**CURRICULUM VITAE**

**NAME**

Dr. Paul Joseph DiRado

**ADDRESS** **PHONE**

462 Peyton Dr. (480) 242-5897

Fort Collins, CO 80525

**EDUCATION**

 2015 PhD. in Philosophy, University of Kentucky.

 2011 M.A. in Philosophy, University of Kentucky.

 2007 B.A. in Philosophy, Whitman College.

**ACADEMIC POSITIONS**

 (2022-ongoing) Senior Teaching Instructor, Philosophy, Colorado State University

 (2016-2022) Instructor, Philosophy, Colorado State University

 (2009-2015) Adjunct Instructor (Graduate Student), Philosophy, University of Kentucky

 (2008-2009) Teaching Assistant, Philosophy, University of Kentucky

**CURRENT JOB DESCRIPTION**

 90 % Teaching % Research/Creative Activity 10 % Service/Outreach % Admin

**HONORS AND AWARDS**

 2014, Outstanding Teaching Award, Department of Philosophy, University of Kentucky

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**PUBLISHED WORKS**

 **Refereed Journal Articles:**

1. DiRado, Paul, 2014, “Cephalus, Myth of Er, and Remaining Virtuous in Unvirtuous Times,” *Journal of the International Plato Society*, 14, pp. 63-84.

 **Refereed Proceedings/Transactions:**

1. DiRado, Paul and Wiitala, Michael, 2018, “In What Sense Does the One Exist? Existence and *Hypostasis* in Plotinus,” In: *Platonic Pathways: Selected Papers from the Fourteenth Annual Conference of the International Society for Neoplatonic Studies*, (Ed. John F. Finamore and Danielle A. Layne), The Promethean Trust, pp. 77-92.

 **Manuscripts Accepted for Publication (in press)**

1. DiRado, Paul, “The Veridicality of *Noein* and the Particularity of *Noos* in Parmenides’ Poem and the Continuity Between Parmenides, Homer, and Hesiod’s Usages,” In: *Inquiring into Being: Essays on Parmenides*, (Ed. Colin C. Smith), SUNY Press, Refereed.
2. DiRado, Paul, “What it means to be a God: Punishment and Providence in the *Consolation of Philosophy*.” In *Boethius’ Consolation of Philosophy: A Critical Guide*, (Ed. Michael Wiitala), Cambridge University Press, Non-Refereed.

 **Other**:

1. DiRado, Paul, 2014, “Rabbit’s Feet, Hatches, and Monsters: Mysteries vs. Questions in J. J. Abrams Stories,” In: *The Philosophy of J. J. Abrams*, (Ed. Patricia Brace and Robert Arp), University Press of Kentucky, pp. 255-268.

**CONTRACTS & GRANTS**

 **Internally-Funded Awards**

 (2020) Diversity Grant for Course Revisions to Phil 103 and 110, Department of Philosophy, $500.

 (2020) Diversity Grant for Interdisciplinary Course Development, with Aaunterria Treil Bollinger-Deters, Department of Philosophy, $500.

**PAPERS PRESENTED/ SYMPOSIA/ INVITED LECTURES/ PROFESSIONAL MEETINGS/ WORKSHOPS**

1. April 2023, “Rethinking Religiosity: The Account of Religion in the Islamic Philosopher Al-Farabi,” 55th Annual Conference of the Rocky Mountain Medieval and Renaissance Association, Fort Collins, CO.
2. June 2018, “The Ethics and Metaphysics of Likeness in Ennead 1.2,” 16th Annual Conference of the International Society for Neoplatonic Studies, Seattle, WA.
3. June 2016, “In What Sense Does the One Exist? Existence and Hypostasis in Plotinus,” 14th Annual Conference of the International Society of Neoplatonic Studies, Seattle, WA. Co-Presented with Dr. Michael Wiitala.
4. \*September 2015, “Why Plato’s Socrates Argues that Being Cannot be Seen or Heard,” Whitman College, Walla Walla, WA.
5. April 2015, “Theaetetus’ Definition of Incommensurability as Power,” Meeting of the Ancient Philosophy Society, Lexington, KY, Refereed.
6. October 2014, “*Logos* and Eidetic Structure in the *Theaetetus*,” Fall 2014 Meeting of the Society of Ancient Greek Philosophy, New York, NY.
7. October 2013, “The Normative Structures of Judgment in Plato’s *Theaetetus*,” Fall 2013 Meeting of the Society of Ancient Greek Philosophy, New York, NY.
8. October 2011, “*Theaetetus* 166a-168c: How Plato Makes Use of his Philosophical Past,” Fall 2011 Meeting of the Society of Ancient Greek Philosophy, New York, NY.
9. April 2011, “Can Bodily Life be Ruled by Rational Limit?—The Attuning Structure of Anger in Seneca’s *De Ira*,” 2011 Meeting of the Ancient Philosophy Society, Sundance, UT, Refereed.
10. March 2011, “The Ethical Foundations of Logic,” Gulf University of Science and Technology Conference for the Humanities, Kuwait City, Kuwait.

**COLLABORATIVE, INTERCOLLEGIATE & INTERDISCIPLINARY SCHOLARSHIP**

In 2020, I received a diversity grant from the Philosophy Department with Aaunterria Treil Bollinger-Deters, an instructor at CSU in the Communications Department. The grant was to design a syllabus for an interdisciplinary Philosophy, Film and Identity course that would focus on using film as an aid in exploring philosophical issues of race, sexuality, and gender.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**TEACHING:**

 **Year Semester Course No./Title Cr. Hrs. Enrollment**

 2024 Spring Phil 110-005 – Logic and 3 38

 Critical Thinking

 2024 Spring Phil 110-007 – Logic and 3 39

 Critical Thinking

 2024 Spring Phil 171-001 – Western Religions 3 36

 2024 Spring Phil 354-001 – Philosophy and 3 33

 Science Fiction

 2023 Fall Phil 110-005 – Logic and 3 39

 Critical Thinking

 2023 Fall Phil 110-006 – Logic and 3 40

 Critical Thinking

 2023 Fall IU 173B-003 – Thinking 3 20

 Toward a Thriving Planet:

 Approaches to Arts and

 Humanities

 2023 Fall Phil 303 Medieval Philosophy 3 24

 2023 Spr Phil 103-003 – Moral and 3 46

 Social Problems

 2023 Spr Phil 110-005 – Logic and 3 29

 Critical Thinking

 2023 Spr Phil 110-007 – Logic and 3 39

 Critical Thinking

 2023 Spr Phil 407 – Phenomenology 3 26

 and Existentialism

 2022 Fall Phil 110-003 – Logic and 3 41

 Critical Thinking

 2022 Fall Phil 110-004 – Logic and 3 40

 Critical Thinking

 2022 Fall Phil 110-013 – Logic and 3 39

 Critical Thinking

 2022 Fall Phil 354 – Philosophy 3 37

 and Science Fiction

 2022 Spr Phil 110-001 – Logic and 3 38

 Critical Thinking

 2022 Spr Phil 110-005 – Logic and 3 28

 Critical Thinking

 2022 Spr Phil 110-007 – Logic and 3 37

 Critical Thinking

 2022 Spr Phil 407 – Phenomenology 3 24

 and Existentialism

 2021 Sum Phil 495 – Independent Study 3 1

 2021 Spr Phil 110-009 – Logic and 3 28

 Critical Thinking

 2021 Spr Phil 110-010 – Logic and 3 37

 Critical Thinking

 2021 Spr Phil 355 – Philosophy of Religion 3 30

 2020 Fall Phil 110-002 – Logic and 3 38

 Critical Thinking

 2020 Fall Phil 110-004 – Logic and 3 37

 Critical Thinking

 2020 Fall Phil 302 – 19th Century Philosophy 3 12

 2020 Spr Phil 110-005 – Logic and 3 38

 Critical Thinking

 2020 Spr Phil 354 – Philosophy of Science 3 38

 Fiction

 2020 Spr Phil 355 – Philosophy of Religion 3 22

 2020 Spr Phil 495 – Independent Study 3 1

 2019 Fall Phil 100-003 – Appreciation of 3 161

 Philosophy

 2019 Fall Phil 110-001 – Logic and 3 38

 Critical Thinking

 2019 Fall Phil 110-003 – Logic and 3 37

 Critical Thinking

 2019 Fall Phil 171 – Religions of the West 3 35

 2019 Spr Phil 103 – Moral and Social 3 40

 Problems

 2019 Spr Phil 303 – Medieval Philosophy 3 20

 2018 Fall Phil 103-009 – Moral and Social 3 35

 Problems

 2018 Fall Phil 110 -001 – Logic and 3 37

 Critical Thinking

 2018 Fall Phil 354 – Philosophy and Science 3 26

 Fiction

 2018 Fall Phil 695 – Independent Study 3 1

 Graduate-level interdisciplinary course, combined Philosophy, Ethnic Studies, and Film Studies. DEISJ focus—Philosophy and Race/Gender

 2018 Spr Phil 103-013 – Moral and Social 3 40

 Problems

 2018 Spr Phil 380A2 – Medieval Philosophy 3 26

 2017 Fall Phil 103-013 – Moral and Social 3 38

 Problems

 2017 Fall Phil 354 – Philosophy and Science 3 28

 Fiction

 2017 Spr Phil 110-012 – Logic and 3 40

 Critical Thinking

 2017 Spr Phil 380A2 – Medieval Philosophy 3 5

 2016 Fall Phil 103-016 – Moral and Social 3 35

 Problems

**Categories of Teaching Activity:**

**Impactful Classroom, Clinical, or Other Direct Teaching Improvement(s)**

1. I successfully incorporated team-based learning methods in my introductory philosophy classes starting in 2018. After iterating on this approach for a few semesters, I have now organized all three introductory courses that I regularly teach around these team-based group activities. At the beginning of the semester students are divided into permanent groups of 6-7 students. The students then spend class time working with their groups on guided activities either intended to promote reading comprehension and philosophical discussion (in Phil 100 and 103) or mastery of argument types and critical thinking strategies (in Phil 110). I have employed this strategy in both standard 40 student classes and larger 100+ student sessions. In the larger sessions, this approach is especially helpful at promoting student engagement by ensuring that students actively interact with someone in the class during each session. These team-based strategies have helped promote Inclusive Pedagogy by allowing students to take advantage of the different experiences, background, and skill sets of their peers within the group; Instructional Strategies by employing active learning techniques that actively teach students how to do and read complicated philosophy texts; and the Classroom Climate by encouraging students to form social relations with their groupmates and to be more generally engaged and involved in classroom discussions. Additionally, data gathered from Phil 110 suggests that this approach enhances student performance on tests and exams. Student feedback on the team-based activities was also positive; for example: “I really liked the group exams. There were a few chapters that I didn't understand, but my team did and vice versa…these quizzes helped my grade and understanding substantially.” In future semesters, I intended to start incorporating elements of this team-based approach to upper division courses as well.
2. During the COVID-19 Pandemic, I was forced to quickly reorganize my course due to social distancing requirements and the necessity of adopting hybrid/online teaching modalities. To better accommodating the shifting needs of my students, during the Spring 2021 semester I designed all of my courses to simultaneously accommodate synchronous online instruction, asynchronous online instruction, hybrid attendance, and (where the room capacity allowed for it) full-time face-to-face attendance. I made this change in order to accommodate the variety of challenging circumstances that students faced during the pandemic, and thus to promote Inclusive Pedagogy by allowing students to tailor the class modality to their needs. This shift promoted DEISJ by allowing students who were hit especially hard by the pandemic (often minoritized students and those experiencing poverty) to adjust their classroom experience. According to one student evaluation: “He really adapted to COVID and online teaching faster and better than most of my other teachers. Not only did he quickly learn how to use the new technology, but he also made sure that the technology was right for the class and how it should be taught.”

**Enduring Educational Materials**

As a result of the COVID-19 Pandemic, it was necessary to reconfigure the majority of my classes for online and hybrid delivery modalities. As a result, I developed numerous online-based materials for those classes, including online activities and exams integrated into the Canvas course management software. The most important of these were high-quality video presentations of class material intended to replace course lectures so that limited class time could be spent on more active learning techniques. In order to make these videos more engaging to students, I incorporated professional film making techniques, including audio-visual effects such as green screen, animations, and audio track mixing. Going forward, I will continue to use these videos as optional alternative mechanisms for classroom instruction to support students with different learning styles, thus promoting Instructional Strategies and Inclusive Pedagogy. Links containing samples of these videos are included in the Appendix.

**Educational Professional Development**

1. I am continually trying to find ways of improving my teaching. Within the philosophy department, I have attended a discussion group with faculty and graduate students about teaching pedagogy. In 2019, I attended the May First Four Weeks Initiative Workshop hosted by TILT at CSU. As a result of this workshop, I made numerous changes to my teaching. These changes include the use of low-stakes exams and other assignments at the beginning of semesters to give students a sense of what will be expected of them in the course and to gauge their current performance levels. Strategies discussed at the workshop also helped me improve the team-based learning strategy that I employ in my introductory classes. These sessions helped me improve Curriculum Alignment by providing tools to revise my syllabi to better align with best practices and with Feedback and Assessment by causing me to introduce low-stakes assignments early in the semester that directly promote student success.
2. I took part in the Teagle Pedagogy group as part of my involvement in the Teagle program in preparation for teaching a class within the program in Fall 2022. This group focused on the specific pedagogic needs and challenges attendant to the specific purpose (interdisciplinary humanities) and student population (first year undeclared students) of students in that program.
3. In Fall 2023, the philosophy department began promoting peer teaching evaluations and discussions. As part of that effort, I observed and was observed by Eric Easley in both lower and upper-level courses. These peer evaluations will continue in 2024 and onward.

**Mentoring/Advising**

1. I am committed to working with students outside of the classroom in order to help them be successful in all aspects of their lives. I have written numerous letters of recommendation for students going to graduate school and offered feedback on their applications, including writing samples. Many of these students have been accepted in graduate programs in philosophy and the sciences. I have run multiple independent studies for students and have contributed to numerous extracurricular student projects. For example, in 2018, I worked with an undergraduate student named who wanted to submit one of the papers he had written for a class to an undergraduate philosophy journal. We worked on revising the paper and increasing the quality of its citations. In the spring of 2021, I worked with an undergraduate student who wanted to read through Heidegger’s *Being and Time* prior to beginning graduate school in the biological sciences. We did a six-week reading group together, working through the material and connecting it to his interests in biology. In the fall of 2021, I am working with an undergraduate student to read through Husserl’s *Cartesian Meditations* prior to beginning graduate school in the cognitive sciences. We will work through the entirety of the book during the semester and discuss ways in which phenomenology is related to his graduate school interests. As one student wrote in a course evaluation: “I also appreciate Paul taking the time to help me understand the complexity of graduate school and his advice to help guide me to succeed beyond just his classroom has been invaluable. Not only is Paul a tremendous professor, he's a fantastic mentor, too.”
2. I have served on several thesis defense committees, including a Masters Thesis in English and an Honors Thesis in history. As the outside member in most of these committees, I strive to complement the students’ main purpose in their theses while simultaneously encouraging philosophical engagement to enhance and supplement the work they are already doing.

**Learner Assessment**

1. As a result of taking part in the First Four Weeks Initiative Workshop, I have incorporated low-stakes assessment opportunities in all of my introductory classes. These include low stakes writing assignments, exams, quizzes, and group projects—ideally, my goal is to have students get a chance to practice all the kinds of assignments that will be graded throughout the semester. As part of this early assessment, all relevant courses participate in the CSU Early Performance Feedback Program. In the future, I intend to include similar low states assessment activities in my upper division courses as well.
2. Due to the effects of generative AI on student assessment, especially in introductory/lower division courses, I have revised all of my class assessments to respond to the new technological landscape. This has largely involved redesigning important assignments to be done in class without technological access, while also providing extensive opportunity for out-of-class preparation for the assignments that can, if students so chose, involve the use of generative AI.

**Educational Research**

In 2020, I received a DEISJ Grant from the philosophy department intended to expand my inclusion of African philosophical thought in my classes, especially Phil 100 and 103. As a result of the grant, I was able to include units on the relation between social and individual elements of identity in philosophers from Ghana in Phil 100 and the writings of the Ethiopian philosophers Yacob and Heywat in Phil 103. Obtaining the grant helped me promote Inclusive Pedagogy in my introductory courses. It also promoted the cause of DEISJ by helping to correct the historical exclusion of African philosophy and philosophers from the traditional philosophical canon.

**Curriculum/Program Development**

1. Since being hired at CSU in 2016, I have developed numerous upper division courses for the philosophy department. I have gotten two new classes approved, Phil 303 Medieval Philosophy and Phil 354 Philosophy and Science Fiction. Medieval Philosophy filled a gap in the philosophy department’s historical sequence of courses and focuses primarily on historical thinkers from underrepresented regions—especially North Africa and the Middle East—and from non-Catholic (Pagan, Eastern Orthodox, Jewish, and Islamic) philosophical schools of thought that usually get overlooked in traditional medieval philosophy discussions. The course was fundamentally designed to promote Inclusive Pedagogy and DEISJ. Philosophy and Science Fiction provides an avenue for non-traditional philosophy students to find an access point into the discipline and also to consider the relation between philosophy and literature, films, and other aspects of popular culture. It therefore promotes Student Motivation and is one of my most popular classes. I also revised Phil 407 Phenomenology and Existentialism, which had not been taught at CSU for some time, with a dual focus on tracking the foundational thinkers within the tradition and also the diversity of the thinkers within it.
2. I also redesigned several other upper division courses that I was asked to take over, effectively recreating their syllabi from scratch. These courses include Phil 355 Philosophy of Religion, which again is heavily oriented toward challenging Western European assumptions about what religion means and so is intended to promote DEISJ, and Phil 302 19th Century Philosophy, a course which had not been taught at CSU for some time and which I focused on the emergence and development of modern ideas of identity that began during that century. In all of the classes that I teach at CSU, I strive to incorporate thinkers with marginalized identities who are traditionally excluded from the philosophical canon while also reexamining and reconsidering the canonical philosophical tradition.
3. I have additionally designed several Independent Study courses for students, including an undergraduate course on Ancient Metaphysics in 2020 and a graduate-level independent study on Philosophy and Race in 2018. The graduate course was designed for a student in the Ethnic Studies Department named Aaunterria Treil Bollinger-Deters who was writing her Master’s Thesis on portrayals of race and gender in the TV show Game of Thrones. She contacted me because of my Philosophy and Science Fiction course and wanted to incorporate elements of philosophy into her thesis. After completing the independent study and her completion of her degree, we applied for a DEISJ Grant from the philosophy department to design a course on Philosophy, Film, and Identity in 2020. We designed the curriculum for this proposed future course and elements of that design will be incorporated in future renditions of my Philosophy and Science Fiction class.
4. In Fall 2023, I designed and taught a Teagle Green course, IU 173B-003 – Thinking Toward a Thriving Planet: Approaches to Arts and Humanities. This course was aimed at first year students who came to CSU without having a declared major, and thus students who did not necessarily have any interest or experience in humanities education or philosophy. Indeed, most of the students who enrolled in the course had no idea what it was prior to the start of the semester. Designing the class was therefore a challenge—however, student feedback was ultimately very positive, and hope to continue to be involved in the Teagle program going forward.

**Evaluations from Faculty and Professional Peers**

In the Appendix, I have included a Letter of Support from Dr. Jeffery Kasser, Associate Professor and Director of Undergraduate Studies in the CSU Philosophy Department. In his recommendation, Dr. Kasser highlights my empathetic and student-focused instruction, the large variety of upper-division courses that I teach in areas of need, and my active and engaged role in department service and functions. Dr. Kasser concludes his letter by stating: “In short, Paul DiRado has done much more than could reasonably be expected of a CCA faculty member” and offers enthusiastic support for my promotion.

**Other Evidence**

1. Qualitative comments in student evaluations routinely note the positive classroom environment that I create through my instruction. These comments emphasize that my enthusiasm makes class enjoyable and learning fun, with students frequently saying that my classes are among their favorites at the university. However, they also note that my classes are rigorous and challenging, and that as a result my classes are places where students are willing to engage in serious investigation of themselves and the world. One student commented: “His interest was infectious and his availability in/outside class fostered a space where it felt safe to be made vulnerable by the unknown, by curiosity.” A sample of student comments is available in the Appendix.
2. My quantitative student teaching evaluation scores are all very high, with these measures again emphasizing the value of the course, my enthusiasm for the material, and the quality of my instruction. A summary of the quantitative teaching evaluations is included in the Appendix. Full reports for each year have also been made available, if desired.

***CV SECTION 4: Evidence of Outreach/Service/Engagement***

**COMMITTEES**

 AI Community of Practice Group, Colorado State University, 2023-2024

 CLA Generative AI Working Group 2023

 Philosophy Department Chair Search Committee 2023-2024

 Philosophy Library Liaison 2023-ongoing

 Philosophy Executive Committee 2022-2024

 Faculty Advisor to Minorities and Philosophy, 2022-ongoing

 Faculty Advisor to the Philosophy Club, 2021-ongoing

 Philosophy Department Scholarship Committee, 2020-2023

**Graduate Master’s Thesis Committee**

 Spring 2023 – Served as outside committee member for Hannah Bradley’s Master’s Defense

**Honors Student Thesis Committee**

 Fall 2024 – Served as the second committee member for Rose Delaney’s Honors Thesis Defense

**Public Presentations**

July 2023 – Invited Speaker at USDA ARS for a seminar on ChatGPT, Fort Collins, CO

February 2023 – Panelists on the Provost’s Ethics Colloquium “The Academic Impact of Chat GPT”, Colorado State University, Fort Collins, CO

**OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH**

Served as an assistant to Dr. Moti Gorin for the 2019-2020 Bodaken Philosophy Symposium. I will serve in the same function for the 2021-2022 Bodaken Philosophy Symposium (the 2020-2021 Symposium was canceled due to COVID-19).