

SATS – NORTHERN EUROPEAN JOURNAL OF PHILOSOPHY

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Call for Papers to the special issue of *Sats. Northern European Journal of Philosophy*

The Educational Responsibilities of Philosophers

Editors: Kenneth Westphal and Mark Addis

The vast majority of philosophers are academics earning their living primarily as teachers. Yet only a tiny fraction are actively interested in philosophy of education or take notice of such journals as *Teaching Philosophy*. Currently philosophy is under acute pressure from the political economy of higher education and institutions to justify its continued existence as an academic discipline. Simultaneously the quantity of philosophical work published has expanded to the point where proper and effective operation of the peer review process is increasingly difficult. These trends challenge philosophers to demonstrate the value of their professional activity and in particular to show that academic discussion is not merely an end in itself. Key to responding to this challenge are fresh or at least refreshed and convincing answers to the question, What are the educational responsibilities of philosophers?



These educational responsibilities are wide ranging; classroom teaching and research supervision are central, but not exhaustive. Also included are education in professional ethics and integrity; mentoring new faculty members; training for the full range of professional responsibilities within the department, institution and wider profession, including review of applications for tenure or promotion, publication submissions and funding applications; and public engagement. Just as education enables children to become competent and responsible adults, it enables culture to continue beyond the current generation. More specifically there are

educational relations between social institutions and their practitioners ranging from societies and their citizens to particular professions and professionals such as philosophers. In each educational relation vital issues arise concerning the training and induction of newly qualified members, maintenance of sufficient competence and integrity, fostering worthwhile expertise and innovation, and the assessment, revision or improvement of procedures, techniques or standards. These issues raise a wide range of questions which can be creatively addressed, including yet not limited to:

- What is the precise nature of these educational purposes and processes?
- What legitimates these educational purposes and processes?
- What role can or ought philosophers play in furthering these legitimate educational purposes?
- What roles can or ought philosophers play in these educational processes?
- What aims of or aspects of these educational purposes and processes are specifically philosophical?

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- What aims of or aspects of these philosophical educational purposes and processes are shared with other disciplines or educators?
- What do these shared concerns with other disciplines or educators imply for philosophical content, practice or pedagogy?

Author Guidelines. All papers should be submitted directly to <http://mc.manuscriptcentral.com/sats>; please note in the author's cover letter during submission that the paper is intended for this special issue. Submissions should conform to our author guidelines (<http://www.degruyter.com/view/j/sats>). Full papers should be submitted by **1 September 2022**, with publication expected in June 2023.

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