

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members

Date: July 22, 2015

Initials:

1. **SURNAME:** Hendricks

FIRST NAME: Christina

MIDDLE NAME(S): Lynn

2. **DEPARTMENT/SCHOOL:** Philosophy

3. **FACULTY:** Arts

4. **PRESENT RANK:** Senior Instructor

SINCE: July 1, 2010

5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
University of Texas at Austin	Ph.D.	Philosophy	May 2000
University of Texas at Austin	M.A.	Philosophy	May 1996
University of Idaho	B.A.	Philosophy and Political Science	May 1991

Title of Dissertation and Name of Supervisor

Dissertation: "Prophets in Exile: A Diagnosis of Michel Foucault's Political Intellectual"

Co-Supervisors: Dr. Kelly Oliver and Dr. Kathleen Higgins

Special Professional Qualifications

- UBC Certificate on Curriculum and Pedagogy in Higher Education (Scholarship of Teaching and Learning Leaders Program), September 2011-May 2012
- UBC Instructional Skills Workshop Certificate, Centre for Teaching, Learning and Technology, August 2011

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
University of Wisconsin-Rock County, Janesville, Wisconsin	Assistant Professor	2000-2004
St. Edward's University, Austin, Texas	Adjunct Instructor	1999-2000

(b) *At UBC*

Rank or Title	Dates
Senior Instructor	2010-present
Instructor I	2005-2010
Assistant Professor w/o Review	2004-2005

(c) *Date of granting of tenure at U.B.C.: July 1, 2010*

7. LEAVES OF ABSENCE

University, Company or Organization at which Leave was taken	Type of Leave	Dates
University of Melbourne, Melbourne, Australia	Study Leave	July 2012-July 2013
University of British Columbia	Maternity & Parental	July 2007-March 2008

8. TEACHING

(a) *Areas of special interest and accomplishments*

At UBC

- **Courses regularly taught at UBC:** Arts One (first-year, interdisciplinary, team-taught course), Introduction to Philosophy (PHIL 102), Introduction to Moral Theory (PHIL 230), Seminar in Continental Philosophy (PHIL 449).
- The scholarly teaching statement in my teaching and learning dossier (<http://chendricks.org/portfolio>) discusses numerous aspects of my teaching, including the following. **Active learning:** I regularly intersperse lecture with in-class activities, so that students are actively working during class time as well as listening and taking notes. I help students to become **self-directed learners** by requiring reflections and self-assessments to improve their skills in metacognition. The **scaffolded writing instruction** I use in my courses is designed to help students along the path towards developing mastery in writing.
- I have **facilitated several workshops and two online courses** with the Centre for Teaching, Learning and Technology at UBC, contributing to other faculty members' professional development. See section 9(e), below.

Beyond UBC

- I have co-designed and co-facilitated several **open online courses** focused on teaching and learning, open to anyone around the world with an internet connection. See section 9(e), below.

(b) Courses Taught at UBC

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
W04 T1	PHIL 230	39	65	26	13		
W04 T1	PHIL 230	39	68	26	13		
W04 T2	PHIL 330	39	61	39			
W04 T2	PHIL 335	39	63	39			
W04 T1&T2	WMST 100	78	60	78			
W05 T1	PHIL 230	39	65	26	13		
W05 T2	PHIL 230	39	32	39			
W05 T1&T2	ARTS 001	260	18	52	78		130
W06 T1	PHIL 330	39	53	39			
W06 T2	PHIL 334	39	53	39			
W06 T1&T2	ARTS 001	260	18	52	78		130
W08 T2	PHIL 100	39	99	26	13		
W08 T1 &T2	ARTS 001**	234	16	39	78		104
Sum09 T2	PHIL 230	39	29	39			
W09 T1	PHIL 449	39	20	39			
W09 T2	PHIL 102	39	107	26	13		
W09 T1&T2	ARTS 001	260	17	52	78		130
W10 T1&T2	ARTS 001	260	19	52	78		130
Sum11 T1	PHIL 102	39	45	39			
Sum11 T1	PHIL 486A	26	1				26
W11 T1&T2	ARTS 001	260	17	52	78		130
W11 T2	PHIL 449	39	17	39			
W13 T1	PHIL 102	39	96	26			

W13 T2	PHIL 449	39	16	39			
W13 T1&T2	ARTS 001**	234	16	52	78		104
W14 T1	PHIL 230	39	63	39			
W14 T1&T2	ARTS 001*	260	19	52	78		130
Sum15 T1	PHIL 102	39	40	39			

* Arts One (ARTS 001) is a class of approx. 100 students, team-taught by 5 professors who are each responsible for 3 hours of seminars per week with approx. 20 students each. The lecture is once a week for 2 hours, and we share the lecturing duties, so each does approx. 2-3 lectures per term for the two-term course. We then meet 5 times a week with groups of 4 students each to discuss their papers.

** In the W08 & W13 years of Arts One, as I had only 16 students rather than 20, I met with the group of 4 students to discuss papers only 4 hours per week instead of the usual 5 hours for 20 total students.

(c) *Students Supervised*

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Jill Fellows	PhD (Philosophy)	2009	2011	Committee member

(d) *A summary of student evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)*

The tables on the following page are from a report generated by the Faculty of Arts at UBC. The full report, as well as my reflections on these numbers, can be seen in "Student Evaluations," under "Teaching," in my teaching and learning portfolio (that page is password-protected; password available to those who need it, upon request): <http://chendricks.org/portfolio>

There are two Arts One evaluations for each year: one for the lectures (ARTS 001A 00A and ARTS 001B 00B), and one for the seminars and tutorials (ARTS 001A LA4 or ARTS OO1B LB4)

- All ~100 students and five instructors meet once per week for a two-hour lecture, given by one of the instructors on the teaching team. All ~100 students in the course evaluate the lectures, and we each receive evaluation results focused just on the lectures we gave (students evaluate the lecturers individually). The students do not answer the Arts questions for the lecture evaluations.
- Each instructor in the Arts One teaching team has ~20 students that they meet with for twice-weekly seminars and once-weekly tutorials (four students plus their instructor, doing peer review on essays; each instructor has five of these one-hour meetings per week). Scores on the report listed as ARTS 001A LA4 or ARTS OO1B LB4 refer to evaluations by just the ~20 students in my seminar group of the seminars, tutorials, and grading.

Table 1A Mean PHIL scores for Hendricks, Christina L "overall teaching" and "overall course rating" by academic year

		UMI 6					ARTS 6				
		Mean Score	SD	Median Score	# responses	response rate (%)	Mean Score	SD	Median Score	# responses	response rate (%)
2011	PHIL 102 921	4.67	0.6	5.0	18	40%	4.22	0.8	4.0	18	40%
	PHIL 449A 001	4.64	0.7	5.0	11	65%	4.60	0.7	5.0	10	59%
2013	PHIL 102 004	4.46	0.6	5.0	41	41%	4.26	0.5	4.0	42	42%
	PHIL 449A/PHIL 449B 001	5.00	0.0	5.0	4	22%	4.50	1.0	5.0	4	22%
2014	PHIL 230A 002	4.04	1.0	4.0	47	75%	3.96	1.0	4.0	46	73%
Average scores		4.36	0.8	5.0			4.18	0.8	4.0		

Table 1B Mean ARTS 1 scores for Hendricks, Christina L "overall teaching" and "overall course rating" by academic year

		UMI 6					ARTS 6				
		Mean Score	SD	Median Score	# responses	response rate (%)	Mean Score	SD	Median Score	# responses	response rate (%)
2010	ARTS 001A LA4	4.88	0.3	5.0	16	84%	4.75	0.4	5.0	16	84%
	ARTS 1A 00A	4.68	0.5	5.0	19	20%					
2011	ARTS 001A 00A	4.18	0.7	4.0	45	47%					
	ARTS 001A LA4	4.55	0.5	5.0	11	65%	4.64	0.5	5.0	11	65%
2013	ARTS 001B 00B	4.28	0.6	4.0	25	43%					
	ARTS 001B LB4	4.33	0.8	4.5	6	38%	4.29	1.1	5.0	7	44%
2014	ARTS 001B LB4	4.79	0.4	5.0	14		4.54	0.7	5.0	13	
Average scores		4.45	0.7	5.0			4.60	0.6	5.0		

From 2008W onwards, University-wide evaluation question **UMI 6** has asked students to rate their agreement with the statement "**Overall, the instructor was an effective teacher.**" This score is typically taken as a summary indicator of an instructor's teaching effectiveness.

From 2008W onwards, Faculty of Arts question **ARTS 6** asks students "**Considering everything how would you rate this course?**". This score is typically taken as a summary indicator of overall student satisfaction with their course experience.

SD = standard deviation. Assuming that Departmental scores are normally distributed, 68% of all scores can be assumed to fall within the range of +/- one standard deviation around the average (mean) score.

(e) *Continuing Education Activities*

UBC Centre for Teaching, Learning and Technology (formerly Teaching and Academic Growth)

- Served as a contributing author and reviewer for *Road to Global Citizenship: An Educator's Toolkit*: a workbook to help instructors design courses to better foster global citizenship, sponsored by the Centre for Teaching, Learning and Technology at the University of British Columbia, Fall 2006-Fall 2008.
- Co-facilitated a workshop on teaching for Global Citizenship, on part of the *Road to Global Citizenship* workbook, focused on choosing and organizing course content. The the Centre for Teaching, Learning and Technology at UBC, January 2009.
- Co-designed and co-facilitated a workshop at the Centre for Teaching, Learning and Technology at UBC called "Mixing it Up: Collaborating Across the Disciplines" in May, 2012. In this workshop numerous people involved in interdisciplinary teaching at UBC spoke about their experiences, and we invited participants to discuss how they might also incorporate more interdisciplinarity in their teaching.
- Designed and facilitated a workshop at UBC on open education: what it is, what are some benefits and drawbacks of teaching and learning in the open. CTLT Summer Institute, May 2014. Agenda and resources for this workshop can be found here: <http://blogs.ubc.ca/chendricks/2014/07/02/workshop-open-education-june-2014/>
- Co-facilitated a six-week blended professional development workshop (partly face-to-face, partly online) on "Teaching in a Blended Learning Environment" at UBC, February-March 2015. Information about this course can be found here: <http://ctl.t.ubc.ca/programs/all-our-programs/tble/>
- Gave a presentation on research on Student Evaluations of Teaching at UBC for the Scholarship of Teaching and Learning Community of Practice at CTLT at UBC, April, 2015. Slides from that presentation can be found here: <http://www.slideshare.net/clhendricksbc/some-research-on-student-evaluations-of-teaching-at-ubc>
- Co-presented, with Will Engle and Jon Festinger, on "Engaging Students with Open Educational Resources," CTLT Institute, May 2015. We discussed the pedagogical benefits of using and creating open educational resources. See this blog post for slides as well as the agenda for the session, and more: <http://blogs.ubc.ca/chendricks/2015/06/13/engaging-students-with-oer/>

UBC Philosophy Department

- Organized the T.A. Training program for the Department of Philosophy, 2009-2010; I also facilitated one of the sessions during this program.
- Designed and conducted a workshop for graduate Teaching Assistants in Philosophy on providing effective feedback on writing in November, 2013 (part of our T.A. training program). I presented the results of some research on effective feedback and we engaged in a discussion on how to implement these ideas in our own practice of writing comments on essays. The slides for this workshop can be found here: <http://blogs.ubc.ca/chendricks/2013/11/21/feedback-self-regulation/>

Beyond UBC

- Co-organized an open online course in educational technology for teachers called "Open Online Experience 2013-2014." This course ran from Sept. 2013 to May 2014, and covered topics such as connected learning, digital literacy, digital storytelling, and open education. I helped organize the whole course as well as specifically the month on openness and open education, for which I also acted as the facilitator. See the archived website: <http://www.ooe13.org>
- Co-organized and co-facilitated an open online course on openness called "Why Open?" at Peer 2 Peer University, August 2013 and August 2014. This course introduced the topic of "openness," including open education, open data, open access publishing, and more, and engaged participants in discussions of the benefits and drawbacks of working in the open. Information and resources from this course can be found here (this is the 2014 version; there is also a link to the 2013 version here): <https://p2pu.org/en/courses/2314/why-open/>
- Co-facilitated a workshop on using audio in teaching at "Soundcamp" at Thompson Rivers University in Kamloops, BC, August 2013. Information about this workshop can be found at the following website: <http://trusoundcamp.net/>
- Co-designed and co-facilitated an open online course on "Teaching with Wordpress," June 2015. This course was hosted by UBC and the Centre for Teaching, Learning and Technology, but was free and open to anyone who wanted to join, from anywhere in the world. It helped people design course websites and use teaching tools on the Wordpress platform. See <http://blogs.ubc.ca/teachwordpress/>

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other*

Advising Undergraduate Research Projects

- Vanessa Fisher, an undergraduate student giving a presentation at the Multidisciplinary Undergraduate Research Conference at UBC, March 2007

9. Educational Leadership

(a) Areas of special interest and accomplishments

At UBC

- Serving on committees that are drafting program outcomes for both the Arts One Program and also the Department of Philosophy at UBC.
- Working with a committee in the Department of Philosophy to undergo curriculum renewal in our undergraduate program.
- Received several grants from UBC for teaching and learning projects, as well as Scholarship of Teaching and Learning Research.

At UBC and also beyond

- I am an educational leader in “open education” at UBC and beyond; I have been invited to give talks about open education at UBC and for open online courses (see “invited presentations” below, section 10(d)).
 - I am currently the coordinator of the “Arts One Open” project, whereby we post video recordings of our lectures, as well as podcasts, essay topics, student and professor blog posts, and more, to a public website that anyone can use for their learning: <http://artsone-open.arts.ubc.ca>

Beyond UBC

- Served as a BCcampus Open Textbook Faculty Fellow from 2014-2015 (see “formal educational leadership responsibilities” below, section 9(f)), through which I am engaged in outreach and advocacy, among other things. See this BCcampus news item about the fellowship: <http://bccampus.ca/2014/10/09/improving-adoption-of-open-textbooks-through-faculty-advocates/>
- I am a member of the design and facilitation team for the last three iterations of an open online game that teaches digital literacy and collaborative writing, called #TvsZ. It happens approximately twice a year, and several faculty members around the world ask their students to play. I discuss this game in a blog post, here: <http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/>

- I co-presented about this game at a conference in April 2015 (see section 10(e), below).
- I have presented at several conferences about my work in the Scholarship of Teaching and Learning, as well as other topics in teaching and learning (see section 9(d), below).

(b) *Curriculum development/renewal*

Department of Philosophy

- **Program outcomes:** Since 2013 I have been a member of a committee in Philosophy that is working on drafting program outcomes for the B.A. in Philosophy. We have a draft set of outcomes that we are now revising.
- **Curriculum renewal:** Since 2013 I have been on a committee that in working on renewal of the undergraduate curriculum (which hadn't been done for at least 20 years). During Summer 2015 this committee is working on a set of proposals for changes to bring to the department to vote on and begin to implement.
- **Course curriculum changes:** I have worked for several years on revising the curriculum for a course I teach quite often, PHIL 102, Introduction to Philosophy. There is no set curriculum for this course as it is not required for our majors, and instructors are free to teach it as they wish. I have experimented with multiple themes for this course, and continue to do so every couple of years.

Arts One

- **Program outcomes:** Since 2014 I have also been involved in an initiative to develop program outcomes for Arts One. We have a first draft of our outcomes and will refine them over the coming year.
- **Course curriculum changes:** In addition, in Arts One, we engage in curriculum renewal on a biannual basis, as the entire curriculum of the course changes with a new theme, new reading list, and new team of instructors every two years. I have been involved in creating new themes and reading lists as part of such teams since I started teaching in Arts One in 2005.

First Year Programs in Arts Generally

- **Program outcomes:** In May of 2015 I worked with other instructors in first-year programs in the Faculty of Arts (Arts One, Coordinated Arts Program, WRDS 150) to start the process of coming up with program outcomes for first year students in the Faculty of Arts. In Arts One we will use these to help refine our Arts One outcomes.

(c) *Pedagogical innovation*

- **Flexible learning:** I have begun to “blend” online and face-to-face elements in my Introduction to Philosophy course, PHIL 102. I am creating videos and asking students to watch those before class so we can use the in-class time to engage in activities about the texts and lectures. I started with a few videos during Summer 2015, and will be adding more for the same course for Fall 2015. Eventually I would like to make this course fully “blended,” so that some of the lecture material for each week is online rather than in-class.
- **“Students as Producers”:** This is a pedagogical model in which students are asked to do assignments that generate knowledge for each other and for an authentic audience—they become producers, rather than just consumers, of knowledge (Neary and Winn, 2009). Bruff (2013), for example, speaks of giving students assignments that have “authentic audiences” in order to engage them more deeply in their work and to encourage them to make the work as good as possible.
 - Over the last several years I have asked students to blog publicly as part of the assignments for many of my courses (though they could also choose to do so privately). I have also recently asked students to sign up to write notes on the readings on a public site. In PHIL 102, Introduction to Philosophy, in Summer 2015, students must complete a “philosophy in the world” assignment, in which they give their definition of what philosophy is and how it can impact people’s lives, and then find an example of philosophical activities in the world beyond the classroom.
- **Student choice:** Ambrose et al. (2010) argue that student motivation relies significantly (though not fully) on the perceived value of the learning activities (Chapter 3). One way to motivate students is to provide activities that have intrinsic value for them (though instrumental value in the form of marks can also be effective). The authors suggest providing “flexibility and control,” such that students can choose activities that align with their goals and interests (p. 89).
 - In addition to providing students with the choice of topics for research and other essays, I have started to allow students to do different sorts of assignments than just traditional essays in some of my courses. In PHIL 449, Continental Philosophy, in Spring 2014, students had the choice between a short paper and a non-traditional project (they all had to do a research paper at the end of the course, though). About half the students chose the latter, and they produced things ranging from a video to a podcast to a written dialogue to visual artworks. The projects for which I got permission to do so are posted here: <http://blogs.ubc.ca/phil449>.
 - Starting in Fall 2015 I will give students in one of my courses the opportunity to choose weights for the different course activities. E.g., participation could be worth 5-15%, an essay could be worth 10-25%, and so on. Students will sign a contract near the beginning of the term with their choices.
- See also the section on innovation in use of learning technology, in 9(g), below.

*(d) Applications of and contributions to the scholarship of teaching and learning*Applications of the Scholarship of Teaching and Learning

- **Integrated course design:** I use D. Fink’s model of integrated course design in designing my courses (Fink, 2013). In particular, I focus on the multiple types of learning outcomes he suggests to achieve what he calls “significant learning,” including outcomes related to integration of knowledge, learning how to learn, and caring.
- **Active learning:** I emphasize during class time both lecture and active learning, where students are actively involved in doing something during class time with what they are learning (such as discussing, writing, problem solving), rather than only being passive through listening and taking notes. Sample evidence: Bonwell and Eison (1991), Prince (2004), Fink (2013).
- **Marking rubrics:** I use marking rubrics for essays in every course, to give students a sense of what an “A” paper looks like, a “B,” etc., before they write their essays. I also refer to this rubric in my comments on essays. Sample evidence: Jonsson and Svingby (2007), Goodrich Andrade (2001).
- **Scaffolded writing instruction:** I design my Philosophy courses so that students build up, through multiple assignments, towards being able to write a full philosophy essay (rather than asking them to write a full one without preparation through earlier assignments). Sample research: Applebee & Langer (1983), Leong (1998), Coe (2011).
- **Peer feedback on writing:** Regular peer feedback is built into the Arts One course I teach, but I have also incorporated it into all of my Philosophy courses because there is a good deal of evidence that shows its efficacy in improving student writing. Sample evidence: Topping (1998), Paulus (1999), Cho & Schunn (2007), Cho & Cho (2011).
- **Training for peer feedback:** In PHIL 102, to prepare students for peer feedback activities, I wrote a sample essay for them to practice giving feedback on, using the rubric they would use later for each others’ essays. Students then evaluated this essay in groups and we talked about it together in the full class. Several studies show the importance of training students before asking them to give peer feedback, and providing an essay for them to practice on first is often cited as a useful part of training. See, e.g., Berg (1999), Sluijsmans et al. (2003), Min (2006).
- **Self-assessment:** As a result of reading research on the efficacy of students engaging in self-assessment of their own work, I have begun requiring students to assess their own essays as well as receiving feedback from their peers and the instructor or T.A. Sample evidence: Boud (1995/2013), Ross (2006), Orsmond (2011).
- **See above, section 9(c), for other applications of SoTL research** in designing course activities.

Contributions to the Scholarship of Teaching and Learning

Reporting on my own research

Conference presentations

“Does Teaching the Philosophy of Happiness Make One's Students Happier?” Joint presentation with Dr. Jennifer Mulnix of the University of Massachusetts Dartmouth at the group meeting of the American Association of Philosophy Teachers, Pacific Division meeting of the American Philosophical Association, San Diego, California, April 2011. I worked with Dr. Mulnix on a research project studying whether students who take philosophy of happiness courses self-report greater levels of happiness according to several validated tests.

“Difficulties Evaluating Connectivist MOOCs: Negotiating Autonomy and Participation,” presented at the annual Open Education Conference, Park City, Utah, November 2013. I studied the literature on evaluating the effectiveness of connectivist MOOCs, laid out the specific difficulties in doing so, and critiqued several approaches to solving them. Slides and video of this presentation can be found here:

<http://blogs.ubc.ca/chendricks/2013/11/08/open-ed-2013/>

“Tracking a Dose-Response Curve in Peer Feedback on Writing: A Work in Progress,” BCcampus Symposium on Scholarly Inquiry into Teaching and Learning, Vancouver, BC, November, 2014. This presentation was about a peer feedback study I am running in Arts One at UBC. Slides from this presentation can be found here:

<http://www.slideshare.net/clhendricksbc/bc-campus-sotlsymposiumnov2014>

Co-presenter, with Rajiv Jhangiani, Jessie Key, and Beck Pitt, “Faculty Attitudes Towards and Experiences With OER and Open Textbooks,” presentation on the results of a survey of faculty in BC and beyond, at the BCcampus Open Textbook Summit, Vancouver, BC, May 2015. Slides from this presentation can be found here:

<http://www.slideshare.net/BCcampus/faculty-attitudes-towards-and-experiences-with-oer-open-textbooks>

“Peer feedback on writing: is more better?”, poster presentation on a study of peer feedback on writing in Arts One. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015. This poster can be found here:

<http://www.slideshare.net/clhendricksbc/peer-feedback-on-writing-is-more-better-a-pilot-study-in-progress-poster>

(accepted and confirmed) “Tracking a Dose-Response Curve for Peer Feedback on Writing,” to be presented at the SoTL Symposium on the Scholarship of Teaching and Learning, sponsored by The Institute for the Scholarship of Teaching and Learning at Mt. Royal University. Banff, Alberta, Canada, November 12-14, 2015.

(accepted and confirmed) "Faculty Attitudes Towards OER and Open Textbooks in British Columbia and Beyond," presentation on the results of a survey about these faculty attitudes. Presenting with Rajiv Jhangiani and Beck Pitt at the Open Education 2015 conference, Vancouver, BC, November 18-20, 2015.

Other publications and conference presentations on teaching and learning

Refereed publications

See Hendricks (in press), "Teaching and learning philosophy in the open," on the Publications Record section of this CV (below).

Conference presentations

"Team-Teaching in a Multidisciplinary Cohort: The UBC 'Arts One' Experience," UBC Faculty of Education and BC Teachers' Federation annual conference, "Investigating our Practices," University of British Columbia, Vancouver, BC, May 2006.

"A Philosophy of One's Own," workshop for the biannual meeting of the American Association of Philosophy Teachers, Conway/Myrtle Beach, South Carolina, July 2010. I talked about how one might change one's courses to allow students to investigate more of their own philosophical views rather than only those of the philosophers we read.

"Reaching Out to the Wider Disciplinary Audience," meeting of the International Society for the Scholarship of Teaching and Learning, Raleigh, North Carolina, Oct. 2013. I was part of a panel for this presentation on talking to our disciplinary colleagues about SoTL research.

"Doing Philosophy in the Open: Why/Not?," a presentation on open education—what it is, benefits and drawbacks—at the biannual meeting of the American Association of Philosophy Teachers, Collegeville, Minnesota, July 2014. Slides from this presentation can be found here: <http://blogs.ubc.ca/chendricks/2014/08/08/open-ed-aapt/>

"How Not to Encourage Open Sharing of Teaching Materials at a University." Presented at the Open Education Conference, Washington, DC, November 2014. Slides from this presentation can be found here: <http://www.slideshare.net/clhendricksbc/how-not-to-promote-open-sharing-of-teaching-materials-at-a-university-ubcs-policy-81>

Co-presenter, with with Maha Bali, JR Dingwall, Pete Rorabaugh, Andrea Rehn, "Perforating the Classroom: How Hacking the Online Game #TvsZ 6.0 Brings Together Faculty, Students and Community Members." This was a short presentation describing how we hacked an earlier version of #TvsZ by collaborating across the world without ever having met in person. The abstract for this session can be found here:

<http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/> The slides from this session can be found here: http://is.gd/tvsz_short

Co-presenter, with Maha Bali, JR Dingwall, Pete Rorabaugh, Andrea Rehn, “Perforate Your Classroom: Collaboratively Hack the Open Online Game #TvsZ 6.0.” This was a workshop in which participants played and hacked the #TvsZ game described in 9(a), above, “educational leadership.” Emerging Technologies for Online Learning International Symposium 2015, Dallas, Texas, April 2015. The abstract for this session can be found here: <http://blogs.ubc.ca/chendricks/2015/04/15/upcoming-tvsz-game-and-presentations-at-et4online/> The slides for this session can be found here: http://is.gd/tvsz_long

Co-presenter, with Jessie Key, “Reviewing and Adapting Open Textbooks: Practical and Pedagogical Considerations.” BCcampus Open Textbook Summit, Vancouver, BC, May 2015.

Co-presenter, with Will Engle, Cindy Underhill and Lucas Wright, “The Medium and The Message: cMOOC as Open Professional Development,” about the open, online course we ran in June 2015 on Teaching with WordPress. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015. See our website for this open, online course here: <http://blogs.ubc.ca/teachwordpress>

Co-presenter, with Rajiv Jhangiani, “Enhancing Pedagogy With Open Textbooks and Other Open Educational Resources,” a presentation and discussion about the pedagogical value of using and creating open educational resources. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.

Co-presenter, with Sunaina Assanand, Joanne Fox, Catherine Rawn and Allen Sens, “Taking Your Teaching Beyond Your Classroom: Teaching Practice and Educational Leadership,” a panel presentation and discussion on what “educational leadership” can mean, how panelists are fulfilling the role of an educational leader, and how participants might themselves work towards being educational leaders at their institutions. Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.

(accepted and confirmed) “Faculty and Student Collaboration for OER and Open Textbook Advocacy,” a panel with Daniel Munro, Jenna Omassi, and Brady Yano, on how faculty and students at UBC and SFU are collaborating on awareness and advocacy about open educational resources. To be presented at the Open Education 2015 conference, Vancouver, BC, November 18-20, 2015.

(e) *Teaching and Learning Grants (including those for Scholarship of Teaching and Learning)*

Granting Agency	Subject	CO MP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
UBC, TLEF	Providing personalized course video	C	\$49, 992	2015 - 2016	Sidney Fels	Ido Roll, Gregor Miller, Christina

	viewing experiences through student and instructor viewing analysis					Hendricks
UBC, Institute for the Scholarship of Teaching and Learning	Travel grant for presenting SoTL work	C	\$800	2015	Christina Hendricks	
UBC, Institute for the Scholarship of Teaching and Learning	Assessing the use of peer feedback by students in their writing, over the course of a year of intensive writing and peer feedback in Arts One	C	\$5000	2014 - 2015	Christina Hendricks	
UBC, Centre for Teaching, Learning, Technology	Research Assistant to help with SoTL research project on assessing Arts One	C	\$2000	2011 - 2012	Christina Hendricks	
UBC Vice Provost & Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$2905	2011 - 2012	Chris Stephens	Christina Hendricks
UBC Vice Provost and Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$5361	2010 - 2011	Christina Hendricks	
UBC Vice Provost and Associate Vice President Academic Affairs	TA Training program for the department of Philosophy	C	\$2732	2009 - 2010	Christina Hendricks	

(f) *Formal educational leadership responsibilities*

- I served as the Chair of the Arts One program from 2010-2012, and will do so again from 2015-2017. During 2010-2012, I did the following, among other things:

- Connected with Arts One alumni more than we had in the past, by having events during Alumni weekend and producing a newsletter for alumni.
 - Instituted a program (at the suggestion of one of the Arts One program administrators) whereby students can take information about Arts One back to their high schools during holiday breaks. Numerous students do so each year.
 - Instituted an out trip for Arts One students: I started taking interested students to a play at the local Shakespeare festival in September 2011, and have continued ever since.
 - Instituted, as an early adopter, a mid-term course feedback system for interested Arts One faculty.
 - Worked on a peer mentoring program for Arts One, along with other first-year programs in the Faculty of Arts (which was unfortunately not implemented).
 - Held two joint events with the Science One program at UBC: a guest lecture and discussion and a film showing and discussion.
- I received a fellowship from BCcampus to serve as an Open Textbook Faculty Fellow for 2014-2015. Some information on this fellowship can be found here: <http://bccampus.ca/2014/10/09/improving-adoption-of-open-textbooks-through-faculty-advocates/>
 - During this fellowship, I and the other two faculty fellows have conducted research on open textbooks (OT) and other open educational resources (OER), engaged in advocacy and outreach activities involving OT and OER, and have advised BCcampus on their OT program.
- I have been a co-facilitator for the Scholarship of Teaching and Learning Community of Practice at UBC since January 2014 (and will continue through the 2015-2016 academic year).
 - I have helped to organize several events each year, such as discussions of current topics in SoTL and workshops by guest facilitators.
- I am serving as the Chair of the Teaching and Learning Committee of the American Association of Philosophy Teachers (I am also an elected member of the Board): <http://philosophyteachers.org/>
 - The Teaching and Learning Committee of the AAPT is charged with organizing 1-3 day workshops on teaching and learning, for graduate students and faculty members. Some of these are held at our biannual meetings, while others are held several times a year around North America.

(g) *Innovation in the use of learning technology*

- I have worked with educational technologists at the Centre for Teaching, Learning and Technology at UBC to develop a system by which students could submit essays through a WordPress course site for Arts One, such that the only people who could see the essays are the instructor plus the students in the small group of four students that meet together as a tutorial group for peer review once per week. We also set it up so that the tutorial groups

could make comments on each others' essays through the Word Press site, and only the students in the tutorial group (plus the instructor) could see the comments. We tested this system during the 2014-2015 academic year, and are refining it and adding some new functionality for the 2015-2016 academic year. Other instructors at UBC will also soon be able to use this system.

- I was part of a team that applied for and received a TLEF grant for developing a new tool for watching instructional videos (see 9(e), above, "teaching and learning grants"), which allows students to interact with educational videos in a way that is more helpful for learning and studying than the simple video players one finds on YouTube or Vimeo, for example. This tool creates visual indicators of which parts of the video have been watched more often than others, easily allowing students to go back later to find the parts they presumably found useful or difficult in the past. It will also allow students to highlight (literally) sections of the video for later viewing, and to create new videos made up just of parts of videos they select, putting them all together into a personalized set of clips they find important. I am testing the tool in my Philosophy courses in the Summer and Fall of 2015 (it is also being tested in some courses in Applied Science), and we will release it for wider use starting sometime in 2016.

(h) *Other educational leadership contributions*

Undergraduate Orientations

- Invited Orientations Professor for Imagine Day, most years since 2005, for Arts One Student Success Workshops.
- Invited faculty speaker for two groups of students during an orientation before Fall 2005: a group of several hundred transfer students, and a group of about one hundred transfer and mature students. I spoke to each group about challenges transfer and mature students might face at UBC and how to respond to them.
- Co-facilitated a 45 minute training session in March 2006 for student leaders who would be running orientations for new students the following Fall. We discussed the transfer student population and needs, and how best to approach their orientation to UBC.

Other

- Reviewed an open textbook on ethics in law enforcement for the BCcampus open textbook project (<http://opentextbc.ca/ethicsinlawenforcement/>), before the textbook was finished, and contributed significantly to the final product. December, 2014.
- I maintain a blog on teaching and learning which receives a significant amount of traffic (and is showcased as part of the blogs content on the UBC A Place of Mind site: <http://aplaceofmind.ubc.ca/>). I have started using Google Analytics on this blog in February 2015, and since then there have been over 6000 sessions (a session is

counted whenever anyone comes to the site) by over 5000 users (89% of those new, the rest returning).

10. Scholarly and Professional Activities

(a) *Areas of special interest and accomplishments*

Note that my contributions to the Scholarship of Teaching and Learning are listed above, in section 9(d).

Below I list all invited talks, whether related to teaching and learning or disciplinary research, as well as conference presentations focused on my disciplinary research.

(b) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

See also the grants listed under "Teaching and Learning grants," in section 9(e), above.

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
University of Wisconsin Colleges, Phil. Dept.	Summer Research Grant, Critical Thinking	C	\$900 (US)	2003	Christina Hendricks	
UW Colleges & UW Madison	Summer Research Grant Foucault and Kant on Enlightenment	C	\$8000 (US)	2002	Christina Hendricks	

(c) *Research or equivalent contracts (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

(d) *Invited Presentations*

At UBC

Invited to give a presentation on "Open Education and Connectivist MOOCs" at the CTLT Institute at UBC in May, 2013. I spoke about what open education is and explained what a "connectivist" Massive Open Online Course is. Slides from this workshop can be found here: <http://blogs.ubc.ca/chendricks/2015/02/18/pres-open-ed-moocs-ubc-2013/>

Invited to present during UBC's Open Education Week, October 2013. The title of my presentation was "Open Education: From Connectivist MOOCs to UBC." I spoke briefly about open education and connectivist MOOCs, and focused on two ways I was involved in open education at UBC. The slides for this presentation can be found here: <http://blogs.ubc.ca/chendricks/2015/02/18/pres-open-ed-moocs-ubc-2013/> There is also a recording of this session on YouTube: <http://is.gd/connectivistmoocsubc>

Invited to present at a workshop sponsored by CTLT (Centre for Teaching, Learning and Technology) at UBC called "How Learning Works," during Celebrate Learning Week, October 2013. In this workshop, three UBC faculty members presented a difficulty they are struggling or have struggled with in teaching and learning, relating it to one of the principles in a book called *How Learning Works* (Ambrose et al, 2010). Workshop participants used the principles from the book to suggest ways to address the difficulties, and then faculty members explained afterwards what we had done ourselves to address them.

Invited to speak as part of a panel talking about how to make your own videos for courses, at the Centre for Teaching, Learning and Technology's Summer Institute, May 2014. I spoke about my experience learning on my own how to shoot and edit video.

Invited to participate in a debate during Open UBC week on MOOCs and higher education, October, 2014. My presentation was on "The Open in MOOCs." Information about the debate and slides from my presentation can be found here: <http://blogs.ubc.ca/chendricks/2014/11/03/the-open-in-moocs/>

Invited to present on interdisciplinary teaching in Arts One for the Interdisciplinary Teaching and Learning Community of Practice at UBC, March 2015.

Beyond UBC

Invited to give a presentation on "open leadership" for an open online course about open and connected learning, October 2014. You can see the slides for this presentation here: <http://blogs.ubc.ca/chendricks/2014/11/01/presentation-on-open-leadership-for-oclmooc/>

Invited to be "interviewed" during a Twitter chat for an open online course called "Tinker, Make and Learn," February, 2015. I was invited to speak about the digital storytelling objects I have made over the last few years (images, videos, podcasts, animated gifs, and more). Tweets from this "Twitterview" can be found here: <https://storify.com/robinwb/tinker-make-and-learn>

Invited to give a lecture on Foucault for the Vancouver Institute of Social Research, a series of free lectures on critical theory, April 2015. The title of my talk is "Foucault on Beheading the Sovereign." You can see more about the VISR, here: <https://visrfreeschool.wordpress.com/> Slides from this talk are available on Prezi.com: <http://is.gd/FoucaultBeheadingSovereign> (the capital letters in this URL are required).

Invited to speak about the BCcampus Open Textbook Project and open textbooks more generally, to the BC Environment articulation meeting, New Westminster, BC, May 2015. Slides from this presentation can be found here:

<http://www.slideshare.net/clhendricksbc/open-textbooks-presentation-for-faculty>

(e) *Other Presentations*

Conference presentations on disciplinary research

“Doing Philosophy in Public: The Political Role of Philosophers,” Work-in-Progress Topical Conversation, Annual Meeting of the Philosophy of Education Society, Montreal, March 2009.

“Authority and Autonomy in Descartes’ *Discourse on Method*,” annual meeting of the Association for Core Texts and Courses, New Brunswick, New Jersey, April 2010.

“Trust and Suspicion in Critical Thinking as Transcendence,” Philosophy of Education Society, Puerto Vallarta, Mexico, April 2006.

“Core Texts as Critical History: How Studying Works by Old, Dead, White Guys can be Radical,” Association for Core Texts and Courses, Chicago, April 2006.

Comments on “Marriage and Morals,” paper by Elizabeth Brake, University of British Columbia Summer Workshop on Feminist Philosophy, Vancouver, BC, June 2005.

“Foucault’s Kantian Critique: Philosophy and the Present,” Pacific Division meeting of the American Philosophical Association, San Francisco, California, March 2005.

“Critical Thinking and Transcendence,” Association for Informal Logic and Critical Thinking, meeting in conjunction with the Central Division of the American Philosophical Association, Chicago, April 2004.

“Foucault, A Kantian? Aesthetic Creation of Self and Anthropological Sleep,” International Association for Philosophy and Literature, University of Leeds (UK), May 2003.

“Critical Thinking in Context” (co-facilitated workshop), UW Colleges Conference on Engaging Students in the First Year, University of Wisconsin-Fox Valley, March 2003.

“A Prophet in Exile: The Foucauldian Genealogist as Politicized Intellectual,” International Association for Philosophy and Literature, SUNY Stony Brook, May 2000.

“Heretics and Exiles: ‘Women’ and Political Dissidence According to Julia Kristeva,” *Philosophy and ‘The Feminine’: A Conference on Feminist Philosophy*, Vanderbilt University, January 1999.

“Through Kristeva's Looking Glass: A Cosmopolitan Feminism,” Society for Phenomenology and Existential Philosophy, University of Kentucky, October 1997.

“Through Identity's Looking Glass: Kristeva's Cosmopolitan Wonderland,” University of Texas Graduate Student Conference, Austin, TX, March 1997.

(f) *Other*

Local Faculty Lecture Series, while at University of Wisconsin-Rock County

“Critical Thinking and Transcendence, Towards Kantian Ideals of Reason,” Faculty Lecture Series, University of Wisconsin-Rock County, October 2003.

“The Philosopher as Ideal Human: Kant, Foucault and the Social/Political Role of Philosophers,” Faculty Lecture Series, University of Wisconsin-Rock County, September 2002.

“Continental Philosophy as Political Practice? Some Reflections on Obscure Writings and Political Action,” Faculty Lecture Series, University of Wisconsin-Rock County, October 2001.

(g) *Conference Participation (Organizer, Keynote Speaker, etc.)*

Conference organization

Member of Planning Committee, Women's Studies Undergraduate Conference, Women's Studies Program, University of British Columbia, Fall 2004-Spring 2005.

Member of Planning Committee, University of Texas Graduate Student Conference, Fall 1996-Spring 1997.

Panel organization for conferences

Organized a panel on open online courses in philosophy for the American Philosophical Association's Committee on the Teaching of Philosophy, at the APA Pacific Division meeting, San Diego, California, April 2014.

Organized a panel on the Scholarship of Teaching and Learning in Philosophy for the American Philosophical Association's Committee on the Teaching of Philosophy, at the APA Pacific Division meeting, Seattle, Washington, April 2012.

11. SERVICE TO THE UNIVERSITY

- (a) *Areas of special interest and accomplishments*
- (b) *Memberships on committees, including offices held and dates*

Departmental Service—Department of Philosophy

Curriculum renewal committee, Department of Philosophy, UBC, Fall 2013-present (ongoing)

Ad hoc committee on pedagogical initiatives, Department of Philosophy, UBC, Fall 2014-Spring 2015

Advisory Committee on the search for a Head of the Philosophy Department, University of British Columbia, Spring 2012, Fall 2014-Spring 2015

Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2011-June 2012

Development and Outreach Officer, Department of Philosophy, University of British Columbia, Summer 2010-Summer 2011

Member, UBC Department of Philosophy Task Force on the Status of Women in the department, Spring 2011

Coordinator, T.A. Training Program, Department of Philosophy, University of British Columbia, Fall 2009-Spring 2010

Environmental Officer, Department of Philosophy, University of British Columbia, Summer 2009-present

Equity Officer, Department of Philosophy, University of British Columbia, Summer 2008-Summer 2009

Organizer, Philosophy Department Ethics Workshop (members read and comment on each others' papers), Fall 2007-Spring 2009

Departmental Reading Room Coordinator, Department of Philosophy, University of British Columbia, Fall 2007-Fall 2008

Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2005-Summer 2007

Departmental Service—Arts One Program

Managing the Arts One Open website: posting lecture recordings and essay topics, connecting student and faculty blog posts <http://artsone-open.arts.ubc.ca>, Fall 2014-present (ongoing)

Read applications for two Instructor I positions for Arts One, Spring 2013 (I could not participate in interviews because I was on study leave in Australia).

Chair, Arts One Program, July 2010-July 2012

Met several times in 2011 with people from the Centre for Student Involvement and the leaders of the Coordinated Arts Program and the ASTU program to discuss how to best run a peer mentor program for first year students in the Faculty of Arts at UBC.

Arts One External Review Preparation Committee, University of British Columbia, Spring 2009-Fall 2009

Arts One Advisory Committee, University of British Columbia, Fall 2008-Summer 2012

University Service

Faculty of Arts Curriculum Committee, Fall 2014-present
 Reviewed files for tenure and promotion for Instructor I to Sr. Instructor at UBC, 2013-present.
 Served as a peer reviewer of teaching for a faculty member in a department at UBC outside of my own, Fall 2013, Fall 2014.
 UBC Instructor Network, member of steering committee, Summer 2010-present.
 -- I organized and facilitated a panel discussion on the Scholarship of Teaching and Learning sponsored by this committee, January 2014.
 -- starting in Fall 2015 I will be the CTLT liaison for this committee
 Co-facilitator, CTLT Community of Practice for the Scholarship of Teaching and Learning, January 2014-present.
 Served on the search Committee for two Instructor I's for the Coordinated Arts Program, Faculty of Arts, Spring 2012.
 Served as faculty judge for student presentations during Jump Start, the two-week orientation program for international students coming to UBC, August 2011.
 Bargaining Preparation Committee, UBC Faculty Association, February-June 2010; Fall 2011-Spring 2012.
 Peer reviewer for proposals for the October 2009 Learning Conference sponsored by the Centre for Teaching and Academic Growth, September 2009.
 Planning Committee for Health Care Team Challenge, College of Health Disciplines, University of British Columbia, Fall 2005-Fall 2009.

(c) *Other service, including dates*

12. SERVICE TO THE COMMUNITY

(a) *Memberships on scholarly societies, including offices held and dates*

Member of the Canadian Philosophical Association, 2004-present
 Member of the American Philosophical Association, 1995-present
 Member of the American Association of Philosophy Teachers, 2005-present
 Member of the Canadian Society for Women in Philosophy, 2004-present
 Member of the Philosophy of Education Society, 2004-present

(b) *Memberships on other societies, including offices held and dates*

(c) *Memberships on scholarly committees, including offices held and dates*

Member of the Board, American Association of Philosophy Teachers, January 2015-present
 Chair of the Teaching and Learning Committee, American Association of Philosophy Teachers, 2015-present
 Member of the American Philosophical Association Committee on the Teaching of Philosophy, Summer 2011-Summer 2014

(d) Memberships on other committees, including offices held and dates:

President, UBC Day Care Parent Council, June 2011-June 2012
 VP Advocacy for Faculty, UBC Day Care Parent Council, September 2009-June 2011
 Member, UBC Day Care Parent Council, June 2009-June 2012

*(e) Editorships (list journal and dates)**(f) Reviewer (journal, agency, etc. including dates)*

Reviewer for Teaching and Learning Inquiry, the journal of the International Association for
 Scholarship of Teaching and Learning, 2014-present
 Reviewer for *Philosophy and Social Criticism*, 2008-present
 Reviewer for *Hypatia: A Journal of Feminist Philosophy*, 2002-present

*(g) External examiner (indicate universities and dates)**(h) Consultant (indicate organization and dates)**(i) Other service to the community*

Reviewed a dossier for a teaching award for a faculty member at another university, February
 2014, February 2015.

13. AWARDS AND DISTINCTIONS*(a) Awards for Teaching (indicate name of award, awarding organizations, date)*

Department of Philosophy Teaching Award, University of Texas, (awarded twice, in 1997 and
 1998)

(b) Awards for Scholarship (indicate name of award, awarding organizations, date)

P.E.O. Scholar Award, University of Texas, 1996

14. OTHER RELEVANT INFORMATION*(a) Participation in professional development programs to improve teaching*

Extended, intensive workshops

Faculty Instructional Skills Workshop, August 9-11, 2011. This is a three-day workshop devoted to various topics in improving instructional skills, with a peer review component: participants present three mini-lectures (one each day) that are then peer reviewed (including a discussion period after the lecture) as well as videotaped to facilitate providing feedback to oneself. See <http://ctl.ubc.ca/programs/all-our-programs/instructional-skills-workshop-isw/>

Faculty Certificate Program on Teaching and Learning in Higher Education, Sept. 2011-April 2012. This is a year-long workshop focused in part on developing a research project the Scholarship of Teaching and Learning (SoTL), and in part on improving one's own teaching practice. We meet monthly, but most of the work is done independently, between meetings. See <http://ctl.ubc.ca/about-isotl/programs-events/faculty-sotl-program/>

Teaching in a Blended Learning Environment, July 2014. This was a three-week workshop at UBC designed to help faculty members begin to move one of their courses to a "blended," online and face-to-face format. By the end of the course, participants had a full module of a blended course planned out.

Open online courses

Participated in ETMOOC—a massive, open, online course in educational technology and media (<http://etmooc.org>) January-March 2013. My experiences are recorded on my blog:

<http://blogs.ubc.ca/chendricks/category/etmooc/> and also here:

<http://storify.com/clhendricksbc/favourite-tweets-from-etmooc-2013>

Participated in a massive, open, online course on Open Education, from the Open University: <http://www.open.edu/openlearn/education/open-education/content-section-0> March-April 2013. My experiences and activities for this course are on my blog:

<http://blogs.ubc.ca/chendricks/tag/h817open/>

Participated in DS106, an open, online course on digital storytelling (using digital media to not only tell stories, but to explain concepts, processes, and arguments. Learned how to use software for video and audio recording and editing as well as image manipulation. March 2013-ongoing. <http://ds106.us>

Participated in Humanizing Online Instruction, an open online course that applies the "Community of Inquiry" framework (<https://coi.athabascau.ca/>) to online teaching. All my work in this course is behind a registration wall, but some information about this course can be found here: <https://humanmooc.wordpress.com/>

Other programs and conferences focused on teaching and learning

Participated in the Focus on Teaching mentoring program for junior faculty in the Faculty of Arts, University of British Columbia, Fall 2004-Spring 2005.

Attended the UW Colleges Workshop on the Scholarship of Teaching and Learning, UW-Fond du Lac, August 2003.

Attended the American Association for Higher Education's 2002 National Conference on Higher Education, focused on the theme "Learning in Context," Chicago, March 2002.

Attended University of Wisconsin System Faculty College (three-day mini-courses devoted to teaching and learning), University of Wisconsin-Richland Center, June 2001.

THE UNIVERSITY OF BRITISH COLUMBIA***Publications Record*****SURNAME:** Hendricks**FIRST NAME:** Christina**Initials:****MIDDLE NAME(S):** Lynn**Date:** July 22, 2015**1. REFEREED PUBLICATIONS****(a) *Books******Edited***

Hendricks, C. and Oliver, K. (Eds.) (1999). *Language and liberation: Feminism, philosophy and language*. New York: SUNY Press.

(b) *Journals*

Hendricks, C. (2002). The author[‘s] remains: Foucault and the demise of the ‘author-function.’ *Philosophy Today*, 46(2), 152-169.

Hendricks, C. (2008). Foucault’s Kantian critique: Philosophy and the present. *Philosophy and Social Criticism*, 34(4), 357-382.

(c) *Chapters***(d) *Conference Proceedings***

For the following, abstracts were peer reviewed for the conference, and then a new abstract was peer reviewed for inclusion in the published volume.

Hendricks, C. (in press). Teaching and learning philosophy in the open. In E. Esch and C. Wright (Eds.), *Current Issues in Philosophical Pedagogy* [selected papers from the 2014 meeting of the American Association of Philosophy Teachers]. Charlottesville, VA: Philosophy Documentation Center.

For the following, abstracts or full papers were reviewed for presentation at the conferences, and then there was a peer review process of the full papers to determine which papers would be published in the proceedings.

Hendricks, C. (1997). Fluidizing the mirror: Feminism and identity through Kristeva’s looking glass. *Philosophy Today*, 41(Suppl.), 79-89.

Hendricks, C. (2006). Trust and suspicion in critical thinking as transcendence. *Philosophy of Education Yearbook 2006*, 295-302.

Hendricks, C. (2010). Core texts as critical history: How studying works by dead white men can be radical. In P.T. Flynn, J.-M. Kruth, J.K. Doyle, and J.S. Lee (Eds.), *Substance, judgment and evaluation: Seeking the worth of a liberal arts, core text education* [Selected papers from the twelfth annual conference of the Association for Core Texts and Courses] (pp. 113-119). Lanham, MD: University Press of America.

2. NON-REFEREED PUBLICATIONS

- (a) *Books*
- (b) *Journals*

Hendricks, C. (2003). The philosopher as anthropologist: Foucault's genealogy of our enlightenment legacy." *Listening: A Journal of Religion and Culture*, 37(2), 84-115.

Hendricks, C. (in press). Navigating between extremes: A commentary on Turgeon. *Mind, Culture and Activity*.

- (c) *Chapters*

The following book chapter was invited; extensive revisions were suggested by the editors (no other peer review)

Hendricks, C. (2012). Prophecy and *parrêsia*: Foucauldian critique and the political role of intellectuals. In R. Sonderegger and K. de Boer (Eds.), *Conceptions of Critique in Modern and Contemporary Philosophy* (pp. 212-230). Basingstoke, UK: Palgrave Macmillan.

- (d) *Conference Proceedings*

- (e) *Book Reviews*

Hendricks, C. (2002). [Review of *Exotic Parodies: Subjectivity in Adorno, Said, and Spivak*, by A. Varadharajan]. *Monatshefte*, 94(1), 128-129.

Hendricks, C. (2003). [Review of the book *The Enlightenment: A brief history with documents*, by M.C. Jacob]. *Teaching Philosophy*, 26(2), 179-181.

Hendricks, C. (2003). [Review of the book *Socratic Citizenship*, by Dana Villa]. *Teaching Philosophy*. 26(4), 402-406.

Hendricks, C. (2004). [Review of the book *The Feminine and the Sacred*, by Catherine Clément and Julia Kristeva]. *The Journal of Speculative Philosophy*, 18(2), 161-164.

Hendricks, C. (2004). [Review of the book *What is Philosophy?*, ed. C.P. Ragland and Sarah Heidt]. *Teaching Philosophy*, 27(4), 384-388.

Hendricks, C. (2006). [Review of the book *Love is a Sweet Chain: Desire, Autonomy, and Friendship in Liberal Political Theory*, by James R. Martel]. *The Journal of Speculative Philosophy*, 20(3), 245-247.

- Hendricks, C. (2008). [Review of the book *Foucault on Freedom*, by Johanna Oksala]. *The Journal of Speculative Philosophy*, 22(4), 310-312.
- Hendricks, C. (2013). [Review of the book *Philosophical Inquiries into Pregnancy, Childbirth, and Mothering: Maternal Subjects*, ed. Sheila Lintott and Maureen Sander-Staudt]. *Women's Studies*, 42(3), 353-357.
- Hendricks, C. (2013). [Review of the book *Gender: Key Concepts*, by Harriet Bradley]. *Hypatia Reviews Online*. <http://hypatiaphilosophy.org/HRO/content/gender>
- Hendricks, C. (in press). [Review of the book *Philosophy in Schools: An Introduction for Philosophers and Teachers*, ed. Sara Goering, Nicholas J. Shudak, and Thomas E. Wartenberg]. *Teaching Philosophy*.