07.00.00 TEACHING

The evidence presented below shows that I meet, or exceed, the threshold for being satisfactory in teaching.

07.01.00: n/a. This section—a statement on teaching— is required only for those declaring teaching as their area of excellence.

07.02.00 Peer-review of Teaching: Two recent peer-reviews of my teaching are reproduced here:

From: Timothy D. Lyons
To: John J. Tilley, Chair, Dept. of Philosophy
Date: April 18, 2013
Subject: Peer Evaluation of Teaching, Associate Professor Cornelis De Waal

On April 16, 2013, I visited a 75-minute session of Professor De Waal's P120, Introduction to Logic. From the start of the session, Professor De Waal's humorous back and forth with the students made evident the excellent rapport he and the students had developed over the semester. Using his notes and the white board effectively, Professor De Waal's lecture was very well organized while nonetheless allowing for spontaneity. Throughout the session, he introduced particularly intriguing examples, included humor, effective pauses, and took a sufficient number of breaks to allow students to ask and respond to questions.

At the beginning of class, Prof De Waal conducted a brief review of the previous session, summarized the spread of exam scores, and reiterated some of the course policies. After reminding the students that in recent sessions the class had been discussing non-deductive arguments, and after situating the material they were about to cover into the context of the previously covered material, he moved on to the topics of the day: definition, chapter nine of the text; and vagueness and ambiguity, chapter ten. Both chapters nine and ten were assigned reading for that day's class.

Professor De Waal first discussed reportive definitions. Emphasizing their descriptive nature, he pointed out how one could evaluate the quality of, and potentially improve, such definitions by inquiring about the extent to which reportive definitions accurately represent their use. He then distinguished between different kinds of reportive definitions, discussing lexical and disciplinary definitions. Here going beyond what was covered in the book, he added cultural definitions, offering the example of the term "rape," contrasting the way in which it is understood in the U.S. against the way in which it is understood in Sweden. He then moved onto historical definitions, turning to the example of the term "arms" as it was intended in the second amendment and as the term is now used, for instance, when talking about an "arms race" between countries. After noting other historical definitional divergences (e.g. that "thong" once referenced a slipper), he moved onto a discussion of the historically changing definition of the term "dead," the ancient definition being cessation of breathing (which occasionally resulted in people being buried alive), a later definition being the cessation of blood flow (in which cases fewer were buried alive). To the amusement of the students, he noted that some had once proposed placing alarm systems inside a grave to let others know that one is alive. Professor De Waal then concluded the discussion with the 1960s definition of death as a cessation of brain activity. The students were clearly intrigued by De Waal's own amusing examples in these cases and throughout the class session.

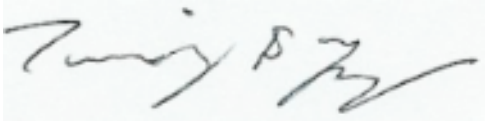
After recapping and summarizing the different types of reportive definitions, Professor De Waal moved onto the second kind of definition, stipulative definitions, which, in contrast with reportive definitions, are not such that they can be false, strictly speaking, though they can be misleading and

awkward. Here he further distinguished between arbitrary (e.g. mathematical) and precising definitions (e.g. the IRS changing definition of head of household), the latter of which can create new classes and new categories. Again, going well beyond material in the book, he told an intriguing anecdote about the history of the company Del Monte. Professor De Waal solicited questions from the class before proceeding to discuss methods for defining terms: covering synonyms, genus and species, and ostentation, the latter of which he divided into two methods, pointing at things and giving clear examples. He showed how these various methods can work for some definitions and not for others. And with a keen eye toward clarifying the relations between the topics discussed, he returned to examples discussed earlier in the session to bring them smoothly into this new context. Moving onto evaluatory definitions, Professor De Waal discussed a number of prescriptive heuristics for offering definitions: e.g., that one should seek to avoid circularity, ambiguity, obscurity, accidental features, etc., and to steer clear of definitions that are too broad or too narrow, again bringing in his own examples. Relating this to material that would be on the next exam, he advised the students to be familiar with these prescriptions in want of avoiding their pitfalls, e.g., those of circularity. Before moving on to the second part of the lecture, Professor De Waal informed the students that, later in class that day, they would be gathering into groups to work through the exercises from the relevant chapter of the book, Chapter 9.

The second part of the lecture corresponded to the second chapter assigned, namely, the chapter (10) on vagueness and ambiguity. He appropriately tied this new topic into his earlier discussion about precising definitions, noting that techniques discussed there can improve vague and ambiguous definitions. Under the topic of ambiguity, Professor De Waal discussed the fallacy of equivocation and then connected this with another chapter discussed in a previous class.

Professor De Waal conducted the class in an inviting conversational lecture style. The terms and distinctions were well articulated and the lecture progressed gradually, flowing smoothly. He allowed time between each topic, he invited students to ask questions, and he involved them in the discussion by posing questions at critical points in his lecture. Although the segues he made from subtopic to subtopic were smooth, he nonetheless emphasized their distinctness. Let's face it, a lecture on the general topic of definitions could be a very dull one for students endure. However, Professor De Waal skillfully made the topic fun and, ultimately, I would say, even engrossing. Not only were the students at ease, class participation was significant and he captured the attention of each student in the class, achieving this in large part by bringing in his own intriguing examples and by employing his natural sense humor. Also, impressively, Professor De Waal did not shy away from controversial subjects (rape, the second amendment, etc.). In short, he provided a participatory learning environment, one that was interactive, clear, and well-organized but flexible. And I was particularly impressed by his sense of humor and the way in which he drew examples from his own broad knowledge-base pertaining to matters outside of philosophy.

Professor De Waal is, no doubt, a seasoned, engaging, and highly effective teacher, with finely honed pedagogical talents. Along with the students with whom he comes into contact, we in the Department of Philosophy, in the School of Liberal Arts, and at IUPUI more generally, are indeed fortunate to have him as a member of our faculty.



Timothy D. Lyons, PhD.
Associate Professor, Department of Philosophy, IUPUI

Peer Evaluation of Class/Lecture. Dept. of Philosophy, IUPUI. Date: 26 August 2013

To: John Tilley Chair, Dept. of Philosophy. From: Martin Coleman

Instructor Evaluated: Kees de Waal Course #, Title, & Class #: PHIL-P 110 Introduction to Philosophy (22584)

Topic of class meeting: Deduction

Date of class meeting: 26 August 2013

Content of Lecture

__x___ Excellent
_____ Above average
_____ Average
_____ Below average
_____ Poor

The lecture covered the definition of an argument, the nature of reasoning, the character of deductive arguments and the distinction between form and content, argument evaluation (validity and soundness) and how to determine invalidity, the general form of non-deductive arguments including induction and abduction, and notions of strength and weakness. There were several examples that went beyond the assigned text and seemed to fit well with the instructor's presentation. The lecture and explanations also included references to future course content and so indicated continuity in the course material.

Presentation

_____ Excellent
__x___ Above average
_____ Average
_____ Below average
_____ Poor

The manor of presentation was relaxed, confident, and cheerful. The instructor invited questions four times throughout the lecture, a student posed a spontaneous question one time, and the instructor posed specific questions four times (though the first time seemed rhetorical) and students responded to the latter three questions (two of those questions elicited responses from three or four students). The presentation styled seemed suited to the class. As mentioned in the above section on content, the lecture adapted the reading by using different examples that seemed more engaging (to me at least) than those included in the reading.

Organization

_____ Excellent
___x__ Above average
_____ Average
_____ Below average
_____ Poor

The course began with the instructor taking attendance against the official roster so that students would know whether they were registered for the course. The instructor invited general questions from students, but there was none. The instructor gave a very brief review of topics from the last class meeting. The remainder of the class was devoted to the lecture over the assigned reading on deduction and to comments on induction and abduction. The class closed with an indication that the next class meeting would focus on induction and abduction (the topics of the next assigned reading).

OVER →

Knowledge of subject

__x___ Excellent

_____ Above average

_____ Average

_____ Below average

_____ Poor

The instructor appeared knowledgeable about his topic as evidenced by the adaptation of the text to the lecture, ease in answering questions, and relaxed manner. Furthermore, the instructor actually did know his topic. This was a nicely organized, straightforward, and clear lecture on introductory logic. I've taught similar material several times myself and found nothing wanted in the content.

Interaction/Rapport with Students

__x___ Excellent

_____ Above average

_____ Average

_____ Below average

_____ Poor

The instructor had an easy-going and cheerful manner. He responded to students' questions in a way I thought both helpful and encouraging of further questions. This seems significant in a class meeting that was a lecture on the mechanics of argument and reasoning. Thirty-three students were in attendance when class began; one more came in ten minutes later and a second fifteen minutes later. A large majority of students seemed engaged in the lecture. Three students had laptops, and the one I could see had the course materials on screen. Toward the end of class a couple students rudely began to gather their things, but this rude behavior did not spread suggesting the engagement of the others.

General Comments: The course readings come mostly from Sober's *Core Questions in Philosophy*. The syllabus indicates that additional readings, such as the introductory piece, "Why Study Philosophy?" are available on Oncourse. The class I observed today demonstrated the instructor's effort to make explicit the methods of much philosophical thinking and writing. I can imagine that this will support the interesting writing project outlined in the syllabus. The project incorporates texts on philosophy of religion, methods of argument, peer review, and a formal written response to this review. The rest of the grade depends on a midterm and final exam and class participation. The course appears well thought out, straightforward, and beneficial to undergraduates including majors and non-majors. One suggestion I would make concerns the format of the lectures. It may rejuvenate the class to incorporate more active breaks in the lecture, for example, taking five minutes two or three times during the lecture for students to pair off and fill in gaps in their notes, to individually practice free recall (w/o notes) by writing three important points or questions from the lecture, or to consider in pairs or small groups a question posed by the instructor that will lead into the next part of the lecture.

Evaluator's ... Signature: Martin A. Coleman

Title and Department: Associate Professor, Department of Philosophy

07.03.00 Student Evaluations of Teaching

Spring 2013 I taught a section of logic (P 162). The students **ranked overall instructor effectiveness 4.31 out of 5**, with five being the highest. Written comments range from

"thank you for the wonderful class" by a freshman to the remark (from a senior) that I failed to dummy down the lectures. One student wrote: "I took this class for the math credit, but I learned a lot of skills to help me with my writing and basic reasoning." Another said "logic is [a] great class for everything." Many of the students this semester were far less prepared and much less up to the task than typical, and there were quite a few requests on the course evaluation form for more handholding.

Fall 2012 I taught a combined graduate/undergraduate course on (20th century) pragmatism (P 514/316). The graduate students ranked overall instructor effectiveness **4.89 out of 5**. One student commented that what he liked most about the course was: "open discussion, instructor's great background knowledge and passion, and especially impartiality about everything." The same student added, "I finally think I can write in philosophy." Another wrote: "I thought that Professor de Waal is very good at explaining the material. I really appreciate that he encourages debate and skepticism." The same student added that he did not like the textbook and would have preferred a course that focused more on the classical pragmatists," adding that nonetheless "this has been a pretty good class, and I would happily take another class with de Waal." The undergraduate students ranked overall instructor effectiveness slightly lower than the graduate students did at **4.46 out of 5**. One applauded how I explained difficult material, but nonetheless found the course daunting. Another found the material intriguing, lamented the absence of discussion, and wrote that because of the course "I am able to be more open-minded." Two identified the course on the departmental evaluation form as completely above class level.

Spring 2012 I taught one section of logic (P 162). The students ranked overall instructor effectiveness **4.31 out of 5**. I asked the students to comment on the book and the few who did rated it negatively. Several students commented positively on learning to evaluate arguments. As one put it: "I have to write an argument for a court case I currently am involved in, so I hope I can prove to the judge my argument is valid!" Another wrote: "I liked the environment of the course. I hated missing a class because I felt so behind. Learning this stuff wasn't too bad, but understanding some of it was difficult. The class was fun and Professor de Waal was smart and fun." Several students commented negatively on the mathematical part of the course, one lamented the absence of PowerPoint, and one student wrote that she "didn't like anything about the course." In the same semester I also taught a combined graduate/undergraduate course on the philosophy of text (P 600/383). The graduate students ranked overall instructor effectiveness **4.68 out of 5**, but left no written comments; the undergraduate students ranked overall instructor effectiveness **4.52 out of 5**. One student found the small group discussions "most beneficial." I further supervised an Individual Mayor senior project (SLA-I 460), but this was not evaluated.

Fall 2011 I taught two sections of introductory logic (P 162). In one the students rated overall instructor effectiveness **4.81 out of 5**. One student wrote, "I enjoyed the opportunity to think analytically AND disagree with professor," and found "being able to analyze/critique arguments especially valuable in election years." Another student found most valuable "having a knowledgeable professor that was willing to explain any concepts and mediate interesting discussion," while lamenting "the poor writing in the overpriced textbook." A third student wrote: "The subject was well taught. I am rarely very satisfied with courses I take. This class and Dr. de Waal were both very helpful. I am more than pleased with the course. I recommend this class and professor de Waal all the time. Excellent class!" A fourth student wrote: "I thoroughly enjoyed taking this course. It was my most stimulating course at IUPUI thus far." The second session was less successful, with a rating of overall instructor

effectiveness **4.13 out of 5**. One student wrote that he liked learning how to visually break down an argument, but also said that, "the assignments did not always teach the material" and that "some concepts were difficult to grasp." Various students reported having trouble with the more mathematical parts of the course.

Spring 2011 I taught a combined graduate/undergraduate course on Contemporary Pragmatism (P 600/316). The graduate students ranked overall instructor effectiveness **4.82 out of 5**. One student wrote: "I like that the course is seminar style and I really enjoy Professor de Waal as an instructor" while lamenting that "at times the undergraduates hijacked the discussion with completely irrelevant topics." Another wrote that she liked "the general open-discussion format," adding, "I really felt good about the independence I was able to encounter as a student. … It was a good test in diligence." Two found too much time was spent on legal pragmatism. The undergraduate students ranked overall instructor effectiveness **4.06 out of 5**. One described the course as "cognitively stimulating" and "outlandishly difficult." I also did an Intensive Reading on Peirce and Classical Pragmatism, but this course was not evaluated.

Fall 2010 I taught a combined graduate/undergraduate course on pragmatic ethics (P 600/383). The graduate students ranked overall instructor effectiveness **4.89 out of 5**; the undergraduate students ranked it at **3.84 out of 5**. One graduate student commented on the form: "I really enjoyed this course. I thought the readings were well chosen and that the style of the class (discussion/lecture) made it great. I really liked that the instructor had questions prepared to ask the students that were the catalyst for relevant discussion." One undergraduate explicitly complained about the large amount of reading.

Spring 2010 I did an Intensive Reading in Metaphysics (P 590) and in the summer I did another Intensive Reading on William James and Hillary Putnam (P 590). Neither course was evaluated.

Fall 2009 I taught a graduate-only course in classical pragmatism (P 514). Overall instructor effectiveness was rated at **4.80 out of 5**. One student commented on the form that he now reads philosophers with a new perspective, explaining: "I'm more open to a scientific approach now that I have been unwillingly exposed." Another student wrote: "You can tell he is a true expert in the field."

Spring 2009 I taught a combined graduate-undergraduate course on the Philosophy of Text (P 600/383). The students (graduate and undergraduate together) ranked overall instructor effectiveness **4.89 out of 5**. I also taught two intensive readings (P590), one on Pragmatism and Bioethics and another on Peirce's Realism, but no course evaluations were conducted.

Fall 2008 I only taught an Intensive Reading (P 590) on Pragmatism and Law for which no course evaluation was given.

Spring 2008 I taught a graduate-only course entitled American Philosophy and the Analytic Tradition (P 507). All students, without exception strongly agreed that I was knowledgeable, organized the course well, explained the subject clearly, and stimulated their thinking. The overall instructor effectiveness was rated at **4.93 out of 5**.

While in rank I moved closer to campus, and on campus I moved offices. Unfortunately in the process I lost two sets of course evaluations: one for a graduate-only course in Bioethics and Pragmatism (spring 2007), and one for a combined graduate-undergraduate course on Philosophy of Text (fall 2006). I did not teach in fall 2007.

Fall 2006 I team-taught a combined graduate-undergraduate course in American philosophy (P 558/458)—this used to be the core course for the American philosophy MA. For the graduate component we scored overall an overall instructor effectiveness of **4.47 out of 5**; for the

undergraduates we scored **5 out of 5**. As one undergraduate put it: "I truly enjoyed this course. This is my final semester and I could not have asked for a better experience."

07.03.01 Comments from Students on Teaching: In addition to the feedback I received on the course evaluation forms, Lance Aschliman wrote in an unsolicited thank-you card half a year after graduating, writing: "I owe my interest in pragmatism to you. Your courses and instruction have truly shaped my thought." This note, as well as others, are found in the appendix.

07.04.00 Peer Reviewed Dissemination of Knowledge about Teaching: In 2007 I participated in a panel discussion at the Society for the Advancement of American Philosophy, co-sponsored by the American Association of Philosophy Teachers, on how to teach Peirce to undergraduates. In 2008, this resulted in the publication of fourteen short articles, including one of my own, on various strategies for teaching Peirce to undergraduates, which I co-edited with the panel organizers James Campbell and Richard Hart (*Transactions of the Charles S. Peirce Society* 44.2 (2008): 189–235). My contribution to editing the series centered on soliciting authors for this series, as the two panel organizers were unfamiliar with who worked on Peirce.

07.05.00 Contribution to Learning Outcomes: In terms of the principles of *undergraduate* learning, the focus of my undergraduate courses lies predominantly on PUL #2: Critical Thinking. I want the students in upper-level courses to be able to read difficult philosophic texts containing intricate arguments, analyze what is being said, evaluate the result, and form cogent, well-thought-out, and well-formulated responses. In particular, I want them to develop a critical attitude toward their own thoughts and opinions (even if this means a serious challenge toward deeply ingrained beliefs) but without them falling prey to a superficial relativism. The introductory logic course focuses on recognizing, analyzing, and evaluating various types of arguments and creating reasoned responses. By teaching students to think through complex issues in a reasoned manner while drawing examples from many different areas, both contemporary and historical, my courses also serve PUL # 4 Intellectual Depth, Breath, and Adaptiveness. The logic course further serves PUL #1 Core Communication and Quantitative Skills, as it teaches students to comprehend, interpret, and analyze ideas and facts and use rudimentary mathematical techniques in argument analysis. In addition to my upper-level course on pragmatic ethics, PUL # 6, Values and Ethics, enters my undergraduate courses through a constant focus on the ethics of research, as well as the ethical aspects related to forming (or having) an opinion. With respect to the principles of *graduate* learning, I also focus on the student's ability to critically evaluate philosophic literature and develop a reasoned interpretation of a text or a creative way of addressing a philosophic problem, and to clearly communicate findings in writing or in oral presentation. At all levels I emphasize the importance of abiding to ethical standards, as well as a critical analysis of those standards themselves.

07.06.00 Mentoring: In 2008, I became one of the editors for the *Dictionary of Early American Philosophers*, which was published in 2012. To give some of our better graduate students publishing experience I assigned several of the easier and shorter entries to them, teaching them how to research their subject, and working with them to get what they wrote into publishable shape. Six students got one or more entries published under their own name and one student co-authored a long entry on Benjamin Franklin with me. As Associate Editor at the Peirce Edition Project I took prime responsibility for the supervision and mentoring of graduate research assistants. Much of their work involved assistance in annotations research for the *Writings*. In addition, some wrote or updated Wikipedia entries, assisted with work on

the Max H. Fisch Research Library, or did copy-editing for the *Transactions of the Charles S. Peirce Society*. The day-to-day supervision often resulted in strong mentoring relations. After the revision of my appointment (see 07.12.00), I supervised another Graduate Research Assistant, who did copyediting work for the *Transactions*, was my Teaching Assistant in a logic course, and assisted in bibliographic research (see 09.01.07). One of the students I mentored while in rank has since completed his philosophy Ph.D. (David Agler), one completed law school (Sean Brown), and two are currently enrolled in a philosophy Ph.D. program (Monica Morrison and Dereck Coatney). One student, who just finished the philosophy MA got accepted into a Social Work graduate program (Stephanie Harris). While in rank, two faculty members from foreign universities came to Indianapolis to study with me. In 2009 Ana Maria Guimaraes Jorge, of the Pontifical Catholic University, São Paulo, Brazil, spent five months in Indianapolis on a CAPES Foundation Grant to study Peirce and cognitive science. This year, professor Caixia Zhang of Shandong Normal University in the People's Republic of China came to Indianapolis to do research for her dissertation on Peirce's semiotics and literary theory on a grant from the China Scholarship Council—she is here for twelve months. In addition, I've helped students with their applications to Ph.D. programs by discussing options and help them write a strong personal statement and a strong writing sample. Getting students into a Ph.D. program of their choice has been most rewarding.

07.07.00 Curriculum Development and Implementation: From June 2002 till September 2010 I co-directed the Philosophy Department's graduate program, which earlier I helped design and implement, and during the spring of 2012 I was Graduate Admissions Director for the General Philosophy MA, the bioethics MA, and the MA in International Research Ethics. I also participated in the departmental committee that oversaw the transformation of the American philosophy MA to a general philosophy MA, and I peer reviewed the teaching of two members in the department. In fall 2004 I joined the Curriculum Committee of the Graduate School. In this capacity I am involved in the vetting of all graduate course change requests and new graduate course requests that are submitted to the IUPUI Graduate School (including the Medical School, the Purdue schools and the Columbus campus). For the current academic year only (2012–13) this came down to roughly 200 new course requests and 180 new course requests. The evaluation of new course requests involves an assessment of the course to ensure it is truly a graduate course.

I have developed several new, innovative courses—"innovative" in that they are not common ones, e.g., not ones for which texts or anthologies are readily available. (I have thus put considerable work into creating the syllabi and assembling the reading materials.) These courses include: "Pragmatic Ethics," a nascent field for which I was able to draw upon my background in pragmatism and in ethics to present a way of addressing moral problems that is ignored by traditional ethical theories. "The Philosophy of Text"—for which no courses exist anywhere—which merges philosophy with textual studies to show how the medium of text influences (positively as well as negatively) what is and what can be thought. "Wittgenstein and the Vienna Circle," which reevaluates a central movement that shaped twentieth-century philosophy, mostly by being misunderstood, by putting it in its historical context both in terms of its response to new developments in mathematics and physics, and in terms of the philosophical and cultural-political developments in Germany and Austria Hungary during the first half of the twentieth century (courses and textbooks on this subject instead seek to situate the movement within the Anglo-Saxon analytic tradition that had appropriated it).

07.08.00 Student graduate committees chaired or served on:

- David Agler, "Vagueness and Its Boundaries: A Peircean Theory of Vagueness," MA Thesis, IUPUI, chair, 2010.
- Christopher Hanks, "Education, Reason, and the Self: George Herbert Mead and the Philosophy of Mind," Doctoral Dissertation, IU Bloomington, member, 2009.

07.09.00–07.11.00: n/a in my case; these sections cover awards, grants, and professional conferences related to teaching.

07.12.00 Teaching Load: Until July 2011, 75% of my appointment was as a researcher with the Institute for American Thought. During this period my teaching load comprised exactly one-fourth of a full teaching load, or three courses every four semesters. Beginning fall 2011, 75% of my appointment is with the Philosophy Department (the other 25% is devoted to editing the *Transactions of the Charles S. Peirce Society*) and my teaching load changed to two courses a semester.

07.13.00: n/a in my case; this section covers technology and related things pertinent to teaching.

07.14.00 Interdisciplinary Teaching: I have developed and taught two combined graduate/undergraduate courses that can be classified as interdisciplinary in that they draw significantly upon other areas than philosophy: "Pragmatism and Bioethics" and "Philosophy of Text." The former applies pragmatic ethics (discussed above at 07.07.00) to ethical problems as they emerge within the practice of medicine; the latter (also discussed at 07.07.00) draws upon philosophy as well as the field of textual studies.

07.15.00 Retention: In my experience the issue of retention pans out differently at the undergraduate and graduate level. At the undergraduate level the issue plays largely in my introductory logic course. Most students are not philosophy majors, or even liberal arts students. They are often weak in math and see the course as their best bet to meet their program's math requirement. The majority has a fear of math, and it is that fear rather than their ineptitude that hinders their learning. In curbing retention my main focus, therefore, has been on alleviating math anxiety. At the graduate level the students are philosophy majors who often made a conscious decision to make philosophy their career. There are various reasons why they develop second thoughts: the curriculum does not match their expectations, disillusion about job prospects, financial issues, uncertainty about whether they can or want to continue in a PhD program, etc. This is best dealt with outside the classroom in one-on-one discussions aimed at exploring the various options and evaluate whether continuing the degree is the best option or whether they should do something else (like transfer to another program). Most retention issues surface close to completion, mostly when the student found a job and doesn't see any benefit in completing the philosophy MA (especially when it involves course revalidations). So far I have been successful in convincing students to complete the degree.