

BLAIR F. GOODLIN JR.

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Education

- 2013 PhD in Philosophy with graduate minor in College Teaching, University of Illinois at Urbana-Champaign
Dissertation: "Classical Logic and Its Rivals," Advisor: Prof. Timothy McCarthy
- 2005 MA in Philosophy, University of Illinois at Urbana-Champaign
- 2000 BA in Philosophy and Music (double major), Columbia University

Teaching and Instructional Development Experience

- 2010–12 Graduate Affiliate, Center for Innovation in Teaching and Learning, University of Illinois
- Conducted classroom observations of graduate instructors across various learning environments (lectures, discussions, labs, studios) and disciplines (e.g., sociology, art, electrical engineering), followed by feedback sessions to discuss observations with instructors
 - Provided consultation to graduate instructors on student feedback (formal and informal), instructional materials, and classroom activities
 - Mentored graduate instructors applying for the Center's teaching certificates (Certificate in Foundations of Teaching, Graduate Teacher Certificate, Teacher Scholar Certificate, Technology-Enhanced Teaching Certificate, and Citizen Scholar Certificate)
 - Authored website for instructors by collecting all material previously published in print or electronically by the Center, updating it to reflect advances in the scholarship of teaching and learning, and developing a portal to guide website visitors to the content most relevant to their needs (website redesign currently on hold)
 - Designed marketing material for events, including the Center's annual faculty retreat
 - Identified articles and web content for regular "teaching tips" listserv
- 2005–08 Graduate Instructor, Department of Philosophy, University of Illinois
- Independently taught eight sections of two undergraduate courses over the course of five semesters: Introduction to Philosophy (Philosophy 101) and Logic and Reasoning (Philosophy 102)
 - Managed all aspects of course design, teaching, and grading for each section of approximately thirty students
 - Employed team-based strategies to teach students to analyze, assess, and critically present arguments
 - Used Moodle and hand-coded original websites to disseminate course information, give online assessments, and foster community among students
 - Produced original version of "Reacting to the Past" academic role-playing game to make philosophical skills more relevant to students' lives
 - Used classroom assessment techniques, mid-semester feedback, and end-of-semester feedback to respond to students' concerns and needs
 - Wrote all assessments for the course and distributed rubrics to ensure accurate and fair grading
 - Identified and addressed infractions of academic integrity, using Turnitin in some cases

- 2003-09 Teaching Assistant, Department of Philosophy, University of Illinois
- Assisted faculty in teaching eight sections of various undergraduate courses over the course of six semesters: Introduction to Philosophy (Philosophy 101), Logic and Reasoning (Philosophy 102), Logic and Reasoning with Quantitative Emphasis (Philosophy 103), Introduction to Ethics (Philosophy 105), and Biomedical Ethics (Philosophy 214)
 - Employed active learning techniques in planning independently-led weekly discussion sections of approximately thirty students
 - Graded all assessments and provided feedback
 - Used campus-branded version of Blackboard to record assessment results and communicate with students
- 2008-10 Teaching Assistant (grading focus), Departments of Philosophy and Religious Studies, University of Illinois
- Assisted faculty in teaching seven sections of various undergraduate and undergraduate/graduate courses over the course of four semesters by grading and providing feedback on papers, tests, and quizzes: Introduction to Catholicism (Religious Studies 127), Symbolic Logic (Philosophy 202), Ancient Philosophy (Philosophy 203), Early Modern Philosophy (Philosophy 206), Modern Catholic Thought (Religious Studies 447)
 - Collaborated with other graders to create and distribute rubrics to ensure fair and informative grading

Pedagogical Training

- 2014 POD Network Workshop for New Faculty Developers
A full-day workshop held at the Professional and Organizational Development Network Annual Conference
- 2003-11 Workshops offered by the Center for Innovation in Teaching and Learning (CITL) and the College Teaching Effectiveness Network (CTEN)
Attended numerous workshops offered by CITL and CTEN, including workshops on designing a course, writing a syllabus, planning a class session, leading discussions, utilizing classroom assessment techniques, choosing and writing assessments, using rubrics for assessments, analyzing student feedback, creating teaching portfolios, and journaling to become a more reflective teacher
- FALL 2009 Educational Organization and Leadership (EOL) 527: The College Student
A graduate-level, semester-long course offered by the College of Education at the University of Illinois at Urbana-Champaign covering all facets of student development, including those relevant to learning
- SPRING 2006 Educational Organization and Leadership (EOL) 505: College Teaching and Academic Careers
A graduate-level, semester-long course offered by the College of Education at the University of Illinois at Urbana-Champaign
- AUGUST 2006 Teaching Seminar for Graduate Students in Philosophy
A four-day general introduction to pedagogy, with an emphasis on the teaching of Philosophy courses, co-sponsored by the American Philosophical Association and the American Association of Philosophy Teachers
- AUGUST 2002 Graduate Academy for College Teaching
A two-day series of workshops preparing new teaching assistants at the University of Illinois, conducted by the Center for Innovation in Teaching and Learning

Honors and Awards

- 2007 List of Teachers Ranked as Excellent by Their Students
Named to the List for Introduction to Philosophy, Philosophy 101, in Spring 2007
- 2007 Graduate Teacher Certificate
Awarded by the Center for Innovation in Teaching and Learning (CITL) at University of Illinois. Applicants are required to attend CITL's two-day Graduate Academy for College Teaching, teach independent courses for two semesters, be observed by a faculty member while teaching, collect mid-semester and end-of-semester student feedback, and attend six hours of teaching workshops.
- 2006 List of Teachers Ranked as Excellent by Their Students
Named to the List for Introduction to Philosophy, Philosophy 101, in Fall 2006
- 2006 APA Travel Grant to attend APA/AAPT Teaching Seminar
- 2006 University of Illinois Department of Philosophy Travel Grant to attend APA/AAPT Teaching Seminar
- 2003 List of Teachers Ranked as Excellent by Their Students
Named to the List for Logic and Reasoning, Philosophy 103, in Fall 2003

Service and Leadership

- 2014–PRESENT Member, Electronic Communications and Resources Committee, Professional and Organizational Development Network (POD)
- Advise on, and facilitate the implementation of, policies and practices regarding POD's use of electronic media
 - Oversee maintenance and development of POD website
 - Formulate and execute strategy for representing POD on social media
 - Select and support electronic resources for annual conference, including conference app
- 2009–13 Member, Subcommittee for Graduate Student Conduct
- Appointed to the subcommittee by application and interview process
 - Adjudicated cases involving graduate students charged with offenses of the Student Code, both behavioral and academic, that may lead to dismissal from the university
 - Heard appeals from charged students who have appealed the decisions of Hearing Officers in the Office for Student Conflict Resolution
- 2007–10 President, College Teaching Effectiveness Network
- Elected by members of the College Teaching Effectiveness Network
 - Oversaw coordination of monthly workshops presented by this graduate student organization to help students improve their ability to teach and prepare them for academic careers
 - Collaborated with graduate student members, faculty advisors, and campus liaisons to develop topics for workshops, identify potential speakers, and establish format of workshops
 - Analyzed feedback from workshop attendees to organize workshops that would best address graduate student needs
 - Recruited new members for CTEN Steering Committee to coordinate workshops and established mentoring program to retain new members inexperienced with workshop coordination
- SPRING 2010 Member, Project Team on Campus Programs Supporting Teaching

- Selected as the only graduate student member of the team, a part of the Stewarding Excellence project initiated by the Provost and Vice Chancellor for Academic Affairs to cope with financial challenges to the university by finding opportunities to reduce costs strategically to avoid across-the-board cuts
- Reviewed four existing programs supporting teaching to identify and eliminate redundancy and duplication, and to enhance efficiencies and effectiveness in service delivery
- Conducted committee interviews of members of the units under review and other campus stakeholders, formulated recommendations, and contributed to written report presenting committee's findings and conclusions

2009–10 Pedagogy Chair, Graduate Philosophy Organization

- Elected by the graduate students of the Philosophy Department
- Met individually with teaching assistants and graduate instructors to provide pedagogical advice
- Conducted classroom observations by request of Philosophy graduate students
- Created print resource center to assist graduate students in designing syllabi, choosing textbooks, and writing lectures

Presentations

Leveraging Potential: Exploring the Spectrum of Graduate Student Autonomy. Roundtable session at the Professional and Organizational Development Network Annual Conference. November 2014.

How Not To End Class Early (or Late). Concurrent session at the Graduate Academy for College Teaching. August 2014.

Planning a Class Session. Co-facilitated workshop structured by the Center for Innovation in Teaching and Learning at the Graduate Academy for College Teaching. August 2007, January 2008, August 2008, August 2009, January 2010.

Questioning Strategies. Co-facilitated workshop structured by the Center for Innovation in Teaching and Learning at the Graduate Academy for College Teaching. August 2007, January 2008, August 2008, August 2009, January 2010.

Projectors, Overheads, and Blackboards. Concurrent session at the Graduate Academy for College Teaching. August 2008, January 2009.

The Ethics of Teaching and the Teaching of Ethics. Concurrent session at the Graduate Academy for College Teaching. August 2007, January 2008.

Writing a Syllabus. Concurrent session at the Graduate Academy for College Teaching. August 2007.