

[REDACTED]

30 October 2023

[REDACTED]
Philosophy Department

Phone: [REDACTED]

Search Committee

[REDACTED]

Dear Search Committee:

With an extensive background teaching diverse student populations and experience with college-level instruction of social ethics, healthcare ethics, introductory philosophy, and logic, I am writing to apply for the advertised position of [REDACTED] in Philosophy at [REDACTED], which seeks candidates who “understand that community colleges are positioned to fundamentally change people’s lives, and as a result, society itself.” My PhD was conferred from the [REDACTED] on the 24th of August 2023. I am qualified and prepared to teach courses including but not limited to: Healthcare Ethics, Introduction to Philosophy, Introduction to Ethics, Business Ethics, and Logic.

Teaching Experience:

I have substantial teaching experience at the [REDACTED]’s flagship, where I received recognition from the Provost’s Office for teaching excellence as both a TA and Instructor of Record. As a TA, I gained experience with PHIL 1104 (Philosophy and Social Ethics) and PHIL 1102 (Philosophy and Logic). I began teaching independently in Fall 2017 and have been Instructor of Record for PHIL 1104 (Philosophy and Social Ethics) and PHIL 1101 (Introduction to Philosophy). When I taught Introduction to Philosophy, we explored perennial philosophical questions such as the nature of the self, free will, knowledge, and the good life. I also had the chance to teach Ethics for the University of [REDACTED]’s Student Support Services (SSS) program, which provides a transition between high school and college for first-generation, underrepresented, and/or under-resourced students. This was a worthwhile and rewarding experience that solidified my convictions regarding the importance of culturally responsive teaching.

I have also been teaching as an Adjunct Instructor at [REDACTED] since Fall 2021. At [REDACTED], I taught PHL 215W (Healthcare Ethics) in multiple formats: hybrid, synchronous online, and asynchronous online (including 15-week, 12-week, and 7-week courses). I have also taught PHL 213W (Introduction to Ethics) in a synchronous online class to [REDACTED] students. As I am already familiar with various teaching modalities through [REDACTED], I am particularly well-equipped to take on a range of instruction formats both face-to-face and online through D2L while in this role. I deeply value the community here and have enjoyed the opportunities to participate in Fall Learning Days and FI4S, which have highlighted the value alignment between [REDACTED] college and myself. I especially resonate with [REDACTED]’s commitment to diversity, inclusion, and promoting a sense of belonging among students, faculty, and staff.

Commitment to Inclusive Learning Environments:

Teaching is more than a profession for me; I am passionate about pedagogical design and implementation. An education in philosophical thinking has such an invaluable role in society; it is crucial for a well-functioning democracy that its citizens can think critically and discourse intelligibly about important issues. This is important in all time periods, but with the current climate of political divisiveness and discord it is vital. Sometimes what we need is to take a step back and slow our thinking down, taking a microscope to its minutia; the philosophy classroom allows us to do just that. I have a strong commitment to a teaching ethic that emboldens my students to engage authentically with the material and with each other, regardless of their cultural background or political identity.

Your job posting states: “Required qualities include a belief that continuous improvement in pedagogy and relationships with students, other faculty, and staff are hallmarks of an educator who has been called to the profession.” I am a lifelong learner and have always had proclivities for teaching and tutoring, gaining various forms of experience working in academic communities even before formally teaching Philosophy at the University of [REDACTED]. I have learned through these experiences that the best learning environments are ones in which people feel safe to express themselves authentically such that genuine growth can occur. I have a strong dedication to building rapport with students and interacting with them one-on-one. This enables me to be attentive to their individualized interests and learning needs. I also strive to include diverse authors on my syllabus and to incorporate the voices and interests of my students. For example, I regularly update my syllabus content to align with current events. I was recognized by the University of [REDACTED] Philosophy department’s Climate Committee for merit in diversity and inclusivity in a syllabus for the course I designed in Fall 2020, which centered around ethical issues raised in the context of the COVID-19 pandemic.

Research Areas:

My dissertation research area is in the philosophy of mind, due to a long-standing and interdisciplinary interest in first-person experience. My interest in understanding experience and inner worlds is what initially led me to obtain my B.S. in Neuroscience. While I was fascinated with the complex workings of the human brain, I found philosophy to be a better fit for my big-picture interests. During my time in graduate school, I discovered research on the ethics of caring and radical empathy, which allowed me to think about the inner world in a new light. In future work, I aim to center the ethics of caring not only in my research but also to continue to do so in my pedagogy. I strongly believe in expressing care by practicing a form of attentive openness toward the needs of others in my community, including the academic needs of my students.

Caring and competent instructors at the [REDACTED] College I once attended made such a difference in my life as a whole, and I would be delighted to be able to give that gift to students while in this role. Thank you very much for your time.

Sincerely

