

**THE UNIVERSITY OF BRITISH COLUMBIA**  
*Curriculum Vitae for Faculty Members*

Date: April 17, 2021

Initials: CH

1. **SURNAME:** Hendricks **FIRST NAME:** Christina  
**MIDDLE NAME(S):** Lynn
  
2. **DEPARTMENT/SCHOOL:** Philosophy
  
3. **FACULTY:** Arts
  
4. **PRESENT RANK:** Professor of Teaching **SINCE:** July 1, 2016
  
5. **POST-SECONDARY EDUCATION**

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

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
- Creative Commons Certificate, Summer 2018

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

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

*(b) At UBC*

Rank or Title	Dates
Assistant Professor w/o Review	2004-2005
Instructor I	2005-2010
Senior Instructor	2010-2016
Professor of Teaching	2016-present

*(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 British Columbia	Maternity & Parental	July 2007-March 2008
University of Melbourne, Melbourne, Australia	Study Leave from UBC	July 2012-July 2013

8. **TEACHING***(a) Areas of special interest and accomplishments in teaching*

Note: I am on a 100% secondment as Academic Director of the Centre for Teaching, Learning and Technology from 2018-2023. I am not teaching on a regular schedule during that time.

At UBC

- Courses regularly taught at UBC: Arts One (first-year, interdisciplinary, team-taught course; taught from 2005-2017), Introduction to Philosophy (PHIL 102), Introduction to Moral Theory (PHIL 230), Topics in Continental Philosophy (formerly PHIL 449, now PHIL 448).
  - I have also been a faculty sponsor for several Student Directed Seminars, which are organized and facilitated by undergraduate students under a faculty mentor. See the list of these below the table of courses taught.
- 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 8(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 8(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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>	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 <sup>2</sup>	234	16	52	78		104
W14 T1	PHIL 230	39	63	39			
<b>Session</b>	<b>Course</b>	<b>Scheduled</b>	<b>Class</b>	<b>Hours Taught</b>			

	Number	Hours	Size	Lectures	Tutorials	Labs	Other
W14 T1&T2	ARTS 001	260	19	52	78		130
Sum15 T1	PHIL 102	39	40	39			
W15 T1 & T2	ARTS 001	260	19	52	78		130
W15 T1	PHIL 102 <sup>4</sup>	39	125	26	26		
Sum16	PHIL 486A <sup>3</sup>	26	1				26
W16 T1 & T2	Arts 001	260	20	52	78		130
W16 T2	PHIL 102	39	85	26			
W17 T2	PHIL 102	39	113	26			
W18 T2	PHIL 102	39	120	26			

1. 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 (that's what the 130 hours in the last column represents).
2. 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.
3. PHIL 486A in Summer 2011 was a directed study with one student, on Michel Foucault, Jacques Rancière, and Giorgio Agamben. In Summer 2016 it was a directed study with another student, on Michel Foucault and Jürgen Habermas.
4. In W15 Term 1, for PHIL 102, I taught two Friday discussion meetings a week.

### Student directed seminars

I have been a faculty sponsor for several Student Directed Seminars at UBC, and have mentored a student through planning another one that was ready to go but did not get enough enrolment to run. Student directed seminars are organized and facilitated by undergraduate students, with a faculty member mentoring them through the process.

- The Counter-Enlightenment (Kant, Nietzsche, Adorno, Horkheimer, Herder, Foucault), organized by Royce Zeisler (Philosophy), Spring 2010.
- Hegel's *Phenomenology of Spirit*, organized by Kenji Hayakawa (Philosophy), Spring 2011
- Atheism, Religion and Power in the Modern Context, organized by Scott Carlson (Philosophy), did not run due to low enrolment
- Philosophical Arguments in Traditional vs. Non-Traditional Media, organized by Daniel Munro (Philosophy) and Kosta Prodanovich (English), Spring 2016
- The Rhetoric and Implications of the 2016 US Presidential Election, organized by Sana Fatima and Melissa Teo, Spring 2018

(c) *Students Supervised*Graduate students supervised

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

Teaching mentor for graduate students

Student Name	Program Type	Year		Supervisory Role
		Start	Finish	
Irwin Chan	CTLT Certificate in Advanced Teaching & Learning	2016	2017	Teaching mentor

Undergraduate students

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Vanessa Fisher	Multidisciplinary Undergraduate Research Conference presentation	2007	2007	Research project presentation advisor
Daniel Munro	Research Assistant	2014	2015	RA supervisor
Kosta Prodanovich	Research Assistant	2014	2015	RA supervisor
Jessica Stewart	Research Assistant	2014	2015	RA supervisor
Kosta Prodanovich	B.A. English Honours Thesis	2016	2016	Second Honours thesis reader

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

Below are the numbers for one of the “University Module” questions and one of the Faculty of Arts questions on the UBC student evaluations of teaching, from the last five years I taught.

As the Arts One evaluations are a little unusual, I explain them here briefly. 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 001B 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 Faculty of Arts questions for the lecture evaluations, though they do answer the University Module 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 001B LB4 refer to evaluations by just the ~20 students in my seminar group of the seminars, tutorials, and grading.

*Missing data from the following tables*

- For Arts One in 2014, the lecture evaluations are missing because a technical problem led to the data not being collected.

*The survey questions reported on*

- UMI 6 states, “Overall, the instructor was an effective teacher.” Students are asked to rate their agreement with this statement on a scale of 1-5: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.
- Arts 6 asks, “Considering everything how would you rate this course?” Students are asked to answer on a scale of 1-5: (1) very poor, (2) poor, (3) neutral, (4) good, (5) very good.

<b>Philosophy</b>		<b>UMI 6</b>				<b>Arts 6</b>			
		<b>Mean</b>	<b>SD</b>	<b>Responses</b>	<b>Response rate</b>	<b>Mean</b>	<b>SD</b>	<b>Responses</b>	<b>Response rate</b>
<b>2014-2015</b>	PHIL 230A	4.0	1.0	47	75%	4.0	1.0	46	73%
<b>2015-2016</b>	PHIL 102 (Summer)	4.5	0.6	34	85%	4.3	0.6	34	85%
	PHIL 102	4.3	0.6	80	65%	4.0	0.7	80	65%
<b>2016-2017</b>	PHIL 102	4.3	0.6	44	54%	4.1	0.7	44	54%
<b>2017-2018</b>	PHIL 102	4.6	0.7	61	54%	4.7	0.6	61	54%
<b>2018-2019</b>	PHIL 102	4.6	0.6	71	58%	4.7	0.5	71	58%
<b>Average scores</b>		<b>4.4</b>			<b>65%</b>	<b>4.3</b>			<b>65%</b>

<b>Arts One</b>		<b>UMI 6</b>				<b>Arts 6</b>			
		<b>Mean</b>	<b>SD</b>	<b>Responses</b>	<b>Response rate</b>	<b>Mean</b>	<b>SD</b>	<b>Responses</b>	<b>Response rate</b>
<b>2010-2011</b>	Lecture	4.68	0.5	19	20%				
	Seminar, tutorials	4.88	0.3	16	84%	4.75	0.4	16	84%
<b>2011-2012</b>	Lecture	4.18	0.7	45	47%				
	Seminar, tutorials	4.55	0.5	11	65%	4.64	0.5	11	65%
<b>2013-2014</b>	Lecture	4.28	0.6	25	43%				
	Seminar, tutorials	4.33	0.8	6	38%	4.29	1.1	7	44%
<b>2014-2015</b>	Lecture	Data not collected due to tech problem							
	Seminar, tutorials	4.79	0.4	14	74%	4.6	0.6	13	68%
<b>2015-2016</b>	Lecture	4.5	0.6	42	58%				
	Seminar, tutorials	4.8	0.4	12	63%	4.7	.5	12	63%
<b>Average scores totals</b>		<b>4.55</b>	<b>0.5</b>		<b>55%</b>	<b>4.6</b>	<b>0.6</b>		<b>65%</b>
Lectures average		4.41	0.6		42%				
Seminars, tutorials average		4.67	0.5		65%				

(e) *Continuing Education Activities*

Workshops facilitated, presentations given on teaching and learning at UBC

*Longer, more intensive courses*

- 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.
- Co-designed and co-facilitated a four-month long blended course called the [Program for Open Scholarship and Education](#), January-April 2021. This course had four sections: open access, open research, open education, and a capstone project.
  - I was part of a group of people from the UBC Library, the UBC Research Commons, and the Centre for Teaching, Learning, and Technology who worked on designing the course in 2019-2020, before it began in January 2021.

- This course was open to anyone, inside or outside UBC, as the content and assignments are on a public site. Participants needed to register on Canvas to complete some assignments, which was also possible for those outside UBC.
- Those who completed all activities received a certificate of participation.

### *Shorter workshops and other activities*

- 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 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 about interdisciplinary teaching and learning: "Mixing it Up: Collaborating Across the Disciplines" in May, 2012.
- Presentation on "[Open Education and Connectivist MOOCs](#)," CTLT Institute at UBC, May, 2013.
- 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.
- 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.
- Co-presented, with Will Engle and Jon Festinger, on "[Engaging Students with Open Educational Resources](#)," CTLT Spring Institute, May 2015.
- Co-presented, with Farnaz Badiee, Will Engle, Shawna Parlongo, Daniel Munro, and Jenna Omassi, on "Engaging Students with Open Educational Resources," CTLT Summer Institute, August 2015.
- Co-facilitated a series of workshops with Erin Fields (Library), Lucas Wright and Cindy Underhill (both from CTLT) on open education, called "[Open For Learning](#)," from December 2015 to March 2016.
  - "Open for Learning: Exploring the Possibilities for Your Classroom," CTLT Winter Institute, December 7, 2015.
  - "Open for Learning: Using and Remixing Open Resources in Your Courses," CTLT, February 9, 2016.
  - "Open for Learning: Teaching in the Open," CTLT, March 24, 2016.



- Co-facilitated a workshop, with Silvia Bartolic, Adrianna Briseno-Garzon, and Ido Roll, [“Teaching as Research: Evaluating Your Practice Through the Lens of SoTL,”](#) CTLT, August 2016.
- Co-facilitated a workshop with Robert Crawford on [using Blogs in Teaching](#), for the Faculty of Arts ISIT workshop series, September 2016.
- Co-facilitated a series of workshops with Erin Fields (Library), Will Engle, Lucas Wright and Cindy Underhill (CTLT) on open education, called “Open For Learning,” Fall 2016.
  - “Engaging Students in Scholarly Practice”, CTLT, October 27, 2016.
  - [“Open Practices: Wikipedia-Based Assignments in Your Classroom,”](#) CTLT, December 8, 2016.
- Co-facilitated a workshop with Afsaneh Sharif, Jenny Peterson and Amy Metcalfe called [“After the Ban: Continuing Conversations on Discrimination and Marginalization at UBC,”](#) CTLT Spring Institute, May 2017.
- Co-facilitated a workshop with Afsaneh Sharif and Jenny Peterson called [“Introduction to Inclusive Learning and Teaching Environments,”](#) CTLT Summer Institute, August 2017.
- Co-facilitated a workshop with Peter James and Jonathan Verrett on [Copyright and Open Educational Resources](#), CTLT Summer Institute, August 2017.
- Presented, with Will Engle and Christina Ilnitshi, on [“Open Educational Practices: Aligning Teaching and Learning with Research Practices,”](#) at [a day-long event on open scholarship](#) at UBC, Sept. 29, 2017.
- Part of a panel of Educational Leadership faculty who planned and presented a talk on educational leadership for Heads, Directors, and members of the Dean’s Advisory Committee on Promotion & Tenure in the Faculty of Arts, November 2018; repeated again October 2019 and October 2020.
- Part of a panel of Educational Leadership faculty speaking at a UBC Educational Leadership Network event on the tenure and promotion process for faculty in the Educational Leadership stream, December 2019.
- Academic Leadership Development Program, UBC Vancouver
  - Co-developed and co-facilitated a session on “The Changing Landscape of Teaching and Learning,” February 2020 and again February 2021.
  - Co-developed and co-facilitated a session on “Leading Change in a Time of Crisis,” April 2020.
- Co-presented with Peter Newbury on the topic of educational leadership in online teaching during the pandemic, to the UBC Educational Leadership Network. July 15, 2020.

- Organized the T.A. Training program for the Department of Philosophy, 2009-2010, 2016-2017; co-organized 2019-2020.
  - Designed and conducted [a workshop for graduate Teaching Assistants in Philosophy on providing effective feedback on writing](#) in November, 2013
  - Facilitated a session on effective and efficient marking & feedback practices, November 2016 and October 2017
  - Facilitated [a session on creating an effective teaching portfolio](#), April 2017.
  - Co-facilitated [a session on using learning technology in teaching](#), January 2020

### Beyond UBC

- Co-organized an open online course in educational technology for teachers called [“Open Online Experience 2013-2014.”](#)
- Co-organized and co-facilitated an open online course on openness called [“Why Open?”](#) at Peer 2 Peer University, August 2013 and August 2014.
- Co-facilitated a workshop on using audio in teaching at [“Soundcamp”](#) at Thompson Rivers University in Kamloops, BC, August 2013.
- Gave [a presentation on “open leadership”](#) for OCLMOOC, an open online course about open and connected learning, October 2014.
- Co-designed and co-facilitated an open online course on [“Teaching with WordPress,”](#) June 2015. This four-week course was hosted by the Centre for Teaching, Learning and Technology.
- Co-facilitated a workshop with Alida Liberman, Adam Thompson, and Dave Concepción, on inclusive pedagogy in philosophy, at Indiana University, Sept. 2017.
- Co-facilitated a workshop with Rajiv Jhangiani for the Creativity in the Open event at Thompson Rivers University, October 23-24, 2017. We facilitated [a sketching workshop called an “icon jam.”](#)
- Facilitated [a two-day workshop on Open Educational Practices](#) at Davidson College, May 29-30, 2018.
- Co-facilitated a four-day workshop on student-centred teaching in philosophy, for philosophy graduate students. American Association of Philosophy Teachers graduate seminar, July 2018. Co-facilitators: Rebecca Scott, Dave Concepción, Stephen Bloch-Schulman, Adam Thompson.
- Facilitated a virtual workshop on [Accessibility and Universal Design for Learning in philosophy courses](#), American Philosophical Association’s “Talking Teaching” series, April 2019.

- Facilitated a workshop on [“Introduction to Inclusive and Accessible Teaching.”](#) Corpus Christi College, Vancouver, BC, January 21, 2020.

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

- [“Foucault on Beheading the Sovereign,”](#) lecture for the [Vancouver Institute of Social Research](#), a series of free lectures on critical theory, April 2015.
- I have given several guest lectures on Foucault for [Humanities 101](#) at UBC, a free course for members of the community:
  - [Slides for my guest lecture in December 2015](#)
  - [Slides for lecture 1 in November 2016](#) and [slides for lecture 2 in November 2016](#)
  - [Slides for guest lecture in October 2019](#)
- I taught a class for Humanities 101 entitled “Look What Happens When Universities Suddenly Move Teaching and Learning Online,” March 15, 2021.

(g) *Other*

9. **EDUCATIONAL LEADERSHIP**

(a) *Areas of special interest and accomplishments in educational leadership*

- As the Academic Director of the Centre for Teaching, Learning, and Technology, I provide strategic leadership to a large centre with over 80 staff and also student employees as well. I lead the Senior Management Team that directs the overall strategic priorities and direction of the centre. I also Chair the Learning Technology Hub Leadership Committee, which oversees many aspects of learning technology and the partnership between CTLT and UBC IT in the Learning Technology Hub (LT Hub).
  - During the Covid-19 pandemic the work of the CTLT and the LT Hub was critical for the move to online teaching at the university. We moved all of our supports to a remote format, including drop-ins, workshops, consultations, and significantly increased the number of offerings and events.
  - We created an entirely new set of workshops and modules for the Remote Teaching Institute in April and May 2020, and then the Online Teaching Program that started in June 2020. We created new workshops for Teaching Assistants aimed at online teaching as well, and ran the revamped [TA Institute](#) multiple times during 2020-2021, with record numbers of participants as well.
  - Staff in the CTLT and the LT Hub created and maintain both the [Keep Teaching Keep Learning](#) websites (designed for students), as support for faculty and students respectively as the university moved to mostly online teaching during the pandemic. I provided high-level strategic guidance for these sites, along with the UBC Vancouver

and UBC Okanagan Provost's Offices.

- In 2020 I was appointed by the UBC Vancouver Provost's Office as Chair of the Student Experience of Instruction Implementation Committee. Under the broad guidance of the SEI Steering Committee, the SEI Implementation Committee is tasked with implementing the recommendations from [the Student Evaluations of Teaching Working Group report to both Senates in May 2020](#). This committee has done the following since September 2020:
  - Engaged in testing new wording of university module questions to be used across both campuses, with students and faculty through focus groups and interviews. Quantitative testing in a survey with students will occur in May and June, 2021. The new wording will be implemented in the surveys starting in September 2021.
  - Created a new website explaining the changes that are coming based on the recommendations from the SEoT Working Group: [seoi.ubc.ca](http://seoi.ubc.ca). I wrote or revised a great deal of the wording on this site.
  - Created and began implementing a communications plan about the upcoming changes, including town hall meetings, presentations to various groups and committees, newsletters, direct emails.
  - Worked with the Equity and Inclusion Office to plan analyses of SEI data for bias based on race, gender, and other identity categories. These analyses will take place after a new employment equity survey is available for all faculty and staff, in September 2021.
  - Investigated possible systems for automated ways to glean meaning from text comments. Those investigations are ongoing, and we expect to do a pilot test in Summer 2021.
  - Began plans for revising Senate policies to focus on evaluation of teaching more broadly, not on just student surveys (as the UBC Vancouver policy is now).

### Open education

- 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)).
- Since 2015 I have been part of a working group on open education at UBC that consists of staff from the Centre for Teaching, Learning, and Technology, librarians, students, and faculty. Among many other things, we maintain [the Open UBC website](#).
- I was an [Open Textbook Faculty Fellow with BCcampus, 2014-2015](#). We engaged in research and advocacy around open textbooks.
- I received a fellowship from the [Open Education Group](#) to conduct research on Open Textbooks and other Open Educational Resources from 2015-2017. [See the Open Ed Group website for a description of this fellowship](#).

(b) *Curriculum development/renewal*

### Department of Philosophy

- Program outcomes: From 2013-2016 I was member of a committee in Philosophy that created program outcomes for the B.A. in Philosophy.
- Curriculum renewal: From 2013-2017 I was on a committee working on renewal of the undergraduate curriculum.

### Arts One and First Year Programs in Arts

- Program outcomes: From 2014-2016 I was involved in helping to create program outcomes for Arts One. Also, 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.

#### *(c) Pedagogical innovation*

- “Students as Producers” and “renewable assignments”: Students as Producers 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). Renewable assignments are similar: these are assignments that ask students to produce work that adds value to the world beyond being submitted to an instructor or TA for a grade.
  - In PHIL 102, Introduction to Philosophy, starting in 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.
  - I was invited to write a post for the UBC Flexible Learning Blog on renewable assignments: [“Renewable assignments: Student work adding value to the world”](#) (October 2015).

#### *(d) Applications of and contributions to the scholarship of teaching and learning*

### Contributions to the Scholarship of Teaching and Learning

- I conducted a study of peer feedback on writing in Arts One, on data gathered from the 2013-2014 academic year. I have presented on this research at several conferences; please see section 10(e), below.
- I was part of a group of people who conducted a survey of faculty members in BC focusing on their use and attitudes towards open textbooks and other open educational resources (OER). This survey was part of my work as a BCcampus Faculty Fellow for their Open Textbook Program, 2014-2015.
  - We have presented on this survey at two conferences; please see section 10(c), below. We also wrote a report for BCcampus (who sponsored the survey); please see my publications record, below.

- I and two colleagues at UBC (Stefan Reinsberg and Georg Rieger) conducted a survey of students in Physics 100 at UBC, on their use of and attitudes towards a recently-adopted open textbook for the course. We surveyed students in the Spring of 2016, 2017, and 2018.
  - I have presented on this research at two conferences (see section 10(e), below), and also have published an article about it (see publications record, below).

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

<b>Granting Agency</b>	<b>Subject</b>	<b>CO MP</b>	<b>\$ Per Year</b>	<b>Year</b>	<b>Principal Investigator</b>	<b>Co-Investigator(s)</b>
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, 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, Institute for the Scholarship of Teaching and Learning	Travel grant for presenting SoTL work	C	\$800	2015	Christina Hendricks	
UBC, TLEF	Providing personalized course video viewing experiences through student and instructor viewing analysis	C	\$49,992	2015-2016	Sidney Fels	Ido Roll, Gregor Miller, Christina Hendricks
UBC, TLEF	From passively watching to actively learning: Videx, a robust video player that supports learning from personalized video	C	\$233,938	2016-2018	Sidney Fels	Ido Roll, Gregor Miller, Christina Hendricks, Luis Linares
UBC, TLEF	Sustainability Case Studies: A Model for	C	\$19,364	2016-2018	Daniel Munro	Christina Hendricks

	Interdisciplinary Learning and Showcasing of Student Work				(undergrad. student)	
Open Education Group, funded by William & Flora Hewlett Foundation <a href="http://openedgroup.org/fellowship">http://openedgroup.org/fellowship</a>	Research on perception of, attitudes towards, and efficacy of open educational resources and open textbooks in teaching	C	\$5000	2015-2017	Christina Hendricks	Open Education Group, funded by William & Flora Hewlett Foundation <a href="http://openedgroup.org/fellowship">http://openedgroup.org/fellowship</a>

(f) *Formal educational leadership responsibilities*

- Chair of the Arts One program from 2010-2012, and again from 2015-2017.
- Co-facilitator for the Scholarship of Teaching and Learning Community of Practice at UBC, January 2014-Summer 2017.
- Chair of the Teaching and Learning Committee of the [American Association of Philosophy Teachers](#) from 2015-2017 (I was also an elected member of the Board).
- Chair of the Educational Leadership Network Leadership Team, a group of faculty in the Educational Leadership stream at both UBC campuses (2016-2017).
- Deputy Academic Director of the Centre for Teaching, Learning & Technology from 2017-2018.
- Academic Director of the Centre for Teaching, Learning, and Technology, 2018-2023.
- Director, UBC Institute for the Scholarship of Teaching and Learning, 2019-2020.
- Chair, Student Experience of Instruction (SEI) Implementation Committee, 2020-present. This committee is tasked with implementing the recommendations from the [Student Evaluations of Teaching Working group report to Senates in May 2020](#).

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

- In 2014 I worked with educational technologists at the Centre for Teaching, Learning and Technology at UBC to develop a WordPress plugin through which students could submit essays on 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 WordPress site, right on the essays themselves. [CTLT has a feature story on this plugin](#).
- I was part of a team that applied for and received two TLEF grants for developing a new tool for watching instructional videos (see 9(e), above, "teaching and learning grants. 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 also allows students to highlight (literally) sections of the video for later viewing, as well as tag sections of the videos.

- My work in learning technology has been featured on the Arts ISIT website:
  - [Here is an interview about my use of blogs in my Introduction to Philosophy course](#): I have students make posts on smaller sites dedicated to their discussion groups, and then I collect all of those together into a larger course site (100-150 students).
  - [Here is an interview about our use of lecture capture in Arts One](#).

(h) *Other educational leadership contributions*

Published interviews about my work

- Hayman, J. (2015, January 27). [Christina Hendricks on University of British Columbia's Policy 81](#). *Open Policy Network Blog*.
- Sasagawa, Emi. (2015, December 16). [On peer feedback and writing better](#) [Interview]. Showcased projects on the website of the Institute for the Scholarship of Teaching and Learning at UBC.
- Sasagawa, Emi. (2017, April 4). [Open dialogues: How to use social pedagogies and the web as an educator](#).
- [101 Open Stories project](#): interviews with people about how they got involved in open education, July 2017.
- [Indigenization Q&A with Christina Hendricks](#): an interview with the CTLT Indigenous Initiatives team about a series of workshops I took in Fall 2020 about Indigenization for academic leaders and administrators.

Media or blog reports about my research

- [Peer feedback on writing: How much is enough?](#) *BCcampus website*, February 10, 2015.

10. **SCHOLARLY AND PROFESSIONAL ACTIVITIES**

(a) *Areas of special interest and accomplishments*

I have conducted research on teaching and learning, focused on particular on peer feedback on writing and on open education, including surveys and other research studies on the use of open textbooks and other open educational resources.

From 2019-present I have collaborated with colleagues in Kwantlen Polytechnic University, the Justice Institute of BC, Royal Roads University, and Thompson Rivers University to create and do



research about an [institutional self-assessment tool](#) to assess open educational initiatives at an institutional level. We developed and refined the tool, used it ourselves, and did a self-study comparing our answers. We have presented on this work at several conferences, and written an article that is currently under review.

(b) *Invited presentations (local, national, international)*

At UBC

- [“Open Education: From Connectivist MOOCs to UBC,”](#) Open Education Week event at UBC, October 2013. See [a recording of this session on YouTube](#).
- Panel & debate participant, [MOOCs and Higher Education](#), Open UBC week, October, 2014. My presentation was titled, “The Open in MOOCs.”
- Panelist, [“Engaging Students in Open Education,”](#) Open Education Week at UBC, March 10, 2016.
- Co-presenter, with Georg Rieger, “Open Textbooks in PHYS 100 and PHYS 118,” Science Supper Series, UBC, October 15, 2019.

Local

- [Presentation on open textbooks, BC Environment articulation meeting](#), New Westminster, BC, May 2015.
- [Webinar about the Open Case Studies Project](#) (<http://cases.open.ubc.ca>) hosted by BCcampus, as part of their series on open education in BC. February 2017.
- Panelist, [“The Failure of Access: Rethinking Open Education,”](#) UBC-SFU event for Open Education Week, March 28, 2017.
- Keynote speaker, [“What’s Open about Open Pedagogy?”](#) Douglas College (New Westminster, BC), Open Access Week, October 26, 2017.
- [“OER and Advocacy on Campus,”](#) Student Union Development Summit (SUDS), UBC Vancouver, August 19, 2018. The SUDS is an annual event for student leaders from across Canada.
- [Presentation on Open Educational Resources, Philosophy articulation meeting](#), Vancouver, BC, May 24, 2019.
- [“Open Educational Practices: What, Why, and How,”](#) invited presentation to faculty and staff, Langara College, Vancouver, BC, September 19, 2019.

- Keynote speaker, [“Getting Started with OER: What, Why and Some Mythbusting,”](#) Bridging Open Education and Faculty Development event, Justice Institute of BC, Vancouver, BC, November 7, 2019.
- [“It’s Not Only About the Money: Open Educational Resources and Practices.”](#) Open Art Histories, Langara College, Vancouver, BC, January 31, 2020.
- Panelist, [Open Education Forum](#), UBC Okanagan, Kelowna, BC, February 19, 2020.

### National

- Keynote speaker, [“Students and Open Education: From the What to the How and Why \(and When Not\).”](#) eCampus Ontario Technology Enhanced Seminar and Showcase, Toronto, Ontario, November 20, 2017.
- Keynote speaker, [“Beyond Cost Savings: The Value of OER and Open Pedagogy for Student Learning.”](#) Open Education Week at Mt. Royal University, Calgary, Alberta, March 9, 2018.
- Invited to speak about educational leadership and the Scholarship of Teaching and Learning (SoTL) at Lakehead University, Thunder Bay, Ontario, November 14-15, 2019.
  - [Presentation on SoTL to the Senate Research Committee](#)
  - [Workshop on SoTL for Lakehead University faculty](#)
  - [Presentation on educational leadership to the Lakehead PRT committee](#)
- Workshop and panel discussion on open educational resources, University of Lethbridge, October 20, 2020 (presented remotely).
  - [Slides and notes for the workshop entitled “Reuse, Revise, Repeat: Customizing OER”](#)
  - [Wiki page for the workshop](#)
  - [Slides for the panel discussion](#) on “Sharing is Caring: Open Education and the Case for Reusing and Remixing Resources”

### International

- “Teaching and Learning on the Go: Students and Faculty,” Elearning Symposium: Learning Everywhere, University of Washington-Bothell, July 26, 2017. I spoke virtually at this event. [A list of speakers for this event.](#)
- Keynote speaker, [“Open Educational Practices: What, Why and How.”](#) Vanderbilt University, Nashville, Tennessee, February 21, 2019.
- Panelist for [Colorado Open Scholars event on Open Access and Equity in Tenure and Promotion](#) (online), March 1, 2019.

### (c) *Other Presentations*

*(d) Other*Research grants

<b>Granting Agency</b>	<b>Subject</b>	<b>COM P</b>	<b>\$ Per Year</b>	<b>Year</b>	<b>Principal Investigator</b>	<b>Co-Investigator(s)</b>
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	

*(e) Conference Participation (Organizer, Keynote Speaker, etc.)*Conference organization/program committees

- 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
- Member of program committee, American Association of Philosophy Teachers conference, 2018-2021
- Member of program committee, Creative Commons Summit, 2019

Panel organization and other service for conferences

- 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.
- 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 various topics in teaching philosophy for the American Association of Philosophy Teachers' meeting at the annual meeting of the Pacific Division of the American Philosophical Association, April 2016 and again for the Pacific APA in April 2017.
- Organized a poster session for the Teaching Hub at the Eastern meeting of the American Philosophical Association, January 2018.
- Organized a workshop for the American Association of Philosophy Teachers at the Teaching Hub at the Pacific APA, April 2019.

- Accessibility Liaison, American Association of Philosophy Teachers conference, 2017-2018; 2019-2020

Conference posters & presentations on teaching and learning, and the Scholarship of Teaching and Learning (SOTL)

*Reporting on my own SoTL research*

- Co-presenter, with Jennifer Mulnix, “Does Teaching the Philosophy of Happiness Make One's Students Happier?” American Association of Philosophy Teachers session at the Pacific Division meeting of the American Philosophical Association, San Diego, California, April 2011.
- [“Difficulties Evaluating Connectivist MOOCs: Negotiating Autonomy and Participation,”](#) Open Education Conference, Park City, Utah, November 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.
- Co-presenter, with Rajiv Jhangiani, Jessie Key, and Beck Pitt, [“Faculty Attitudes Towards and Experiences With OER and Open Textbooks,”](#) BCcampus Open Textbook Summit, Vancouver, BC, May 2015.
- [“Peer feedback on writing: is more better?”](#) (poster), Society for Teaching and Learning in Higher Education 2015 conference, Vancouver, BC, June 2015.
- [“Tracking a Dose-Response Curve for Peer Feedback on Writing,”](#) 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 2015.
- Co-presenter, with Rajiv Jhangiani, Beck Pitt and Clint Lalonde, [“Faculty Attitudes Towards OER and Open Textbooks in British Columbia and Beyond,”](#) Open Education Conference, Vancouver, BC, November 2015.
- Co-presenter, with Rajiv Jhangiani and Colin Madland, [“Experiences, Perceptions and Outcomes of Using Open Textbooks: Perspectives from the BC OER Research Fellows,”](#) BCcampus Festival of Learning, Vancouver, BC, June 2016.
- [“Longitudinal Analysis of Peer Feedback in a Writing-Intensive Course: A Pilot Study,”](#) BCcampus Festival of Learning, Vancouver, BC, June 2016.
- [“Tracking a Dose-Response Curve in Peer Feedback on Writing: A Pilot Study,”](#) International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Los Angeles, CA, October 2016.

- Co-presenter, with Rajiv Jhangiani and Colin Madland, "[Experiences, Perceptions, and Outcomes of Using Open Textbooks: Research from the BC OER Research Fellows](#)," Open Education Conference, Richmond, Virginia, November 2016.
- Co-presenter, with Ozgur Ozdemir, "[Instructor and Student Experiences with Open Textbooks, from the California Open Online Library for Education \(Cool4Ed\)](#)," Open Education Conference, Richmond, Virginia, November 2016.

*Other conference presentations on teaching and learning*

- "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," American Association of Philosophy Teachers, Conway/Myrtle Beach, South Carolina, July 2010.
- "Reaching Out to the Wider Disciplinary Audience," International Society for the Scholarship of Teaching and Learning, Raleigh, North Carolina, Oct. 2013. I presented virtually on this panel.
- "[Doing Philosophy in the Open: Why/Not?](#)" American Association of Philosophy Teachers, Collegeville, Minnesota, July 2014.
- "[How Not to Encourage Open Sharing of Teaching Materials at a University](#)," Open Education Conference, Washington, DC, November 2014.
- Co-presenter, 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](#)," Emerging Technologies for Online Learning International Symposium, Dallas, Texas, April 2015.
- 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, Dallas, Texas, April 2015.
- 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 conference, Vancouver, BC, June 2015.

- Co-presenter, with Rajiv Jhangiani, “Enhancing Pedagogy with Open Textbooks and Other 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,” Society for Teaching and Learning in Higher Education conference, Vancouver, BC, June 2015.
- Co-presenter, with Maha Bali and Andrea Rehn, “From MOOCs to MOOGs: Teaching with Open Online Games,” Digital Learning Research Network 2015 Conference (#dlrn15), Stanford, California, October 2015 (I presented virtually).
- Co-presenter, with Daniel Munro, Jenna Omassi and Brady Yano, [“Faculty and Student Collaboration for OER and Open Textbook Advocacy,”](#) Open Education Conference, Vancouver, BC, November 2015.
- Co-presenter, with Cindy Underhill and Lucas Wright, “Hanging with a Pack – the Power of the Group in Creating Community,” BCcampus Festival of Learning, Vancouver, BC, June 2016.
- [“Transforming Assessments with Backwards Course Design and Renewable Assignments,”](#) American Association of Philosophy Teachers’ Biannual Conference, Saginaw, MI, July 2016.
- Co-presenter, with Michael Dabrowski, Marianne Gianocopoulos and Jennifer Mansour, [“Open Pedagogy Case Studies and Examples from Langara, UBC, Athabasca,”](#) BCcampus Open Textbook Summit, May 2017.
- Co-presenter, with Will Engle, [“Intro to Wikipedia Edit-a-thon,”](#) ETUG (Educational Technology Users Group, BC) Spring meeting, June 2017.
- Co-facilitator, with Karen Cangialosi, Robin DeRosa, Arthur Gill Green, Rajiv Jhangiani, Jamison Miller, Rosario Passos, Tara Robertson, Scott Robison, [“How can we destroy the open education movement? Conversations about ethics.”](#) Open Education Conference, Anaheim, California, October 2017. I participated virtually and facilitated conversations with other virtual participants during the session.
- Co-facilitator, with Taskeen Adam, Maha Bali, Catherine Cronin, Christian Friedrich, Jamison Miller, Sukaina Walji, [“Breaking Open”](#)—we facilitated two similar workshops at OER18 and OE Global 2018, asking questions about ethics and social justice in open education. April and May 2018. I participated virtually and facilitated conversations with other virtual participants.
- Co-presenter, with Rajiv Jhangiani and Jamison Miller, [“A Synthesis of Several International Hybrid Workshops on Open Education Ethics,”](#) Open Education Conference, Niagra Falls, New York, October 2018.

- Co-presenter, with Zoe Wake Hyde, [“I Can’t Do it All Myself! Collaborating with Colleagues Around the World on OER,”](#) Cascadia Open Education Summit, Vancouver, BC, April 2019.
- Co-facilitator, with Will Engle, Gill Green, Rajiv Jhangiani and Lucas Writing, workshop on [“Designing for Open: Educational Design and Open Pedagogy,”](#) Cascadia Open Education Summit, Vancouver, BC, April 2019.
- Co-presenter, with Taskeen Adam, Maha Bali, and Christian Friedrich, [“Ethics and Social Justice in the Global Open Education Movement: Responding to What is Broken,”](#) Creative Commons Summit, May 2019 (I presented virtually and facilitated the participation of other virtual participants).
- Co-presenter, with Laila Ferreira, Marie Krbavac, and Afsaneh Sharif, “Don’t Want to Miss Another Student: Introducing Universal Design for Learning into Your Practice,” Canadian Network for Innovation in Education, Vancouver, BC, May 2019.
- Co-facilitator, with Judy Chan, workshop on “Small Teaching,” Pedagogy Hub at Congress of the Humanities and Social Sciences, Vancouver, BC, June 2019.
- Panelist, “The State of Experiential Education at UBC,” Canadian Society for the Study of Higher Education Meeting at Congress, Vancouver, BC, June 2019.
- [“Retrieving, Interleaving, and Growing: Small Changes in Teaching for Better Learning,”](#) Canadian Philosophical Association meeting at Congress, Vancouver, BC, June 2019.
- Conference presentation proposals accepted, but conferences cancelled or postponed in 2020 due to COVID-19
  - Co-facilitator, with Autumm Caines and J. Gregory McVerry, [“Striving for Remote Parity: Reducing the Carbon Crater Left by Academic Conferences,”](#) BCcampus Festival of Learning, May 2020.
  - “Adopting, Adapting, and Creating Open Educational Resources,” American Association of Philosophy Teachers biannual conference, July 2020.
- Conference presentations on an [Institutional Self-Assessment Tool](#) designed to self-assess open education initiatives at an institutional level. Co-designed the tool with Elizabeth Childs, Irwin DeVries, Michelle Harrison, Rajiv Jhangiani, Tannis Morgan.
  - [“Developing an Institutional Open Educational Practices Self-Assessment Instrument,”](#) Networked Learning Conference (online), May 2020. Workshop co-facilitated with Elizabeth Childs, Irwin DeVries, Michelle Harrison, Tannis Morgan.
  - [“Developing an Institutional Open Educational Practices Self-Assessment Tool,”](#) Open Education Global Conference (online), November 2020. Workshop co-facilitated with Elizabeth Childs, Irwin DeVries, Michelle Harrison, Tannis Morgan.

Conference presentations on disciplinary research in philosophy

- “Through Kristeva's Looking Glass: A Cosmopolitan Feminism,” Society for Phenomenology and Existential Philosophy, University of Kentucky, October 1997.
- “Heretics and Exiles: ‘Women’ and Political Dissidence According to Julia Kristeva,” *Philosophy and ‘The Feminine’: A Conference on Feminist Philosophy*, Vanderbilt University, January 1999.
- “A Prophet in Exile: The Foucauldian Genealogist as Politicized Intellectual,” International Association for Philosophy and Literature, SUNY Stony Brook, May 2000.
- “Critical Thinking in Context” (co-facilitated workshop), UW Colleges Conference on Engaging Students in the First Year, University of Wisconsin-Fox Valley, March 2003.
- “Foucault, A Kantian? Aesthetic Creation of Self and Anthropological Sleep,” International Association for Philosophy and Literature, University of Leeds (UK), May 2003.
- “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’s Kantian Critique: Philosophy and the Present,” Pacific Division meeting of the American Philosophical Association, San Francisco, California, March 2005.
- Comments on “Marriage and Morals,” paper by Elizabeth Brake, University of British Columbia Summer Workshop on Feminist Philosophy, Vancouver, BC, June 2005.
- “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.
- “Trust and Suspicion in Critical Thinking as Transcendence,” Philosophy of Education Society, Puerto Vallarta, Mexico, April 2006.
- “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.

## 11. SERVICE TO THE UNIVERSITY

### (a) *Areas of special interest and accomplishments*

Significant service roles:



- As Chair of the Faculty of Arts Curriculum Committee (2017-2018) I worked to ensure that all new courses and programs in the Faculty of Arts had the information required to pass the committee, that they made changes based on feedback from the committee and also from the Arts Subcommittee of the Senate Curriculum Committee, or the Senate Curriculum Committee, before moving on to approval by the Senate. As part of this role I also served on the UBC Vancouver Graduate Curriculum Committee and Senate Curriculum Committee.
- As the Creative Commons Canada representative to the Creative Commons Global Network Council (CC CNC) I was involved in designing governance documents for the CC GNC and the new Executive and Membership Committees. As a member of the Membership Committee I was involved in designing the process for approving new members to the CC Global Network, and in revising that process after feedback from the Network.

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

Departmental Service—Department of Philosophy

- Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2005-Summer 2007
- Departmental Reading Room Coordinator, Department of Philosophy, University of British Columbia, Fall 2007-Fall 2008
- Organizer, Philosophy Department Ethics Workshop (members read and comment on each others' papers), Fall 2007-Spring 2009
- Equity Officer, Department of Philosophy, University of British Columbia, Summer 2008-Summer 2009
- Environmental Officer, Department of Philosophy, University of British Columbia, Summer 2009-Summer 2010
- Coordinator, T.A. Training Program, Department of Philosophy, University of British Columbia, Fall 2009-Spring 2010
- Member, UBC Department of Philosophy Task Force on the Status of Women in the department, Spring 2011
- Development and Outreach Officer, Department of Philosophy, University of British Columbia, Summer 2010-Summer 2011
- Sessional Hiring Committee, Department of Philosophy, University of British Columbia, Summer 2011-June 2012
- Advisory Committee on the search for a Head of the Philosophy Department, University of British Columbia, Spring 2012, Fall 2014-Spring 2015, Spring 2016
- Ad hoc committee to develop program outcomes for the Department of Philosophy, Fall 2013-Fall 2015.
- Curriculum renewal committee, Department of Philosophy, UBC, Fall 2013-2018
- Ad hoc committee on the department merit policy, Department of Philosophy, UBC, 2016-2018; 2019-2020

- Coordinator, T.A. Training Program, Department of Philosophy, University of British Columbia, Fall 2016-Spring 2018; co-coordinator, 2019-2020
- Chair of search committee for new Instructor position in philosophy, Fall 2017-Spring 2018

#### Departmental Service—Arts One Program

- Arts One Advisory Committee, University of British Columbia, Fall 2008-Summer 2012
- Arts One External Review Preparation Committee, University of British Columbia, Spring 2009-Fall 2009

#### Faculty of Arts

- Served on the search Committee for two Instructor 1's for the Coordinated Arts Program, Faculty of Arts, Spring 2012.
- Served as a peer reviewer of teaching for faculty in other departments in the Faculty of Arts, Fall 2013-ongoing.
- First Year Programs Advisory Committee, Faculty of Arts, Fall 2014-Spring 2016
- Adjudication committee for the Killam Graduate Teaching Assistant Prize for the Faculty of Arts, Spring 2016
- Adjudication committee for the Killam Teaching Prize for the Faculty of Arts, Spring 2017
- Member of the Faculty of Arts Curriculum Committee, 2014-2018; Chair of this committee 2014-2018
- Member of Advisory Committee for review of Arts ISIT, Fall 2018-Spring 2019

#### University service

- Planning Committee for Health Care Team Challenge, College of Health Disciplines, University of British Columbia, Fall 2005-Fall 2009
- Bargaining Preparation Committee, UBC Faculty Association, February-June 2010; Fall 2011-Spring 2012
- UBC Educational Leadership Network, member of Leadership Team, Summer 2010-present; I served as the Internal and External Professional Development Liaison 2015-2016, and as Chair 2016-2017.
- Reviewed files for tenure and promotion for educational leadership faculty at UBC, 2013-ongoing.
- Open UBC Working Group, 2014-present
- Senate Curriculum Committee, 2017-2018
- Graduate Curriculum Committee, 2017-2018
- Senate Teaching and Learning Committee, 2018-present
- Associate Deans Academic and Students group, 2018-present
- Learning Spaces Advisory Committee, 2018-present
- Transformative Learning Leadership Team (advising on implementation of the Transformative Learning aspect of the UBC Strategic Plan), 2018-2019
- Student Diversity Initiative Advisory Committee, 2018-2019
- Learning Technology Leadership Team, 2018-present

- Learning Technology Hub Leadership Team (Chair), 2018-present
- Learning Data Committee, 2018-present
- Learning Analytics Steering Committee, 2018-2020
- UBC Policy Revision Committees
  - Policy LR7 (formerly 73), Disability Accommodation policy, 2018
  - Policy GA7 (formerly 94), Brand Identity policy, 2019
- TA Training program grant adjudication committee through VP Academic, 2018-present; Chair, 2019-present
- Focus on People Steering Committee, 2019-present
- Community University Engagement Support Fund advisory committee, 2019
- Search committee for educational leadership faculty member in a department in the Faculty of Applied Science, 2019-2020
- Academic Leadership Development Program planning committee, 2019-present
- Member of adjudication committees for multiple grant programs:
  - Teaching and Learning Enhancement Fund adjudication committee, 2018-present
  - Equity and Inclusion Scholars adjudication committee, 2019
  - Program for Undergraduate Research Experience adjudication committee, 2019
  - Open Educational Resources Fund adjudication committee (Chair), 2019-present
  - Advancing Education Renewal grants adjudication committee, 2020
  - Hybrid Teaching pilots mini-grants, 2021

(c) *Other service, including dates*

- Peer reviewer for proposals for the October 2009 Learning Conference sponsored by the Centre for Teaching and Academic Growth, September 2009
- Served as faculty judge for student presentations during Jump Start, the two-week orientation program for international students coming to UBC, August 2011
- Reviewed proposals for the Multidisciplinary Undergraduate Research Conference, February 2016
- External Reviewer of dossiers for the [International Program for the Scholarship of Educational Leadership](#): UBC Certificate on Curriculum and Pedagogy in Higher Education program, April 2016
- Managing the [Arts One Open website](#): posting lecture recordings and essay topics, connecting student and faculty blog posts, Fall 2014-Spring 2017

## 12. **SERVICE TO THE COMMUNITY**

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

- Member of the American Philosophical Association, 1995-present
  - Member of the American Philosophical Association Committee on the Teaching of Philosophy, Summer 2011-Summer 2014
- Member of the Canadian Philosophical Association, 2004-present
- Member of the [American Association of Philosophy Teachers](#), 2010-present

- Member of the AAPT Board, 2015-2018
- Chair of the Teaching and Learning Committee, 2015-2017
- Member of the Teaching and Learning Committee, 2015-2018
- Member of the Communications Committee, 2019-present
- Member of the Conference Program Committee, 2020-2021
- Member of the International Society for the Scholarship of Teaching and Learning, 2016-present
- Member of the Society for Teaching and Learning in Higher Education, 2018-present
  - Member of the Educational Developers Caucus of STLHE

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

- Member of the planning committee for the [WPcampus](#) annual conferences, Fall 2015-Spring 2017. WPcampus is an organization made up of people who are interested in using WordPress in higher education.
- Member of the Board of Directors, [Canadian Legal Information Institute](#), 2018-present

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

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

- Member, UBC Day Care Parent Council, June 2009-June 2012
  - VP Advocacy for Faculty, UBC Day Care Parent Council, September 2009-June 2011
  - President, UBC Day Care Parent Council, June 2011-June 2012
- Creative Commons Canada representative to the Creative Commons Global Network Council, 2018-2020
  - Membership Committee, Creative Commons Global Network Council, 2019-2020

(f) *Reviewer (journal, agency, etc. including dates)*

- *Hypatia: A Journal of Feminist Philosophy*, 2002-present
- *Philosophy and Social Criticism*, 2008-present
- *Teaching and Learning Inquiry*, the International Society for Scholarship of Teaching and Learning, 2014-present
- *The International Research Review in Open and Distributed Learning*, Athabasca University, 2016-present
- *KULA: Knowledge Creation, Dissemination, and Preservation Studies*, University of Victoria, 2017
- *Teaching Philosophy*, 2018-present
- *Psychology Learning and Teaching*, 2018
- *Open Praxis*, 2019-present
- *Journal of Interactive Media in Education*, 2020-present

- I reviewed [an open textbook on ethics in law enforcement](#) for the BCcampus open textbook project before the textbook was finished, and contributed significantly to the final product. December, 2014.

(g) *External examiner (universities and dates)*

(h) *Consultant (organizations 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.
- Reviewed proposals for the 2016 conference of the Society for Teaching and Learning in Higher Education, February 2016.
- Reviewed proposals for the SoTL Symposium at Mt. Royal University, 2018.
- Regularly review proposals for the conference of the American Association of Philosophy Teachers, 2016-present.
- Regularly review proposals for the International Society for the Scholarship of Teaching and Learning annual conference.
- Occasionally review dossiers for tenure and promotion for faculty at other institutions, particularly faculty in teaching-focused positions.

### 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)
- Killam Teaching Prize, University of British Columbia, April 2016

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

- P.E.O. Scholar Award, 1996

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

### 14. **OTHER RELEVANT INFORMATION (Maximum One Page)**

Professional development workshops and courses taken

*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.
- 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.
- [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.
- [Course Design Intensive](#), December 2016. This three-day (24 hours) workshop provides resources for and guides the development of a new course or a redesign of an existing course.
- [Indigenous Initiatives Design Series](#): a series of three workshops (totaling 12 hours) on incorporating Indigenous content, perspectives, and approaches into one's teaching. September-December 2018.
- Indigenous Fall Series: a series of six workshops on Indigenization, designed around [Pulling Together: A Guide for Leaders and Administrators](#). The series was sponsored by BCcampus and facilitated by Marlene Erickson and Jewell Gillies. Please see [a series of blog posts I wrote about the workshops](#) (link is to the first one; links to the others are in that post).

#### *Open online courses*

- Participated in [ETMOOC](#)—a massive, open, online course in educational technology and media, January-March 2013. [My experiences and activities are recorded on my blog](#).
- Participated in a [massive, open, online course on Open Education](#), from the Open University, March-April 2013. [My experiences and activities for this course are on my blog](#).
- Participated in [DS106](#), an open, online course on digital storytelling, March 2013-2017 (ongoing participation during those years).
- Participated in [Humanizing Online Instruction](#), an open online course that applies the "[Community of Inquiry](#)" framework to online teaching, March-April 2015.
- Participated in [Reconciliation Through Indigenous Education](#), a MOOC run by the Faculty of Education at UBC, Fall 2018.

**THE UNIVERSITY OF BRITISH COLUMBIA**  
***Publications Record***

**SURNAME:** Hendricks  
**MIDDLE NAME(S):** Lynn

**FIRST NAME:** Christina  
**Date:** April 17, 2021

**Initials:** CH

1. **REFEREED PUBLICATIONS**

(a) *Journals*

Hendricks, C. (2002). The author[‘s] remains: Foucault and the demise of the ‘author-function.’ *Philosophy Today*, 46(2), 152-169. <https://doi.org/10.5840/philtoday200246244>

Hendricks, C. (2008). Foucault’s Kantian critique: Philosophy and the present. *Philosophy and Social Criticism*, 34(4), 357-382. <https://doi.org/10.1177/0191453708088509>

Hendricks, C. (2015). Teaching and learning philosophy in the open. *American Association of Philosophy Teachers, Studies in Pedagogy*, 1, 17-32.  
<https://doi.org/10.5840/aaptstudies20159162>

Ozdemir, O. and Hendricks, C. (2017). Instructor and student experiences with open textbooks, from the California Open Online Library for Education. *The Journal of Computing in Higher Education*, 29(1), 98-113. <https://doi.org/10.1007/s12528-017-9138-0> (open access)

Hendricks, C., Reinsberg, S. and Rieger, G. (2017). The adoption of an open textbook in a large physics course: An analysis of cost, outcomes, use, and perceptions. *The International Review of Research in Open and Distributed Learning*, 18(4). <https://doi.org/10.19173/irrodl.v18i4.3006> (open access)

Ross, H.M., Hendricks, C., Mowat, V. (2018). Open textbooks in an Introduction to Sociology course in Canada: Student views and completion rates. *Open Praxis*, 10(4).  
<http://dx.doi.org/10.5944/openpraxis.10.4.892> (open access)

- I was invited to revise this article significantly after review at the journal, and contributed about 20% to the article as a whole.

(b) *Conference Proceedings*

*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. <https://doi.org/10.5840/philtoday199741Supplement65>

Hendricks, C. (2006). Trust and suspicion in critical thinking as transcendence. *Philosophy of Education Yearbook 2006*, 295-302. <http://ojs.ed.uiuc.edu/index.php/pes/issue/view/12>

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* (pp. 113-119). Lanham, MD: University Press of America. [Selected papers from the twelfth annual conference of the Association for Core Texts and Courses]

Fong, M., Miller, G., Zhang, X., Roll, I., Hendricks, C., Fels, S. (2016). An investigation of textbook-style highlighting for video. *Proceedings of the Graphics Interface Conference, 2016*. <https://doi.org/10.20380/GI2016.26>

- I was involved in the design and testing of the video tool discussed here, as well as facilitating the research and implementation of the project on a high level. I did not participate in writing this article, however.

## 2. NON-REFEREED PUBLICATIONS

### (a) *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. (2015). Navigating between extremes: A commentary on Turgeon. *Mind, Culture and Activity*, 22(4), 299-302. <https://doi.org/10.1080/10749039.2015.1068334>

### (b) *Conference Proceedings*

### (c) *Other*

Jhangiani, R.S., Pitt, R., Hendricks, C., Key, J., Lalonde, C. (2016). Exploring faculty use of open educational resources at British Columbia post-secondary institutions [Report]. BCcampus. [http://bccampus.ca/files/2016/01/BCFacultyUseOfOER\\_final.pdf](http://bccampus.ca/files/2016/01/BCFacultyUseOfOER_final.pdf)

- The survey on which this report is based was jointly created by all the authors. The first two authors of the report did most of the writing; I wrote one section and also commented on and edited the rest.

### Book Reviews

Hendricks, C. (2002). [Review of the book *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. <https://doi.org/10.5840/teachphil200326216>



Hendricks, C. (2003). [Review of the book *Socratic Citizenship*, by Dana Villa]. *Teaching Philosophy*, 26(4), 402-406. <https://doi.org/10.5840/teachphil200326450>

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. <https://doi.org/10.1353/jsp.2004.0030>

Hendricks, C. (2004). [Review of the book *What is Philosophy?*, ed. C.P. Ragland and Sarah Heidt]. *Teaching Philosophy*, 27(4), 384-388. <https://doi.org/10.5840/teachphil200427450>

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. <https://doi.org/10.1353/jsp.2007.0002>

Hendricks, C. (2008). [Review of the book *Foucault on Freedom*, by Johanna Oksala]. *The Journal of Speculative Philosophy*, 22(4), 310-312. <https://doi.org/10.1353/jsp.0.0048>

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. <https://doi.org/10.1080/00497878.2013.764266>

Hendricks, C. (2013). [Review of the book *Gender: Key Concepts*, by Harriet Bradley]. *Hypatia Reviews Online*. <http://hypatiareviews.org/content/gender>

Hendricks, C. (2015). [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*, 38(3), 339-343. <https://doi.org/10.5840/teachphil201538347>

### 3. **BOOKS**

(a) *Authored*

(b) *Edited*

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

I am the series editor for a series of nine open access textbooks designed to be used for introduction to Philosophy courses. Each has a book editor and multiple authors. I conceived of and designed the project with support of the Rebus Community, recruited editors for each book, recruited many of the authors, oversaw peer reviews, ensured the books were copy edited, and oversaw formatting into the Pressbooks platform (in some cases doing that work myself). I also worked with the Rebus Community to develop workflows, author guides, peer review guides, book release announcements, and similar documents. So far, four books out of the nine planned have been published:

- Matthews, G. (Book Editor), and Hendricks, C. (Series Editor). (2019). [Introduction to Philosophy: Ethics](#). Rebus Community Press.
- Salazar, H. (Book Editor), and Hendricks, C. (Series Editor). (2019). [Introduction to Philosophy: Philosophy of Mind](#). Rebus Community Press.
- Branson, B. (Book Editor), and Hendricks, C. (Series Editor). (2020). [Introduction to Philosophy: Philosophy of Religion](#). Rebus Community Press.
- Martin, B. (Book Editor), and Hendricks, C. (Series Editor). (2020). [Introduction to Philosophy: Logic](#). Rebus Community Press.

(c) *Chapters*

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

- We co-wrote the Introduction, but I did the majority of the writing and editing.

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.

- This chapter was invited. The editors made extensive suggestions for revision, but no other peer review occurred.

Spellman-Cann, S., Luong, E., Hendricks, C. and Roberts, V. (2016). Social learning in online environments. In W. Kilgore (Ed.), *Humanizing Online Teaching and Learning*. Published as an open access book online (no publisher): <https://humanmooc.pressbooks.com/>

- We each wrote a part of this chapter, but I did all of the overall editing for the chapter, including making sure the text came together into a coherent whole.

4. **SPECIAL COPYRIGHTS**

5. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

6. **OTHER WORKS**

Hendricks, C. (2017, Dec. 13). Students' vital role in OER. *Inside Higher Ed*.

<https://www.insidehighered.com/digital-learning/views/2017/12/13/students-have-vital-role-creating-and-spreading-oer>

7. **WORK SUBMITTED (including publisher and date of submission)**

8. **WORK IN PROGRESS (including degree of completion)**

As noted above I am editing [a series of open textbooks](#) to be used for introduction to philosophy courses. In addition to the four books already published, as of April 2021 the Aesthetics and Epistemology books are in the copyediting stage. The Metaphysics book is in the peer review stage, and the Philosophy of Science and Social and Political philosophy books are still seeking authors for remaining chapters.

I am co-writing an article with on students' perceptions of the benefits and drawbacks of an open pedagogy assignment in Forestry courses, where students write and publish case studies publicly on the UBC Wiki. We have analyzed the data from a survey of students and are preparing the manuscript.