Mary Krizan, Department of Philosophy
Narrative for Promotion to Associate Professor: September, 2017

Promotion Narrative Executive Summary

The following narrative is intended to contextualize my contributions to teaching, research, and service in order to demonstrate that such contributions qualify me for promotion to Associate Professor. In Section 1, I begin by setting out three concrete goals that follow from my teaching philosophy. I provide examples of teaching methods and assignments at different levels of instruction that support my teaching goals, and likewise, show how my holistic approach to assessment contributes to the improvement of teaching methods and course materials. I also comment on my professional development, noting that I have a particular interest in improving education for groups often underrepresented both in philosophy and in higher education. Finally, I detail my contributions to the Philosophy Department, which include teaching Introduction to Logic and Ancient Philosophy on a regular basis as well as teaching new and existing courses that attract students and form part of an education in philosophy.

In section 2, I summarize my contributions to research, providing an overview of my research contributions in two primary areas: (1) my core research program, which focuses on Aristotle's material elements, and (2) my broader research program, which focuses on Aristotle's theory of matter and its applications both in Aristotle's philosophy of logic and mathematics and in Neoplatonist commentators on Aristotle. In section 3, I summarize my contributions to service at UW-La Crosse, demonstrating a record of consistent collegial service to the Philosophy Department and the development of a service specialty in the area of assessment.

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1. Teaching

1.1 Teaching Philosophy

I see my role as an teacher as one that must care for each student as an individual, offer training in my home discipline, and allow students to explore the wider connections between themselves, my discipline, and the broader community. This role can be stated as three concrete goals: my goals are to (1) provide students with clear direction and expectations for work in philosophy; (2) provide all students with personal attention to their educational needs; and (3) encourage students to explore connections between material in my classes and topics in other courses and/or observations from the larger community.

1.2 Teaching Methods

My teaching methods offer ways of accomplishing my three primary goals as a teacher.

First, there are several ways in which I provide students with clear direction and expectations for work in philosophy. I focus my teaching on three general outcomes: basic skills or methods, which are introduced in logic courses, knowledge of content, which is introduced in 200 level courses and developed in 300 level courses, and integrative skills combining content and its expression and analysis, which are introduced in 200 level courses and developed in 300 level courses. Specific outcomes are clearly stated on course syllabi.

In order to promote student achievement of outcomes, I provide students with explicit instructions for both exams and writing assignments. For example, I provide students in logic courses with sample problems that follow the same format as exam problems, along with answer keys that allow them to check their progress. [Sample problems are found in the Logic Workbook in Appendix 3.] In 200 level courses, I give students lists of concepts and topics that they should be familiar with before taking an exam. For writing assignments, I offer students several styles of papers to choose from, such as a criticism paper or an interpretative essay, along with outlines and guides to style and audience that allow them to fulfill the assignment requirements using the content that they choose to work on. I also provide students with instruction in the use of library materials and give them the rubric used to grade their papers. [Paper guidelines and the rubric are found along with Annotated Student Work in Appendix 2.]

Second, I provide students with personal attention to their educational needs, using technology where appropriate. In 100 level logic courses, I use technology to promote personalized education: for example, I communicate with students individually over e-mail, and I have integrated iClickers, which allow students to more actively participate in the course. [Clicker Slides are found in Appendix 3]. I have also integrated more group problem-solving exercises in class, allowing me to interact directly with students. In medium-sized courses of 25-35 students, I have introduced more personal interaction with students through written assignments; for example, I assign students philosophy journals that provide them with a way to reflect upon the material that they find interesting or difficult. In smaller courses, I facilitate interaction with students by requiring informal topic presentations and short research presentations.

In all of my courses, I reach out to students who are falling behind or demonstrate exceptional promise for future coursework in philosophy. For example, I check student progress often throughout the semester, and e-mail students who are missing coursework or have low grades on assignments. I also use Eagle Alerts for all students on the early alert list, providing information for students who are struggling as well as encouragement to keep up the good work. [Example of student outreach efforts are included in Appendix 5.] I am committed to the success of our first-generation students: as I like to put it, some of my students do not know how to "college", and I see part of my job as teaching them how college works and making sure that they have the ability to "college" successfully.

Third, I encourage students to explore connections between philosophy and other disciplines. For example, I assign application exercises in Introduction to Logic; these exercises require students to apply basic skills acquired in the course to material that they are learning in other courses. I also highlight the relevance of logic to everyday life, using examples that apply logic to topics in the social sciences, hard sciences, business, interpersonal communication, and even sports. In courses with a writing component, I let students choose their own topics (with assistance as needed). The result is papers that integrate cross-cultural or interdisciplinary perspectives; examples include papers that integrate ancient Greek philosophy with political theory, contemporary science, or Eastern philosophy, and papers that integrate philosophy of language with rhetoric, communication, or psychology. These papers, I find, are instrumental in helping students see the value of philosophy – both as a discipline worth studying for its own sake and something that applies to other disciplines and life as an educated citizen.

My methods for grading students depend upon the course level, and assignments are explicitly linked on the syllabi to course-specific and departmental student learning outcomes. At the introductory level, students are evaluated based on performance on quizzes and exams, which assess their proficiency with outcomes, as well as fulfillment of appropriate college-level academic behaviors, such as completing homework and attending class. I grade students at the 200 level on a combination of reflective homework assignments, exams and exposition papers that assess their proficiency with course material; I also grade students on argumentative papers that assess their writing skills. Students at the 300 level are graded on argumentative papers of varying lengths and oral presentations. All papers in my courses are graded using a rubric, which is distributed to students along with the assignment [see Appendix 2].

1.3 Evaluation and Assessment of Teaching

I view assessment as a way to identify problems in student achievement of learning outcomes and think about changes to pedagogy and course structure that may improve student learning. By implementing changes and conducting assessment again, I can determine if changes are working to improve student learning – thus closing the loop on assessment. By linking department and general education outcomes to course-specific outcomes and then to student tasks (assignments in the course), I have developed a fluid way to assess student performance on general outcomes, such as the general education critical thinking outcome and the department writing and history of philosophy outcomes.

While at UWL, I have used assessment to identify specific and general problems for student mastery of basic skills (in my Introduction to Logic course) and student mastery of content (in my History of Ancient Philosophy course). In Introduction to Logic, for example, assessment results revealed that students had specific difficulties with conditional statements and Venn Diagram analyses of arguments, as well as a general trend of poor performance from students who had fallen behind in the course. In Ancient Philosophy, assessment revealed that some students were struggling with the basic content of the course. Using assessment, I was also able to confirm that my overall approach to teaching writing, originally developed at other institutions, was generally successful at UWL.

In order to address the specific problems found through assessment of Introduction to Logic, I made several changes. First, I revised my approach to teaching conditionals: for example, I gave students a number of cases showing the differences between valid and invalid arguments with conditionals and provided plausible, real-world examples that demonstrated how conditionals work. Second, I increased the time devoted to Venn Diagrams in class, thus allowing for further discussion and group activities; I accomplished this by modifying the syllabus to shorten the amount of time spent on basic concepts in the first two weeks of class.

In order to address the more general problem of struggling students in Introduction to Logic, I integrated group assignments, allowing students to work together on difficult problems while enabling me to provide immediate responses to struggling students. I also experimented with clickers for classroom use;

Eric Kraemer and I were awarded a Teaching Innovations grant to integrate clickers and corresponding assignments into our pedagogy for PHL 101. Finally, I began actively reaching out to struggling students, and making sure to follow up with them as the class progressed. I suggested to students that they come in for office hours, attend tutoring, and participate in make-up exam opportunities.

In History of Ancient Philosophy, I revised my class notes to a format suitable for students, and now post notes that include definitions of key terms, textual references, and breakdowns of arguments on D2L. I also began integrating writing assignments that encourage students to focus on content for the week as well as content from a specific text: weekly journals are a chance for students to digest the content, whereas short exposition papers are a way for students to focus on a text of their choice and ensure that students have read the text and appropriately understood basic content before writing an argumentative paper.

Although I have made few changes to my writing assignments for 300 level courses, I have found that students at UWL are, in general, more responsive to explicit rules, directions, and outlines than students from the Deep South or West Coast. Accordingly, I started to provide students with outlines that reflect various styles of papers appropriate for the course. [Outlines are included in Appendix 2.] Following on changes to course materials in Ancient Philosophy, I also started modifying and posting class notes for students on D2L. [Assessment results included in general education and departmental assessment reports, along with proposed and implemented changes, are included in Appendix 1.]

1.4 Professional Development

The bulk of my professional development activities since beginning at UWL have focused on two related areas of interest to me: (1) increasing diversity, gender and otherwise, within the discipline of philosophy, and (2) improving access to higher education for underserved populations. The first area of interest is personal: I spent a number of years, both as a student and as an instructor, as one of a very small number of women in the classroom (if not the only one). The second area of interest fits with some of my goals as a private citizen, and first came to light as an issue while working with underserved populations in both California and Alabama.

A number of CATL events have enabled me to learn more about increasing equity in higher education. I participated in a CATL sponsored reading group reading group in which we read *Blindspot: The Hidden Biases of Good People*; I have also attended sessions that address struggles of first-generation college students, learning about the importance of a clear syllabus and the experiences of students whose families did not attend college. Likewise, I have attended sessions on teaching philosophy at the American Philosophical Association; one session that stands out discussed strategies for teaching logic to populations underrepresented in philosophy (including women).

As a result of my professional development activities, I have made additional efforts to reach out to students whom I suspect may be from demographics underrepresented in philosophy. I try to reduce the intimidation factor by inviting students to come to office hours with any questions, and likewise, send notes of encouragement to students who are doing well or are explicitly concerned about class performance. In addition, I encourage all of my students – but particularly those from underserved groups – to apply for Undergraduate Research Grants and, if applicable, the McNair Scholars program. Finally, I have implemented "blind grading" when possible, so as to reduce implicit bias in my evaluation of students.

1.5 Teaching Assignments

I was hired in Fall 2013 in order to teach courses in ancient Greek philosophy and logic (both PHL 205, History of Ancient Philosophy, and PHL 101, Introduction to Logic, at least once per academic year) as well as other courses that enhance the curriculum of the Philosophy Department. Unless receiving a course release, I teach 12 credit hours per semester. I have taught two sections of Introduction to Logic (as

a double section) every semester since my hire, and in addition, taught Introduction to Logic twice as a face-to-face course during the summer session. I have also taught the next level of logic, Symbolic Logic (PHL 302) three times since my hire, and intend to continue offering the course every other Spring. I have also taught History of Ancient Philosophy every Fall, and plan to continue offering the course every Fall into the future.

In addition to ancient Greek philosophy and logic, I have developed three courses that enhance the curriculum of the Philosophy Department. I first taught Philosophy of Language (PHL 311) in Fall 2014; I offered it again in Fall 2015 and Fall 2017, and it is now scheduled to be taught during the Fall semester of odd years. I also taught Metaphysics (PHL 310) for the first time in Fall 2016; this course is now scheduled to be offered every other Fall in even years. Both of these courses are commonly accepted as core courses within the Anglo-American philosophical tradition, and thus offering the courses every other year ensures that students have the opportunity to be exposed to this philosophical tradition.

Finally, I developed a new 300-level course intended to generate interest among non-majors in the sciences as well as humanities as well as philosophy majors and minors. I developed Philosophy and Science Fiction as a new course in Spring 2015, and during the 2015-16AY, had the course approved as a new addition to the curriculum as PHL 313. This course incorporates philosophical themes and readings in science fiction that exemplify or draw attention to such themes. It covers a range of topics that includes some of the core "traditional" philosophical topics, such as knowledge, mind, and ethics, as well as more specific topics, such as mind, artificial intelligence, and philosophy of race and gender.

While at UW-L, I was granted two .25 course releases to work on research. My second .25 release was granted for the Spring 2016 semester; with the research release, I worked on two projects: "Extended Matter in Philoponus, *Contra Proclum* XI.3" and "Explanation and Necessity in Aristotle's *Posterior Analytics* 2.11". I presented a short version of the first paper at the Wisconsin Philosophical Society meeting in April 2016, and a longer version at the International Society for Neoplatonic Studies meeting in Seattle in June 2016. I presented a version of the second paper at the 24th Minnesota Conference on Ancient Philosophy in May 2016.

I also received a .25 release in Spring 2014 to work on several essays and the development of a symbolic logic textbook. This release was honestly not as productive as I would have liked, due in part to an over-enrollment in my double section of PHL 101 (89 students as opposed to 70) and a time-consuming personal situation (my father dying of Cancer). Using the release, I developed thorough notes for the second half of Symbolic Logic which are now my primary teaching materials. Likewise, I re-drafted one of my philosophical essays for presentation at the *Journal of the History of Philosophy* Master's Class in June 2014, and made revisions to another paper which, after sitting under review for over two years, has now been accepted for publication.

2. Scholarship

The opening line of Aristotle's *Metaphysics* states: "All human beings, by nature, desire to know." I believe that this is true: human beings, unlike plants and the bulk of the animal kingdom, are driven by a desire to make sense of often conflicting and confusing experiences. As an undergraduate, I was drawn to political science and communication, as I wanted to make sense of the ways that people interact with one another. From reading classic works in political theory in my political science classes, I learned that human nature might explain why people treat one another well or poorly; I was quickly disappointed when I learned that there was profound disagreement about human nature itself.

When I began studying philosophy, I learned that there were even bigger questions underpinning debates about human nature. Some people thought that human beings were completely determined by biology; others thought that human beings could overcome biological determination. Looking at the place of humans in nature required something else: looking at nature! I began to see parallels between questions

asked by the earliest Greek thinkers and contemporary science: both were interested in explaining whether the basis of reality is one or many, and both were interested in breaking observable things down into their simplest and most fundamental parts. The questions were the same and had not yet been adequately answered; I found interesting approaches in historical theories of matter.

I began working on Aristotle's theory of matter because Aristotle, unlike earlier thinkers, has a systematic approach to what we would call scientific questions and because his theory of matter is an attempt to integrate what he thinks are the best parts from the theories of earlier thinkers. Aristotle begins with what is observable to us – living things, buildings, and so forth – and then tries to explain what they are made of. Like contemporary scientists, Aristotle thinks that there are different levels of composition: he thinks that there are organisms, chemical compounds, elements (analogous to atoms), and inseparable parts of elements (analogous to subatomic particles). Underlying all of this is something that Aristotle calls "matter". Aristotle thinks that earlier philosophers and scientists were also concerned about matter, and that their primary debate was over it is one thing or many different things. Aristotle's answer to the question is that it is, in a way, both.

The way in which matter can be both one thing and many things is puzzling, and is the basis for my ongoing research program. The first part of my research program began with my dissertation, and concerns Aristotle's theory of the material elements. My dissertation was concerned specifically with Aristotle's account of the elements and their changes in Book II of *On Generation and Corruption*, a text that has received remarkably little scholarly attention. Two papers that represented significant revisions and improvements to research that began in my dissertation have appeared in print since I started at UW-L (although they were accepted for publication prior to the start of my contract.) "Elemental structure and the transformation of the elements in *On Generation and Corruption* 2.4" appeared in the Winter 2013/2014 volume of *Oxford Studies in Ancient Philosophy*, an international journal that is widely considered by scholars to be the top venue for scholarship in Greek and Roman philosophy; it specializes in longer (12,000 word and up) pieces of research. "Substantial change and the limiting case of Aristotelian matter" appeared in the October 2013 volume of *History of Philosophy Quarterly*; this journal is consistently ranked among the top 10 general journals for the history of philosophy (that is, journals that publish work on the history of philosophy, regardless of time period.)

In addition, I have completed drafts of newer papers that are significant developments from research I began in my dissertation. One paper, currently forthcoming in the journal *Ancient Philosophy*, looks specifically at the parts that make up elements and how they help to explain the motions of elements. I have also finished a draft of a paper that examines the ways Aristotle's elements come together to form chemical compounds; it has been under review at a journal since March 2017.

My publication in *Oxford Studies in Ancient Philosophy* earned me a reputation as one of a few scholars working on *Generation and Corruption* II, and I was invited to participate in a week-long reading group on the text in Spetses, Greece, during July 2016. For the reading group, I served as the discussion leader for our reading of Book II Chapter 5; to this end, I prepared a translation and commentary that highlighted the main arguments in light of the (very scarce) literature and offered a plausible reading of the text. The organizers of the reading group will be putting together an edited volume on *Generation and Corruption* II, and I will be contributing a paper on II.5. In addition, I participated in a workshop discussing the text of *On Generation and Corruption* II held at the University of Notre Dame in May 2017.

Most recently, I have started examining Aristotle's account of the material elements as it is presented in texts related to *On Generation and Corruption* II. In June-August 2017, I completed a nearly complete draft (12,500 words) of an article explaining what Aristotle thinks it means for elements to move and change place. This is important as background for explaining how things can be composed out of elements. The paper was the result of research for another project that I plan to begin, which looks at the

way that Aristotle thinks changes in the natural environment can alter the way that the elements move and compose other bodies.

The second part of my research program attempts to make sense of Aristotle's more general theory of matter as something that underlies his elements (his analogue of atoms) and seems to be both one and many. I have engaged in several research projects that attempt to make sense of the deeper issues connected to Aristotle's account of matter. During the Summer of 2014, I was awarded a Faculty Research Grant to conduct research on the relationship between quantity and matter in Aristotle's natural philosophy. The major result of this research was a paper titled "Prime Matter Without Extension", a piece in which I argue that Aristotle's most basic kind of matter does not have dimensions. This piece was published in the October 2016 volume of the *Journal of the History of Philosophy*, an international journal widely considered to be the top venue for general research in the history of philosophy.

Aristotle's account of matter is interestingly related to his theory of mathematics and mathematical objects, particularly because quantity (a mathematical concept, for Aristotle) is a feature of three-dimensional objects but not matter on its own. Using research into Aristotle's account of quantity as a starting point, I developed an interpretation of geometrical objects in Aristotle in the paper "Geometrical objects and unlimited quantity in Aristotle's philosophy of mathematics." Portions of this piece have been presented at several conferences, and I received extensive feedback on it through my participation in an ancient philosophy workshop for female graduate students and early career researchers held at the Humboldt University-Berlin in December 2015. I submitted the piece for review in February 2016; although it was not accepted, I was provided comments that will be helpful for revisions.

In order to further examine the relationship between matter in Aristotle's natural philosophy and philosophy of mathematics, I began working on a paper that examines a passage in *Posterior Analytics* II.11. Here, Aristotle seems to suggest that the middle term of a geometrical syllogism can function as a material cause, which in turn suggests that the conclusions of geometrical demonstrations can be explained by matter or material causes. Likewise, one of my sources for arguments that support the inclusion of mathematical matter in an Aristotelian metaphysics has been the 6th century CE commentator Philoponus. Although I became familiar with his views in the service of understanding Aristotle, I learned that some of his later works offer an independent and interesting account of matter that underpins the material elements. I have been developing a paper that makes sense of Philoponus' account as an independent philosopher rather than a commentator on Aristotle; part of this project was presented at several events hosted by the International Society for Neoplatonic Studies.

In addition to the research that forms the core of my current research program, I have developed additional research interests that develop my expertise in my area of specialization. I am interested in ancient philosophy of mind, and dreams in particular; I had the opportunity to explore this topic in more detail at the *Journal of the History of Philosophy* Master Class, held at Yale in Summer 2014. I have several ideas for paper topics arising from this class, and hope to develop an additional project on Aristotle's physiological account of dreams and hallucinations. In addition, I published a book review of Thomas Kjeller Johansen's book *The Powers of Aristotle's Soul* in the *Journal of the History of Philosophy*; it appeared in January 2014.

I have also been working on a paper (co-authored with Eric Kraemer) called "Aristotle, the telos of water, and the telos of man", in which we develop a neo-Aristotelian account of water ethics. We presented this paper at several conferences, and are revising the paper for submission to a journal that specializes in environmental ethics.

3. Service

Since my date of hire at UW-L, I have been active in service at the department, college, and university level. Over the past several years, I have carved out a service niche in the area of assessment, and

have participated in assessment efforts at the university, college, and department level. I have served on the General Education Assessment Committee since Fall 2014; as a member of the committee, I have reviewed and offered feedback on (what were previously called) Form A, B, and C submissions for general education courses. In 2014-2015, I served as a representative of GEAC on the committee charged with reviewing responses to the RFP for new assessment management software; I read proposals and attended vendor presentations that ultimately culminated in the choice of Taskstream as UW-L's assessment management software.

In addition to my service on GEAC, I have served on the CLS assessment committee, charged with reviewing department annual and biennial assessment plans. I have also been a member of the Philosophy Department assessment committee since its inception in Fall 2014; this committee is responsible for with collecting assessment data and ensuring departmental compliance with assessment efforts. As a member of the Philosophy Department assessment committee, I helped draft a grant proposal to fund the Philosophy Department's course mapping project and revision of student learning outcomes, which was conducted during May and June 2016.

At the college level, I have been a member of several task forces charged with promoting the mission of the College of Liberal Studies. During the 2013-2014 and 2014-2015 academic year, I served on the CLS Task Force on Promoting the Value of a Liberal Education. On this task force, we reviewed many of the high-impact practices suggested by the AAC&U's LEAP initiative, met with representatives who are implementing these practices across our campus, and made recommendations for ways in which we can best use our resources to promote liberal education at UW-L. During the 2015-2016 academic year, I served on the CLS Outreach Committee, which has been charged with exploring definitions of outreach, researching successful outreach efforts at other institutions, and collecting data on outreach efforts already in place at UW-L. Finally, I attended the Faculty Collaboratives conference in September 2015 as a member of UW-L's institutional team; the conference focused on implementing high-impact practices at UW System institutions.

At the department level, I have demonstrated my commitment to the success and viability of the Philosophy Department by serving on several department committees, including the Assessment Committee (described above), the Curriculum and Scheduling Committee (2014-2015), and the Tutoring Committee (2014-present). As a member of the Curriculum and Scheduling Committee, I met with other committee members and the Chair in order to work out a four-semester course rotation that would partially implement our Strategic Enrollment Management Plan. As a member of the Tutoring Committee, I recruited new logic tutors, produced a tutor training document, set tutoring schedules, and oversaw the transition of our tutoring program to the Murphy Learning Center.

I have also demonstrated my commitment to the success and viability of the Philosophy Department by serving as the Department Webmaster. I began website updates in Spring 2014, and in Summer 2014, worked with Institutional Communications to successfully migrate the existing website to the new format that all UW-L departments currently use. As Webmaster, my primary objective was to make the next semester's schedule available as soon as it has been decided, and to produce the schedule in a way that it is attractive and useful to UW-L undergraduates. I also placed information on the homepage about the value of a major in philosophy and departmental events.

Finally, I have been active in the Philosophy Department as an advisor for undergraduate majors and minors, and generally serve around 10 advisees per semester. I work carefully with advisees to direct them to appropriate courses as well as opportunities and experiences that will prepare them for their careers or applications to graduate and professional school. In addition to formal advising work, I frequently advertise the benefits of a major and minor to students who have demonstrated excellent work in my classes, and meet informally with students who are interested in continuing their studies at the graduate level.