelm His's 'Simple Experiments' Models of Development" *Philosophy, Theory, and Practice in Biology* vol. 10, 4, 2018, DOI: http://dx.doi.org/10.3998/ptpbio.16039257.0010.004.
.
"Does Environmental Pragmatism Shirk Philosophical Duty?" *Environmental Values* vol. 23, 3, pp. 335-352, 2014.

"Description, Explanation, and Explanatory Depth in Developmental Biology" in Vassilios Karakostas & Dennis Dieks (eds.) *EPSA11 Perspectives and Foundational Problems in Philosophy of Science*, Springer, pp. 345-356, 2013.

"Pattern Cladism, Homology, and Theory-Neutrality" *History and Philosophy of the Life Sciences* vol. 32, pp.475-492, 2010.

"Methodological Naturalism, Intelligent Design, and Lessons from the History of Embryology" *Philo* vol. 13, 1, 2010.

SERVICE (selected)

Department: Chair Personnel Committee; Chair Undergraduate Committee, Reasoning and Argumentation Coordinator

College: Chair Curriculum Council; Interview Team for Associate Dean Position; Interim Manager of Student Issues (in place of Larry Lafond);; Interim Chairperson for the Department of Social Work

University: Chair Program Review Team for Art and Design Graduate Program; Faculty Senate (Welfare Council); Faculty Association Contract Negotiation Team

███████████, PhD

<u>Experience</u>
 Southern Illinois University Edwardsville, Professor, 2012-present.
 Southern Illinois University Edwardsville, Department Chair, 2012-2019.
 Southern Illinois University Edwardsville, Associate Professor, 2005-2012.
 Southern Illinois University Edwardsville, Assistant Professor, 1999-2005.

<u>Courses Taught at Southern Illinois University Edwardsville</u>
 Classical Modern Western Philosophy
 Seventeenth Century Philosophy
 Eighteenth Century Philosophy
 Medieval Philosophy
 Philosophy of Language
 Metaphysics
 Twentieth Century Analytic Philosophy
 Philosophy of Science
 Mind and Language (Interdisciplinary Studies)
 Introduction to Philosophy
 Critical Thinking
 Reasoning and Argumentation
 Senior Seminar (Natural Kinds)
 Senior Seminar (Causation: Historical and Contemporary Approaches)

<u>Publications (all peer-reviewed)</u>
 "Two Approaches to Natural Kinds," *Synthese* (July 28, 2021); DOI: 10.1007/s11229-021-03328-9
 "Natural, Artifactual, and Moral Goodness" (w/ Ronald Sandler), *The Journal of Ethics* (September 2017). *Online First* March 7, 2017; DOI: 10.1007/s10892-017-9249-x.
 "Biological-Mereological Coincidence," *Philosophical Studies* (November 2012). *Online First* May 20, 2011; DOI: 10.1007/s11098-011-9740-3.
 "Species Concepts and Natural Goodness" (w/ Ronald Sandler), *Carving Nature at its Joints: Topics in Contemporary Philosophy, vol. 8,* eds. Joseph Keim Campbell, Michael O'Rourke, and Matthew Slater (The MIT Press, October 2011).
 "Species" (encyclopedia entry), *Encyclopedia of Environmental Ethics and Philosophy*, eds. J. Baird Callicott and Robert Frodeman (Macmillan Reference 2009).
 "On the Moral Considerability of *Homo sapiens* and Other Species" (w/ Ronald Sandler), *Environmental Values* (February 2006).
 "Identity and Distinction in Spinoza's *Ethics*" (w/ Ronald Sandler), *Pacific Philosophical Quarterly* (June 2005).
 "On the Metaphysics of Species," *Philosophy of Science* (April 2004).
 "Locke's Theory of Classification," *British Journal for the History of Philosophy* (May 2003).

<u>Presentations (most recent 10 years)</u>
 "Shepherd's Account of Kinds as Like Causes," Traveling Early Modern Philosophy Organization (TEMPO), Denver, CO, April 2024.
 Commentary on Nick Louzon, "Anne Conway's Response to Spinoza's Existence Monism," Illinois Philosophical Association, November 2023, Illinois State University.
 Commentary on Harriet Baber, "The Puzzle of Dion and Theon Solved," American Philosophical Association Central Division Meeting, Denver, CO, February 2023.
 Commentary on Deke Gould, "Possibilities and Propositions," Illinois Philosophical Association,

November 2022, Southern Illinois University Edwardsville.

"Two Approaches to Natural Kinds," Philosophy Department Colloquium, Southern Illinois University Edwardsville, October, 2020.

"Mereological Composition and Kinds," Illinois Philosophical Association, November 2019, Illinois State University.

Commentary on Noel Saënz, "Measuring Ontological Simplicity," Central States Philosophical Association, October 2019, Washington University.

"Natural Kinds and Natural Objects," Midwest Annual Workshop in Metaphysics, University of Pittsburgh, May 2019.

Commentary on Graham Renz, "Should Aristoteleans Commit to the Infinite Divisibility of Matter?" Illinois Philosophical Association, Eastern Illinois University, November 2018.

Commentary on Noel Saenz "The Disciplining of Grounding," American Philosophical Association Central Division Meeting, Kansas City, MO, March 2017.

Commentary on Ioan-Radu Motoarca "Fictional Detectives and Fake Bank Notes," Illinois Philosophical Association, Illinois Central College, November 2016.

"Natural, Artifactual, and Moral Goodness," St. Louis University, November 2015.

Grant Applications

Sabbatical. Awarded Spring 2020 for "Natural Kinds and Natural Objects".

Emeriti Faculty Association. External speaker proposal with Kristine Hildebrandt (Co-Pi), March 2017, not funded.

National Endowment for the Humanities 2012 Summer Stipend, "Pluralism about Species and other Natural Kinds"; submitted for internal competition, August 2011, not funded.

Half-sabbatical. Awarded Fall 2009 for "Species and Ethics".

Seed Grants for Transitional and Exploratory Projects (STEP), "Species Concepts and Species Protection"; submitted February 2009. Awarded $6727, summer 2010.

American Council of Learned Societies Collaborative Research Award, "Species and Ethics"; submitted November 2008 (with Ronald Sandler), not funded.

Half -Sabbatical. Awarded Spring 2006 for "Natural Kinds as Kinds of Composition".

Summer Research Fellowship, "Atomism in Locke's Philosophy"; submitted September 2002, not funded.

Half-Sabbatical. Awarded Fall 2002 for "Atomism in Locke's Philosophy".

Summer Research Fellowship, "The Ontology of Species"; submitted September 2001, not funded.

Excellence in Undergraduate Education Grant for development of IS course "Mind and Language"; submitted September 2000. Awarded $750, Spring 2001.

National Endowment for the Humanities Summer Seminar, "Descartes and His Contemporaries"; submitted February 2000, not funded.

University service (most recent 10 years)

Reasoning and Argumentation Coordinator, 2019-present. (University)

College of Arts and Sciences Promotion and Tenure committee, 2022-2025. (College)

Interview Committee, Instructor position, 2021, 2024.

Personnel Committee 2020-2022; chair 2021-2022. (Department)

Faculty Advisor, Undergraduate Philosophy Conference, 2019, 2024. (Department)

Ad-hoc Committee for revising Department Operating Papers, 2019-2024. (Department)

Philosophy Department Chair, 2012-2019. (College)

Higher Learning Commission Assurance Review Team, 2017-2018. (University)

College of Arts and Sciences Associate Dean search committee, spring 2017. (College)

Formal Investigative Team, Graduate School, spring 2017. (University)

Dean's Budget Committee, spring 2015. (College)

Service to the Profession (most recent 10 years)

        Secretary/Treasurer of the Illinois Philosophical Association, January 2023 - January 2025

        President of St. Louis Area Philosophy of Science Association, 2019-2024.

        External Program Reviewer, Department of Philosophy, Missouri State University, 2018.

        External Program Reviewer, Department of Philosophy, St. Cloud State University, 2016.

        President of the Illinois Philosophical Association, January 2012-January 2014.

        Manuscript reviewer for Oxford University Press (2025)

        Referee for *Journal of Philosophy* (2025).

        Referee for *Filozofia Nauki* (2025).

        Referee for *British Journal for the Philosophy of Science* (2024, 2025).

        Referee for *Res Philosophica* (2023).

        Referee for *International Studies in the Philosophy of Science* (2023).

        Referee for *History of Philosophy Quarterly* (2022, 2023).

        Referee for *Journal for General Philosophy of Science* (2022, 2023).

        Referee for *European Journal for Philosophy of Science* (2021)

        Referee for *Southwest Philosophy Review* (2020)

        Referee for *Philosophia* (2019).

        Referee for *Philosophical Studies* (2017).

        Referee for *Philosophy and Phenomenological Research* (2016).

        Referee for *Synthese* (2007-2008, 2015-2016, 2021, 2024).

        Referee for *Critica* (2016).

        Referee for *Erkenntnis* (2011, 2016, 2017).

        Referee for *The Journal of Philosophical Research* (2012-2013, 2021).

Areas of Specialization: Aesthetics, AI Ethics, AI Aesthetics
Areas of Competence: Ethics, Engineering Ethics, Logic, Reasoning & Argumentation

APPOINTMENT

2024 –   Instructor, Philosophy Department, Southern Illinois University Edwardsville

              Faculty Fellow, Community-Oriented Digital Engagement Scholars (CODES), Southern Illinois University Edwardsville

Fall (2023)   Adjunct Lecturer, Philosophy Department, University of Oklahoma

2009 – 2015   Lecturer (full-time faculty), Computer Engineering Department, Islamic Azad University of Iran (Rasht)

EDUCATION

PhD (2023)   Philosophy, University of Oklahoma
M.S. (2023)   Data Science and Analytics, University of Oklahoma

M.A. (2017)   Philosophy, University of Florida

M.S. (2009)   Computer Engineering, Islamic Azad University of Iran (Qazvin)
B.S. (2005)   Computer Engineering, Islamic Azad University of Iran (Lahijan)

PUBLICATIONS (Selected)

████████████████ "A Scenario-Based Model for Analyzing the Ethical Requirements of Intelligent Autonomous Systems," *Proceedings of the 5th International Conference on Intelligent Autonomous Systems ICoIAS,* Sep. 23-25, 2022, pp. 339-344. doi: 10.1109/ICoIAS56028.2022.9931287.

PRESENTATIONS (Selected)

"Sounds as Complex Properties," 2025 Eastern Division Meeting (Poster session), American Philosophical Association, New York, January 8 – 11, 2025.

"An Event-Oriented Perspective on Musical Ontology," American Society for Aesthetics (Rocky Mountain Division), Santa Fe, New Mexico, July 12-14, 2024.

INVITED TALK (Selected)

"Creativity and AI: Interpretational Creativity in Iranian Traditional Music," presented at the roundtable Aesthetic Philosophy and AI, held by the Center for Creativity and Authenticity in AI Cultural Production, University of Oklahoma, January 31, 2025.

"Creativity and Authenticity in Higher Education in the Age of AI," AI & Teaching Symposium held by the College of Arts and Sciences, College of Arts and Sciences Fall Meeting, Southern Illinois University Edwardsville, September 27, 2024.

AWARDS & GRANTS (selected)

Member of research team that secured a $500,000 grant from the National Endowment for Humanities to form the Center for Creativity and Authenticity in AI Cultural Production at the University of Oklahoma (https://www.ou.edu/news/articles/2024/september/university-of-oklahoma-launches-center-with-artificial-intelligence-human-creativity-focus). Funding period 2025-2028.

The American Society for Aesthetics travel fund for its 80th Annual Meeting (Portland, OR), November, 2022

TEACHING

PRIMARY INSTRUCTOR:

Southern Illinois University Edwardsville: Reasoning & Argumentation (online and in-person); Engineering, Ethics, & Professionalism

University of Oklahoma: Introduction to Business Ethics (online and in-person); Introduction to Ethics; Introduction to Philosophy

Islamic Azad University of Iran (Rasht): Computer Programming; Artificial Intelligence; Database; Software Engineering, Computer Architecture

TEACHING ASSISTANT:

University of Oklahoma: Ethics and Business, Introduction to Business Ethics

University of Florida: Introduction to Philosophy

SERVICE (selected)

Faculty representative of the Faculty Development Council of Faculty Senate participating in a working group on **the academic uses of artificial intelligence (AI)** at Southern Illinois University Edwardsville since Fall 2024

Invited as a panelist for the "Authority and Presence as a GTA/Instructor" panel for the Instructional Competencies Certificate Program participants, held by English Training and Certification Services, University of Oklahoma (February 22, 2023, and October 26, 2023).

PEDAGOGICAL & PROFESSIONAL TRAINING (selected)

"Creating an Inclusive & Supportive Learning Environment," an ACUE Course held by the Center for Faculty Development and Innovation, Southern Illinois University Edwardsville, Fall 2024

Participating in "The Focus on Teaching and Technology Conference (FTTC)," held by the University of Missouri—St Louis, Virtual, October 3rd and 4th, 2024

Seminar on Teaching and Learning in Philosophy, held by American Association of Philosophy Teachers (AAPT), August 9, 11, 13 and 16, 2021. [Accepted though competitive application process]
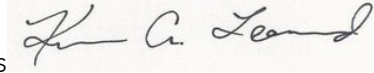
PROFESSIONAL AFFILIATIONS

American Philosophical Association (APA) & American Society for Aesthetics (ASA)

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Date: February 27, 2025

From: Kevin Leonard, Dean, College of Arts and Sciences

Subject: EUE Dean Memo of Support

The College of Arts and Sciences supports the application of ███████████████████████, and ██████████████ for an EUE grant to redesign RA101: Reasoning and Argumentation. The aim of the project is to ensure RA101 is in alignment with the Changemakers Pathway requirements. The grant would enable the faculty to develop and implement high impact practices and design exercises that meet the needs of general education students. The project, therefore contributes to and supports student success initiatives on campus and relates to EUE priorities.

The entirety of the budget is to compensate faculty over the summer for course redesign, which includes the creation of model syllabi, the development of a repository of resources (including exercises and sample high-impact practices) to ensure that all sections of RA101 meet the pathway requirements. Additionally, project directors will develop and host a workshop to train all faculty in the implementation of these resources across all sections of RA101. Lastly, the proposal includes a course release for 2 of the project directors in SPR26. The College of Arts and Sciences supports this request as reasonable given the additional work of assessment and revision that will be necessary.

College of Arts and Sciences
t 618.650.5044   **w** siue.edu/cas
a Office of the Dean, Suite 3409, Box 1608, Edwardsville, IL 62026-1608