

APA Task Force on Inclusion and Diversity:  
Report to APA Board of Officers for the November 2014 Meeting

At its November 2013 meeting, the Board of Officers of the APA voted to establish a Task Force on Inclusion and Diversity, in response to a lack of reporting from several diversity committees, and the salience of concerns about diversity in the profession that arose several times during the meeting. Michael Bratman, then Chair of the Board of Officers, appointed Elizabeth Anderson to Chair the Task Force, with an initial charge of investigating ways to support the functioning of the APA's diversity committees. Anderson asked that the charge of the Task Force be broadened: to investigate problems of inclusion and equitable treatment for historically underrepresented groups across all levels of philosophical pursuit, and to suggest policies that can address these problems. Professor Bratman accepted this charge, and the Task Force was assembled, with new members added over time as additional diversity concerns were brought to the attention of the Task Force. We hereby submit our findings and recommendations to the Board of Officers for its November 2014 meeting.

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## 1. Introduction

Philosophy is, by far, the least diverse discipline among the humanities, and less diverse than most of the social and natural sciences, at least as measured by gender and race. It faces numerous and daunting problems of inclusion and equitable treatment for diverse groups across all levels of philosophical pursuit, in many different types of institution. With the limited time and resources at our disposal, we could not address all of the issues our discipline faces. Omissions in this Task Force report should not be construed as implying that problems do not exist for the groups or areas not mentioned here. With less than one year from the inception of the Task Force, we submit this report in recognition of the fact that it represents only one step in an ongoing process of disciplinary self-examination and transformation.

Three ideas have guided our discussions. First, while the “pipeline” issue, focusing on moving members of underrepresented groups into faculty positions, is of vital importance, inclusion should not be reduced to enhancing the pipeline. Philosophy is an intrinsically valuable activity that brings benefits to people at all levels of engagement. Broadening inclusion in philosophy is therefore valuable even when it does not produce “pipeline payoffs.” Second, we should welcome the ways that more diverse practitioners transform what questions philosophers take seriously, what concepts and methods they use to answer these questions, and how the public image of philosophy will change as a result. Hence, inclusion should not be reduced to diversifying the practitioners in a discipline that is otherwise unchanged in method, content, and self-understanding. Third, the survival of philosophy at many institutions is at stake if it cannot attract a wider range of practitioners, given the nationwide decline of humanities enrollments, while the undergraduate population becomes more diverse. Inclusion is therefore not a side-issue for the discipline.

Most of this report offers policy recommendations that we hope will broadly promote inclusion and equitable treatment for all underrepresented groups. However, we have included separate sections on philosophers with disabilities and American Indians in philosophy, due to special circumstances of these groups.

Our recommendations are addressed to the APA, and hence tailored to its capacities. Given the serious financial constraints of the APA, we have focused our recommendations on actions and policies that should not cost much money. However, some may require significant expenditures. To address the full range of concerns about inclusion and equitable treatment will require more money, continuing self-reflection and monitoring of the APA’s efforts, and visible APA concern.

Hence, we recommend that:

- The APA’s development efforts should include a special arm for inclusion, following the model of other learned societies.
- The Task Force on Inclusion and Diversity should be authorized to continue its mission, expanded to include advising the APA on how to implement its recommendations.
- The APA Board of Officers publicly acknowledge problems of inclusion and diversity as they arise, and take a more public role in making statements about how these problems should be addressed.

## 2. Gathering Data on Attitudes and Experiences of Underrepresented Groups

Understanding the obstacles and challenges to building and retaining diversity across a range of social identities in the APA requires that it gather data on the attitudes, experiences, expectations, needs, and desires of the groups that it seeks to support and attract to its organization. It cannot expect to be successful in building an inclusionary organizational structure, expanding the diversity of its membership, and retaining those members if it bases its efforts on guess work, or the opinions even of the well-informed and well-intentioned few. It needs to be informed of the perspectives of a broad base of its members and potential members from underrepresented groups. The Task Force therefore recommends the following.

- The APA should conduct a poll of members, and of philosophers who have left or never joined the APA, including students and faculty who belong to underrepresented groups.
- Such a poll should be supplemented by other sources of information about underrepresented groups, including in-person interviews, site visits, and perhaps departmental self-studies (e.g., do they mention diversity/inclusion as a goal or problem? Are their answers pro forma, clichéd, dismissive, or insightful and groundbreaking?).

We suggest concentrating on the following areas of inquiry among underrepresented groups. The ideas in this list may provide some guidance for a careful design of actual questions.

- A. Attitudes from current **undergraduates** and **graduate students** (past and present), in a range of philosophy departments about their philosophy education. These questions should uncover issues concerning the “pipeline.”
- What led you to major/minor philosophy or pursue graduate study in philosophy?
  - What did you expect to study versus what you actually studied?
  - What potentially kept or will keep you away from studying philosophy?
  - What were your expectations regarding the diversity of academic philosophy, in membership and material? Have your experiences matched your expectations?
  - What was/is the climate of your undergraduate/graduate program? Does it feel inclusive?
  - Did you have incidents in your undergraduate/graduate education that are or were illustrative of experiences of inclusion/exclusion?
  - Were there opportunities presented or lost related to the climate of inclusion in your department? E.g., reading groups, study groups, participation in graduate certificate programs, conferences, etc.
  - Would you consider pursuing graduate education in philosophy? Why or why not?
  - Are issues of diversity or inclusion, regarding both membership and topics studied, a factor in your considerations about studying philosophy on a graduate level?
- B. Attitudes of **philosophy PhD holders who are not members of the APA**, including (i) **faculty** in philosophy departments (ii) **faculty in departments outside philosophy**, and (iii) those who have **left academia**, about their experiences with professional academic philosophy and the APA. These questions would gather information from *potential members* who have not chosen to join the APA or pursue their academic career in a philosophy department. This is important information

because a non-trivial number of philosophically-trained academics from underrepresented groups have left (and are leaving) philosophy for other academic fields, and their reasons for leaving may have to do with inclusion and equity. These questions parallel the questions listed under C below.

C. Attitudes from past and present **APA members** about their experiences.

1. Concerning (a) traditional or mainstream philosophy and (b) areas that are relatively “new” in terms of their recognition in U.S. academic philosophy (e.g., race theory), or correlated with identities and interests of underrepresented groups in philosophy (E.g., Latin American or African American philosophy):
  - Are you interested in (a) traditional or mainstream topics in philosophy and/or (b) “new” or nontraditional topics?
  - Has your racial, ethnic, gender, sexual identity or disability affected your participation, inclusion in the institutions or groups associated with (a) the mainstream and (b) nontraditional topics? E.g., journals, professional organizations, conferences, and etc?
  - Were you steered to or away from (a) traditional areas or (b) nontraditional areas?
  - Did you experience expectations relevant to your right to, or the appropriateness of, your studying or working in these areas?
  - Do you feel included or excluded from working in these areas?
  - Did you experience any incidents that are/were illustrative of inclusion/exclusion regarding subfields of philosophy?
  - Were there opportunities presented or lost related to the climate of inclusion in your department?
2. Experiences at APA conferences and events:
  - How would you describe the climate of the APA conferences you participated in?
  - How inclusive did it feel?
  - Do you feel included or excluded in the APA?
  - Did you experience any incidents or events that are or were illustrative of your attitudes or feelings?
  - Were there opportunities presented or lost related to the climate of inclusion at the APA conferences?
  - What has been your reaction to these feelings and experiences? (E.g., quit the APA, stopped going to conferences, or paid a lower level of dues?)
  - If you do attend the APA conferences do you attend or participate in the main or group programs? Which one, if either, is the focus of your energies or attention at the APA?
  - Are the main or group programs inclusive?
  - How could they be more inclusive?

### 3. Gathering Quantitative Data on the Demographics of the Discipline

The discipline of philosophy lacks a system for continuously gathering quantitative data on the diversity of its practitioners and the challenges they face. Quantitative data is especially important for pipeline analysis.

We recommend the following additional data gathering:

- Track and publish longitudinal IPEDs data on award of philosophy degrees (BA, MA, PhD) overall, by group (race x gender), and by institutional type (public vs. private), perhaps in comparison with other fields (e.g. Classics, linguistics).
- Track the demographics of graduate students in M.A. and Ph.D. philosophy programs. Identify graduate students of color who are in these programs.
- Track and publish placement, promotion, academic rank, and attrition data for professional philosophers, overall, by group (race x gender), and by institutional type (public vs. private, highest degree granted), perhaps in comparison with other fields. Include demographics on faculty at 2 year colleges and adjuncts everywhere.
- Analyze from the data which factors are related to continuation in philosophy at more advanced levels, and what outreach efforts succeed.
- Help fund the survey and data analysis of black philosophers being conducted by the APA, CSBP, and SYBP.

#### 4. Creating and Spreading Knowledge about Inclusion and Equity

The Task Force views pipeline issues—increasing the diversity of participants in philosophy at all levels—in the context of transforming the practice of philosophy. Central to transforming the practice is improving the climate for women and other underrepresented groups, who suffer from bias, micro-aggressions, bullying, racism, misogyny, sexism, and sexual harassment within the discipline. To address these climate issues, philosophy departments need access to resources for self-examination, as well as knowledge of best practices for inclusion and equity.

A key resource for self-examination is the APA Site Visit Program, established by the Committee on the Status of Women and directed by Peggy DesAutels, a member of the Task Force. She has participated in two site visits to date and has arranged for four additional site visits. Conferences are an important place to share knowledge of problems in philosophy and best practices. DesAutels has been coordinating with the Chair of the CSW (Hilde Lindemann) and the Editor of *Hypatia* (Sally Scholz) in planning the next Diversity in Philosophy Conference to be held in late May, 2015. This conference will be jointly sponsored by the APA, *Hypatia*, and University of Villanova. Villanova has agreed to supply space on the day following the conference for the next Site Visit Training workshop.

We recommend the following:

- The APA should continue to publicize the Site Visit Program. Elements to include on its website and in other publicity:
  - Official APA encouragement to all departments to participate, since Site Visits help ALL departments, even those that have relatively warm climates for women and other underrepresented groups.
  - An explanation of the relationship of the APA to the Site Visit Program, along the lines of Amy Ferrer's NewApps post on the subject.
  - A reminder that Site Visit Teams are not investigatory. Confidential Site Visit Reports mirror back what departmental students, faculty, and staff report to the Site Visit Teams.
- The APA could support the Site Visit Program in other ways:
  - Assign an APA staff member to distribute climate surveys and site visit surveys. These could be partly standardized and partly customized to reflect particular concerns of departments.
  - Hire someone trained in institutional research (or train someone currently on staff) to analyze, and report back on climate questionnaires of departmental undergrads, grads, and faculty/staff. (The CSW Site visit group is swamped; Departments can't do this on their own because of difficulties of confidentiality.)
  - Adapt CSW's Site Visit Program for the use of philosophers conducting external reviews of philosophy departments. Set up training/documentation/support to equip external reviewers to incorporate inclusion/equity/climate concerns into their evaluations, to regularize and scale up the Site Visit Program.

- Compile a list of speakers/workshop leaders who are able and willing to visit departments to present on climate issues and to lead informal discussions on climate issues. These informal departmental visits, along with site visits, are essential to improving the climate for members of underrepresented groups, one department at a time. One possible model for this is the Gender Equity Conversations program of the American Physical Society Committee on the Status of Women in Physics, in which visitors meet with the department (as a whole, and by constituency) to brainstorm challenges and solutions, and to devise an action plan tailored to the department.
- Create a Best Practices Scheme modeled on that offered by the BPA and SWIP UK. The creation of this scheme, especially if it includes best practices for members of all underrepresented groups, should not be left to a voluntary committee. Someone at the APA needs to take the lead and shoulder much of the work.
- The APA Executive Director, members of the Board, and APA Divisional Leaders should consider attending and maintaining a high profile at all upcoming Diversity in Philosophy Conferences. These conferences will be a good chance to listen and exchange ideas on how best to move forward to improve the climate for all members of underrepresented groups in philosophy.

## 5. Strengthening the Diversity Committees

The APA has 6 Diversity Committees (on Asian and Asian-American Philosophers and Philosophies, Hispanics, Indigenous Philosophers, LGBT Philosophers, Status of Black Philosophers, and Status of Women). The level of engagement of DCs varies across committees and within the same committee at different times. In 2013, The APA Task Force on Committees created a *Report on Committee Function and Structure*, based on responses by committee chairs to a survey concerning their committee's effectiveness, whether their activities meshed with their charge, and if not, whether their charge should be modified. The *Report* found lack of participation a widespread problem in APA committees, exacerbated by the rarity of face-to-face meetings. Among the APA committees that considered themselves nonfunctional or nearly so at the time were 2 DCs (Hispanics, and Indigenous Philosophers). This suggests that the functionality of DCs depends on their membership.

Members of all APA Committees are sent a copy of the *APA Committee Member Guidelines*, which contain a single mandatory rule (to pay APA dues) which is not regularly enforced, along with several desiderata concerning participation in communication, attendance, confidentiality, and conflicts of interest. The *Guidelines* also contain the committee charges. However, it is not clear that written guidelines with low enforcement effectively convey expectations for participation.

Some DC members have conveyed their disappointment to the Task Force concerning their loss of an automatic budget from the APA. This is an issue of autonomy and respect for the DCs.

We recommend the following policies to strengthen the DCs:

- Enforce the requirement that DC members belong to the APA.
- Give clear, detailed charges to DCs. CSW, the most active and successful of the DCs, has a particularly detailed charge that helps it develop concrete initiatives. This may serve as a model for other DCs, with appropriate modifications for differences among constituencies.
- Devote an entire section of the *APA Committee Member Guidelines* to DCs, explaining their relation to the Committee on Inclusiveness and duties of members.
- Give detailed job descriptions to DC nominees in writing, backed up by an oral discussion by DC chairs with members, and by the Chair of the Committee on Inclusiveness to the Chairs of DCs.
- Screen DC nominees for a disposition to actively participate on the DCs.
- *Require* member participation in DC work. Enforce this requirement by empowering the National Office to remove DC members who do not respond to emails regarding DC work in course of the year.
- Empower the National Office to appoint new members of DCs to replace nonfunctioning members, in consultation with the DC committee or its chair.
- Encourage the DCs to establish working relations with relevant societies, including joint sessions at the divisional meetings.

- Require DCs to submit their priorities and agenda for the year to the National Office and thus to the Inclusiveness Committee, as part of their annual report on their activities for the previous year. The IC should monitor DC activity in accordance with their agenda and identify nonfunctioning DCs. If such are identified, the Chair of the APA Board of Officers should have a conversation with the chair of the DC to determine how to improve the functioning of the DCs.
- Restore funding to the DCs.
- Provide funding to enable in-person meetings, perhaps retreats. In-person meetings (non-APA funded) have proven invaluable for moving forward the agenda of the CSW, and offer a model for what the other DCs could do with additional financial support.
- Call upon the diversity committees to formulate policies that will implement APA Best Practices in Journal Publishing for their newsletters.

## 6. Supporting Inclusion in Pre-College Philosophy

Unlike most other disciplines, philosophy is largely excluded from pre-college curricula. This sends an unfortunate message to students that philosophy is not a subject with an urgent or fundamental contribution to make to the education of the young. We believe that this message is mistaken. Indeed, we maintain that in a well-functioning democracy, a philosophical education has a fundamental and indispensable role to play in producing an informed and autonomous citizenry and electorate.

Yet there are opportunities to build on the recent growth in pre-college philosophy. This is relevant to diversity efforts of the APA for 3 reasons. (1) To the extent that pre-college philosophy efforts reach students of color and females (and in other diversity categories), when these students come to college they will be familiar with philosophy and will hopefully have a positive view of it. Presently philosophy is an unfamiliar subject for most students who come to college, particularly for students who do not attend private schools and upper income public high schools (where philosophy is more likely to be offered). If these students are more likely to take philosophy courses in college, this would likely increase the diversity in students majoring in philosophy, and possibly in going on to graduate study. (2) Philosophy's making contact with K-12 students of color and females serves the cause of diversity in philosophy in its own right. (3) The existence of diversity-sensitive pre-college philosophy initiatives lodged in undergraduate and graduate philosophy programs might attract a more diverse group of students to philosophy at those levels.

Some terminological clarification is in order: *Philosophy for Children* ("P4C") is the general label for the field constituted by teaching philosophy to pre-college students. Some programs give degrees in P4C. A *Philosophy Outreach Program* (POP) is a program in which college and university philosophy students bring philosophy to a community outside their institution, typically targeted to underserved populations and communities, including programs for K-12 students, in schools, youth or community centers, and the like. *PLATO* (Philosophy Learning and Teaching Organization, <http://plato-philosophy.org/>) is the main US-based organization overseeing, networking, and providing resources for pre-college philosophy programs, formed in 2009. It works closely with the APA Committee on Pre-College Instruction in Philosophy and holds a biennial conference. The *APA Committee on Pre-College Instruction in Philosophy* (CPCIP) has existed since 2008 (or at least has issued reports since then).

Pre-college programs can be divided into two general categories: *in-school*, and *out-of-school*. In-school programs involve partnering with schools and school districts. The most successful programs are "free" to the school. They involve the higher education personnel (HEP) coming into the school without compensation, as a service to the community. Such programs can include, and range from, occasional talks by the HEP, multiple sessions with a class, teaching of a weekly class for a whole year or semester, and training of teachers to bring philosophical topics and approaches into their curricula. The former three have the advantage of relieving the generally overworked teachers (especially if they are in under-resourced schools). These initiatives can also help the teacher see the value of the philosophy first hand (if the teacher stays in the room while the HEP is teaching), and generate interest in professional development from inside. PLATO has excellent, detailed material on the value of, and how to create, in-school programs, with separate focuses on elementary, middle, and high school. In-school philosophy

program materials often position these programs as a way to counter the current mania for standardized tests and narrowed curricula. Our initiatives may want to latch onto that rationale.

We recommend that the APA take the following actions:

- Advocate inclusion of philosophy in high-school curricula and offer models of high-school philosophy courses and pedagogy in consultation with educators.
- Create a website for pre-college diversity initiatives, linked to or on the CPCIP website.
- Encourage the formation of POPs in philosophy departments, focused on underserved populations. Feature POP on the APA website, with links to (a) guidelines for creating such programs on the PLATO site, (b) contact information for existing programs, and (3) brief descriptions of some successful programs at different types of institutions (private/public, elite/non-elite, residential/non-residential, BA/MA-PhD granting).
  - The PLATO material on “Creating a Philosophy Outreach Program” is currently oriented toward in-school programs. Less ambitious out-of-school programs do not involve the elaborate formal structure in the PLATO material. UMassBoston has had a program for 6 years, involving a weekly discussion group with 6<sup>th</sup>-12<sup>th</sup> graders at a youth center. The program runs on volunteer student labor, with few meetings and minimal faculty involvement. The PLATO conception is superior if it can be achieved. While working toward that goal, a program can operate at a less ambitious level. It is easier to do this in an out-of-school program, which is not subject to the same formal and informal expectations as in-school programs.
  - Encourage MAP programs to consider forming, staffing, or working with POPs.
  - Encourage departments to fund student POP participants to attend conferences on pre-college teaching (e.g. run by PLATO and the Engaging Philosophy network).
- Form an APA Committee to connect and work with PLATO, existing pre-college programs, and CPCIP to encourage (1) fostering more work with underserved populations, and (2) including more “diversity-related” sub-fields in the conception of philosophy that PLATO and its affiliated programs and institutions promote. This would include creative thinking about diversity-related sub-fields in relation to different age groups in K-12. Tom Wartenberg’s website for his program at Mt. Holyoke College, in which his undergraduates teach a philosophy course to 2<sup>nd</sup> graders, has several examples of materials that bring issues of race, gender, exclusion, discrimination, prejudice, difference, and identity to 2<sup>nd</sup> graders. We envision the APA Committee as involving both scholars in various “diversity” fields, and instructors experienced in teaching underserved groups at their home institutes. Such a group would be well-positioned to work with seasoned practitioners of P4C to come up with age-appropriate materials. This committee might also make contact with the Squire Foundation, the most important funder of pre-college philosophy programs, including PLATO and the growing “Ethics Bowls.” If PLATO and CPCIP pushed more strongly for programs that serve disadvantaged populations, this might nudge Squire to focus on this issue. We recommend a separate committee from CPCIP because neither the latter nor PLATO has been focused on underserved populations or “diversity” subfields of philosophy. Such a committee could connect with the “civic” strand within P4C.

## 7. Supporting Inclusion for Undergraduates and Graduate Students

Current graduate students report many issues regarding the lack of diversity and inclusion in the profession. These stem from systemic problems within academic philosophy and higher education generally: insecurity around employment prospects in a poor economic climate; extreme underrepresentation within philosophy with respect to race, gender, class, sexuality, and disability; discrimination, harassment, marginalization, and lack of effective mentoring; and an overly narrow conception of what counts as genuine or valuable philosophical research. As newcomers, students face additional uncertainty surrounding professional and disciplinary norms, both formal and informal, that can discourage newcomers from taking risks or full advantage of available opportunities—particularly if those students already suffer from marginalization and fears of not belonging. Making norms and expectations explicit can serve not only to aid those who don't yet have knowledge of them, but also to establish those norms where they may not yet exist. While such initiatives will benefit all students, the benefits are likely to be particularly great for historically underrepresented students who lack access to academic “cultural capital.”

The APA, in its capacity as the primary professional organization in academic philosophy, should establish expectations and norms that govern professional practice throughout the discipline. It should set concrete goals with respect to diversity and inclusion, and provide incentives to motivate members to advance those goals.

We recommend the following:

Post recommendations and best practices for inclusion on the website:

- Resources for graduate student instructors *specific to philosophy*: classroom tips and strategies, example scenarios, testimonials of what does/doesn't work, especially regarding sensitive topics (e.g. poverty, abortion, affirmative action).
- Resources for students on what to expect, *specific to philosophy*, on common professional hurdles (e.g. applying for graduate school, presenting papers at conferences, submitting papers for publication, organizing a conference) or professional etiquette (e.g. conferences, Q&A, acknowledgements and citations) (cf. American Psychological Association's [site on applying to graduate school](#), with a [guidebook for students of color](#)).
- Recommendations for effective faculty mentoring *specific to philosophy*: how often to meet with students, checklist of things to inquire about, establishing lines of communication for student inquiries.
- Resources on coping with stress, discrimination, and exclusion that prioritize bodily and mental health, tailored to common scenarios in academic philosophy.
- Resources for organizing public philosophy events that engage undergraduates and the local community.
- Guidelines on accommodating religious minorities, use of gender pronouns, choosing examples with non-Western names, etc.
- Recommendations for graduate and undergraduate course requirements. Requirements involving certain languages, philosophers, and historical periods valorize some kinds of

philosophy while delegitimizing others, while requirements involving philosophical work on race, gender, class, and disability have the potential to support and promote marginalized subfields.

- Resources for encouraging interdisciplinary collaboration, e.g. listservs, forums, and other sites for posting CFAs and CFPs to related disciplines. This is important for promoting philosophical work on and by underrepresented groups, which is often carried out in non-philosophy departments.
- Clear guidelines (e.g. do's and don'ts, or step-by-step instructions for different situations) on how to proceed for victims of sexual harassment who lack support at their home institutions, or for third parties with information about such cases.

Provide information for choosing graduate programs:

- Grad Guide. While the guide contains helpful information, it is not feasible to read through 300 pages of department descriptions. The guide should be made easily searchable along multiple dimensions: specialties, breadth, faculty/grad demographic diversity, standardized placement data (grouped by jobs at different kinds of institutions: SLAC, R1, etc.), graduate student satisfaction ratings, support for teaching, quality of mentoring, etc. (Current graduate students report some rankings are useful, but not overall department rankings, since students weight different metrics according to their own priorities.)
- The APA should advocate that faculty and student demographic diversity be an important measure of department excellence, stressing the ways in which such diversity contributes to better philosophical research. Standard metrics for ranking departments can obscure the praiseworthy efforts of departments who actively recruit diverse students. For example, time-to-degree does not account for the needs of students with dependents or other challenging life circumstances, who are often members of underrepresented groups.
- The APA could publish an opt-in, self-reported list of departments that offer inclusive policies and practices such as healthcare, same-sex partner benefits, parental leave, and dual career options. Such a list could serve to promote awareness of the existence of such policies and practices, as well as establishing a standard for the discipline. And it would also provide crucial information for graduate students choosing between programs.

Post resources on professional development:

- A list of professional philosophy listservs.
- Data on marginalized subfields in high demand (e.g. applied ethics, non-Western and comparative philosophy) to incentivize hiring and specializing in these fields.
- Resources for “alt-ac” (“alternative academic”) careers. The perception that an academic faculty position is the only possible or desirable outcome of a graduate degree in Philosophy may discourage first-generation students or others from nontraditional backgrounds from entering the field or from completing the degree. Yet the participation of such students—even if they do not go on to academic faculty jobs—would still enrich the discipline, as well as increasing knowledge and understanding of philosophy as a discipline to a wider public.
- Mailing lists with regular notifications and reminders about application deadlines to competitions and events that target historically underrepresented students.

- Broadcast/live stream diversity-related conferences, talks, and other events, to facilitate access and participation for those unable to physically attend.

#### Supporting existing initiatives

- Minorities and Philosophy (MAP) is a network of graduate students in philosophy departments across the U.S., Canada, Australia, and the U.K. Each chapter decides what sorts of events—talks, reading groups, workshops, trainings, informal social events, mentoring—best support demographic and intellectual diversity in the department. The MAP network provides a centralized platform for this: a calendar and archive of events, lists of contacts and resources, a newsletter, and annual video-conferencing and reports for sharing strategies and documenting what worked. By centralizing and organizing the efforts underway in the discipline, MAP lends visibility to minority issues by demonstrating the need for and commitment to institutional change, and by offering potential strategies for achieving such change. The APA could support MAP by:
  - Endorsing and publicizing its “micro-mentoring” program, which consists of a list of supportive faculty who have volunteered to connect over email or Skype with graduate students seeking particular kinds of mentorship that may not be available to them at their own institutions.
  - Endorsing and collaborating on data collection. With 30+ chapters, MAP has a large reach across several different kinds of institutions and intends to start distributing a semi-standardized demographic and climate survey. The goal is to develop a small set of standardized questions that apply to any kind of institution, while also providing a pool of other customizable questions.
  - Sponsoring sessions at APA division meetings, or linking/streaming its events on the APA website.
- The Society for Young Black Philosophers is a network of Black philosophers and allies. Members solicit and offer resources, advice, and feedback on Facebook, and collaborate on projects such as the recent demographic study on U.S. Black philosophers. The APA could support SYBP by sponsoring and publicizing its events and projects.
- “Learning analytics” makes use of large datasets to identify and intervene in poor student performance. Some datasets are automatically generated by online classroom management software such as Blackboard and Moodle (which logs when and how often a student signs on, downloads documents, etc.), registrar’s records, university demographic data, and activity in MOOCs. The data are used to create predictive models and dashboard monitoring systems that can alert instructors and students to dangerously low grades; some can self-generate tailored advice to each student. The APA could commission researchers in the learning analytics community to track and monitor underrepresented students in philosophy to develop interventions that increase retention.

#### Facilitate the transition of students from underrepresented groups from undergraduate to graduate programs:

- Maintain a database of promising minority undergraduates identified as possible candidates for graduate study, and send it to graduate programs so they can actively recruit students. Allow departments, individual instructors, or institutes for diversity to submit names. Political Science offers a model for how to do this.
- Publicize summer institutes and similar programs, with their track records.

## 8. Supporting Inclusion in Community Colleges

Students from public 2-year colleges should have equal opportunity to enter our profession. Once they become professors, their life experiences can give them special insight into instructional approaches that will be effective in diverse undergraduate classrooms. Yet the philosophy pipeline from attendance at a two-year school to professional philosopher is narrow. If the APA is truly interested in fostering diversity and inclusiveness in the profession, we should want to draw future colleagues from this pool.

Most measures of the degree to which philosophy in the U.S. is open to people of diverse backgrounds do not examine hiring at the community college level. These measures will then give an incomplete picture. A complete analysis of hiring at the two-year level is probably unrealistic. With this in mind, the APA Committee on Philosophy in Two Year Colleges has been reaching out to some community colleges in states with large systems: Florida, North Carolina, Ohio, and Texas. The hope is to get accurate, self-reported demographic information on full-time faculty. This can then be used to augment other studies, like those at PhilJobs.

We have also begun a call for a collecting of syllabi and textbooks that reflect philosophers and philosophical ideas that are diverse in background, while being appropriate for introductory level courses. Most two-year college students do not have access to a feminist epistemology or critical race theory class. Texts and other resources that can easily be integrated into 'Introduction to Philosophy' or 'Critical Thinking' courses can introduce students to philosophy's breadth early on. The goal is have a repository available as a resource for faculty.

We recommend that the APA take the following actions regarding two year colleges:

- Seek a formal commitment from PhD granting programs, especially at more elite institutions, to not treat a student's community college background as a reason not to extend an invitation of admission. It is important to remove the stigma often associated with such students, that they are not academically able. Pedigree already plays too great a role in one's professional success as a philosopher.
- Support and fund a Visiting Scholar program to foster the idea that a professional career in philosophy is real option for community college students. A cohort of philosophy professors at a community college would teach the work of a prominent philosopher, and then invite that philosopher to give a public talk at the school. Further, the scholar would meet with students to discuss the work that was presented to students in class. Such a program could encourage interested and able students to pursue a philosophy education after they transfer to four-year institutions, and perhaps beyond. It would also have the benefit of connecting community college faculty (whose main efforts are geared towards teaching) to the wider research-based philosophical community to which they may have become detached.

## 9. Promoting Inclusion through M.A. Programs

Improving the pipeline in philosophy would benefit from greater recognition of, and support for, MA programs that serve diverse student populations. Students in these programs usually have not had the same opportunity to study philosophy as undergraduates at elite institutions. For example, in most 2-year colleges, only a few introductory philosophy courses are available, and the idea of majoring in philosophy is remote. Some non-elite four year institutions also have sharply reduced philosophy offerings. And in at least some two-year and non-elite four year institutions, first year students are advised to pursue applied majors that are supposed to lead, upon award of the B.A., to a job, and thereby are discouraged from studying philosophy.

Nevertheless, students from two-year and non-elite four year colleges can fall in love with philosophy as passionately as those from selective ones, with similar potential to become very good philosophers. However, having accumulated lower division academic credits for a more popular major such as English, history, or political science, they may not be able to change majors after transfer or advancement to upper division status. Or they may encounter philosophy only in their senior year when they have the leeway to take an elective. So their baccalaureate degree does not lead directly to a Ph.D. philosophy program.

Such students also may be working long hours throughout their undergraduate programs to assist in supporting their families. Often they cannot proceed directly from the B.A. to graduate school. They must work for a few years or enter a program like Americorps to obtain funding for further education. Their undergraduate transcript may show withdrawals from courses or less than excellent grades, times when family crises have taken a toll. None of their undergraduate institutions will have been highly selective. These students will not have competitive undergraduate records in philosophy. They usually are not, therefore, viable candidates for direct admission to a Ph.D. program. But they can enter M.A. programs, often at institutions that do not offer the Philosophy Ph.D. Here they may very well flourish, making up advanced undergraduate courses, writing seminar papers, and studying, perhaps for the first time, with active scholars in the field.

Students who have not enjoyed an elite or traditional undergraduate philosophical education are likely to be at a disadvantage in seeking a philosophical career, despite having “caught up” by completing an MA program in philosophy. Yet by the time they are awarded to MA, these students may be very well prepared, with their commitment to succeeding under adverse conditions already tested.

To facilitate diversifying the flow of students from underrepresented groups to the Philosophy doctorate, we therefore recommend that the APA facilitate M.A. students’ access to Ph.D. programs by prompting doctoral programs to reconsider the importance of an elite undergraduate education in eventual success in our field. Facilitation could include:

- Scheduling conversations about diversity and the doctoral admissions process at the annual meetings.
- Publicizing the achievements of philosophers with nontraditional educational backgrounds.
- Publicizing to undergraduates and Ph.D. programs those M.A. programs that have a good track record in training students from underrepresented groups for Ph.D. programs.

## 10. Supporting Inclusion at APA Meetings

The APA could take several steps both to promote the diversity of participants at its meetings and to include additional events on issues of inclusion and equity in the profession:

Promoting diversity of participants at APA meetings:

- Divisions should monitor demographics on the invited portion of the program and take care to be inclusive, both with respect to who is invited and with respect to marginalized subfields/methods.
- Divisions should post data on paper submissions and acceptances by demographics of author and subfields. The PD offers a model for this, regarding gender, [here](#).
- Calls for papers at divisional meetings should be better publicized in places (e.g. Listserves, websites) where philosophers from underrepresented groups communicate and look for information.
- Divisions should survey all attendees at meetings, including demographics, rank, subfield specialization, role at meetings, and satisfaction, and analyze for diversity/inclusion issues. APA is already running meeting surveys. The PD offers a model demographic survey for speakers/commenters/chairs that could be extended to attendees and is simpler than APA surveys. The key is data analysis and followup to consider factors that could improve diversity at meetings.
- Open free/reduced fee access to APA meetings for high school students and interested members of the non-academic public (the CD has voted to do this).
- Publicize sessions that may be of special interest to high school students, 2 year college students, and members of the public at schools and other locations near the divisional meeting sites.
- Establish a fund, based on voluntary contributions, that could subsidize the travel of philosophers of color who don't have travel funds and are on the main program, available upon application with proof of need.
- Recommend that the ED and CD adopt a diversity statement comparable to that [adopted and posted by the PD for its meetings on the PD website](#). (This includes diversifying program committees.)
- Because group meetings embrace a wider diversity of interests and methodologies than the invited portion of the program, it would reduce the hierarchy within philosophy by integrating group meetings more fully into the program, perhaps by allowing them to meet in prime time, not just evenings.
- Establish a child care policy for APA meetings, [after the model of the NWSA](#) (\$5/hour), with easy access from the meeting registration website.
- Set a sliding scale by salary for APA meeting registration, with extra funds devoted to inclusiveness/accessibility initiatives.

Organizing events at APA meetings:

- Workshops on teaching philosophy (e.g. [AAPT/Pacific APA Post-conference workshop](#))

- Programs on the basics of bystander training, federal sexual harassment and anti-discrimination law, implicit bias and stereotype threat, diversifying syllabi, and other practical, hands-on workshops, to reach a broader audience of people who are sympathetic but might not otherwise have the time or inclination to receive in-depth training.
- Mentoring events for students to find mentors at other institutions, to offset the power dynamics involved with faculty in their own program, upon whom graduate students depend upon for evaluations and letters of reference.
- Sessions with existing organizations like Minorities and Philosophy (MAP) and Society for Young Black Philosophers.
- Sponsored events for undergraduate students (preferably with financial support) from underrepresented groups, on topics such as applying to graduate school.

## 11. Supporting Inclusion of Philosophers with Disabilities

The demographics and positions of participants at the June '14 workshop on Philosophy and Disability, organized by the Syracuse University Philosophy Department, starkly show some of the distinctive challenges involved in curing the underrepresentation of philosophers with disabilities. Of 27 listed participants, only 4 (3 philosophers and 1 other) were individuals who identify as disabled. Of 7 papers on the program, 2 were bioethics talks aimed at denying disabled people equal access to medical services. Another 2, about profoundly intellectually disabled individuals, bore no relation to the experiences or philosophical insights of philosophers with disabilities. This was a useful workshop, and the Syracuse Philosophy Department should be congratulated for organizing it. Nevertheless, it shows that merely increasing the venues where philosophy and disability are discussed is unlikely to ameliorate the under-representation of disabled people in the profession and can even be counter-productive.

An APA project to expand philosophical study of disability is more likely to benefit nondisabled individuals than philosophers with disabilities. Even where the topic is about philosophers with disabilities, such philosophers find their voices overwhelmed by those of nondisabled people. The discipline should pay more attention to how insights from disability perspectives can illuminate topics in many of traditional philosophical fields. But the APA should heed a motto of the activist disability community—“Nothing about us without us”—that expresses resistance to nondisabled individuals setting the terms of research and policymaking about disability.

The strategies the APA should adopt to include more disabled people will have to differ from the organization's traditional affirmative approaches. The well-known tension over who belongs in the disability category signals how complicated addressing inclusion of people with disabilities can be. While some individuals fight to be included in the disability category because they seek benefits they believe identification as disabled may bring, others flee identification with the disability category for fear of the adverse responses being labeled as “disabled” often brings.

Who counts as being disabled varies from one policy context to another. Further, the interests of people with different disabilities often do not align, so that people with one kind of impairment usually cannot represent those with other kinds. Being consistently inclusive requires not only that nondisabled people accommodate disabled ones, but also that disabled people accommodate one another. To illustrate, the practice of making curb cuts or ramps so people with mobility impairments can cross the street places people with vision impairments in danger: the absence of a definitive curb can betray blind people into walking into traffic. To negotiate architectural barrier removal rules, the two groups had to compromise: so curb cuts must have tactile warnings, usually metal bumps even though these cause discomfort to wheelchair riders rolling over them. In organizing efforts to address the underrepresentation of philosophers with disabilities, the APA should acknowledge the realities of the diversity of disability experiences.

We recommend the following to increase the participation of people with disabilities:

Improve accessibility of APA meetings, web pages, and other activities:

- APA staff should seek advice from members with different disabilities who are most knowledgeable about effecting access, with the final word regarding an accommodation's effectiveness coming from the individual seeking the accommodation.

- Offer a simpler and better publicized way for philosophers with disabilities to request accommodations at APA meetings at online registration. APA staff should be especially vigilant to make the accommodations request process inviting, responsive to members' particular situations, and easy to implement, as well as private, so that members who become disabled can remain fully active both as teachers and as scholars. This is especially important for philosophers who become disabled after entering the profession, who are often uncertain or reluctant to request accommodation. (Between ages 35 to 65 about 10% of the population becomes disabled; by age 65 the proportion has risen to about 25%, and by age 75 about half the population has a disability.)

Investigate the desirability of a Diversity Committee for Philosophers with Disabilities:

- The APA should survey its members, asking about disability status and disability kind, and about the contributions members are able to make to a program of curing the underrepresentation of philosophers with disabilities, to determine whether there are enough APA members with disabilities to maintain such a committee.
- The APA should compile members' ideas about strategies for achieving the objective and refer them to the Task Force on Inclusion and Diversity, or the Inclusiveness Committee, for consideration.
- The charge given to a Committee for Philosophers with Disabilities may need to be different from the traditional charge to DCs. Some DCs have thought that a route to curing under-representation for the group for which they speak is to schedule papers expressing that group's standpoint(s) at APA meetings, and have made such program planning the main work of their committee. Given the under-representation of people with disabilities among philosophers writing on disability, such a program is unlikely to improve the participation of people with disabilities in the profession.

Promote an affirmative pipeline program for philosophers with disabilities:

- A mentoring and internship program could be modeled after the American Association for the Advancement of Science (AAAS) Project on Science, Technology, and Disability. Since 1996, the AAAS Entry Point program identifies and screens undergraduate and graduate students with disabilities and recommends them for paid summer internships. Entry Point internships provide mentoring for each intern from successful scientists with similar disabilities, assistive technology to enable participation in the intern's STEM discipline, and opportunity for the student to demonstrate by completing a project that, despite a disability, s/he can succeed in the discipline. With this and other programs spotlighting scientists with disabilities, the AAAS has enabled the entry and advancement of individuals with significant disabilities into the competitive research environment. Such opportunities are especially important for students with disabilities, who must overcome misperceptions that they are unfit for work. This has been a likely cause of the recent increase in the number of individuals with disabilities awarded Ph.D.s in STEM disciplines. (Beginning in 2008, people with disabilities earned more Ph.D.s in STEM disciplines—more than 350 annually—than in all other disciplines combined.)
- The APA should also study the California State University's predoctoral program, which provides support for talented students from under-represented groups headed for doctoral study and has organized successful summer mentors for philosophy students, as one among several useful models.

## 12. Supporting Inclusion of American Indian Philosophers

The situation of American Indian philosophers is distinguished from other underrepresented groups by their extremely small numbers. There are only 15 American Indians holding a Ph.D. in Philosophy in the U.S., and 3 in Canada. The APA online graduate philosophy database lists 6 current Native American Philosophy graduate students, with only 3 at Ph.D. granting institutions. American Indians will continue to be few in number and may even decline as census figures suggest. Yet indigenous philosophy is America's heritage philosophy, and provides an historical and peripheral contextualization of American philosophy more generally, as recognized by the Society to Advance American Philosophy.

American Indian philosophers seek greater visibility for themselves and for American Indian philosophy, to broaden the scope of American philosophy and more accurately depict its breadth. Due to their small numbers, American Indian philosophers cannot do this alone, but call upon the APA and leading philosophy departments to join in a common project of integrating American Indian philosophers and philosophies more fully into American philosophy. Some of the best American Indian philosophers have left philosophy for other disciplines, a sign that more should be done to retain American Indian scholars in philosophy. Better integration of American Indian philosophy into the discipline is critical to this retention, and also enables key questions to be addressed in the discipline, particularly concerning the philosophical significance of genocide, genocide survivors, and their thoughts.

We recommend the following:

- An APA Program session to discuss misleading/ambiguous terms referring to American Indians and a possible change in the name of the Committee on Indigenous Philosophers.
- Make the Chair of the Committee on Indigenous Philosophers an office nominated by the APA Board and elected by committee members. Nominees should be required to publicize their objectives for the committee before the election.
- The objectives of the Committee on Indigenous Philosophers should be published in the Newsletter.
- The Committee should send a yearly update of its objectives and progress to Native Colleges and Programs.
- The Committee should contact Philosophy Departments with doctoral programs, inviting senior scholars interested in mentoring American Indian philosophers and/or building the field of American Indian philosophy to work with the Committee to promote these goals.
- Set Up a Task Force to Investigate Ways to Create a "Research Tank" at a university with at least 3 resident Indigenous Philosophers and 3 resident Senior Philosophers to participate in building the field of American Indian Philosophy and monitor progress.
- Make special efforts to appoint American Indian philosophers to APA standing committees.
- Fund a "lapel pin" to be given to philosophers who contribute to building the field of American Indian Philosophy, to increase the visibility of the field.

### 13. Transforming the Practice and Image of Philosophy

Members of the Task Force have conversed with numerous members of underrepresented groups in philosophy, including but not limited to members of the Collegium of Black Women Philosophers, the Caribbean Philosophical Association, participants in the California Roundtable on Philosophy and Race, and participants in events sponsored by MAP-University of Michigan. Three themes frequently emerged from these conversations. (1) There is strong evidence of diversity in methodologies, fields, and questions in philosophy that the APA does not fully acknowledge or reflect. (2) The APA's failure to embrace this diversity and broaden its conception of what counts as "real" philosophy has alienated philosophers pursuing such methodologies, fields, and questions from the APA. (3) Philosophers from underrepresented groups frequently pursue such diverse "non-mainstream" methodologies, fields, and questions. Hence the full inclusion of diverse philosophers goes hand-in-hand with the full inclusion of diverse ways of doing philosophy—engaging in a broader range of questions and fields than is considered "mainstream." Philosophy should respond to demographic changes in the discipline by promoting more inclusive scholarship, teaching, and professional development.

We recommend the following actions:

Promote more inclusive scholarship:

- Create and publicize a database of philosophers working in nontraditional fields/methods, including but not limited to those addressing issues concerning underrepresented groups. The goal would be to highlight the diversity of interests and methods that is already pursued by philosophers and would help broaden philosophy as a discipline.
- Publicize funding opportunities and make more support available to groups such as the California Roundtable on Philosophy and Race, the Collegium of Black Women in Philosophy, and the Society of Young Black Philosophers (for example, by funding a graduate student to help with administrative tasks involved in planning the conferences of those groups).
- Find ways to engage those whose philosophical interests are taking them outside academic philosophy departments or even outside academia. A prerequisite to this would be the survey suggested in [Section 2](#), including questions addressed to those who left philosophy completely or found academic homes outside philosophy, about why they did not pursue a career in a philosophy department.

Promote more inclusive teaching:

- Collect syllabi for diverse, nontraditional courses, methods, topics, and authors and make them available on the APA website.
- Publicize reading lists on the APA website of nontraditional methods, topics, and authors. These could be generated by the DCs and perhaps by philosophical groups focusing on nontraditional methods, topics, and authors, which meet with divisional programs.

Promote more inclusive professional development:

- Create an online database on philosophy grants, fellowships, scholarships, summer institutes, etc., searchable by eligibility criteria (including underrepresented groups).

- Publicize research and mentoring prizes for diversity in Philosophy (Hypatia has one), and jobs, fellowships and opportunities relevant to diversity and inclusion in the profession (along with special reports) through the APA website.

## 14. Broadening the Reach of Philosophy

The challenges associated with changing the demographics of the philosophy professoriate in the US are no doubt multifaceted. Though many more targeted approaches, designed to make philosophy a more attractive academic home to a more diverse group of people, are no doubt called for, we also believe that such targeted approaches are likely to be more successful, in the long run, to the extent that they are conjoined with broad-based efforts to both improve the reception of philosophy among potential students, to broaden its outreach to students within the university setting, and improve its reception with the broader public. To that end, we recommend that the APA pursue broad outreach initiatives aimed at three different audiences: pre-college students, undergraduates who may not be philosophy majors, and the broader public. We discussed pre-college philosophy in [section 6](#). Here we discuss the other 2 audiences.

*Philosophy in the University Curriculum.* Given the general tenor of our times, in which fewer and fewer students choose to major in the humanities, it is unlikely that increased enrollment and greater diversity will primarily be driven by significantly increasing the number and diversity of students who pursue a straight philosophy major or by those who take one or two philosophy courses to satisfy some general education requirement. Yet there are many other ways, beyond satisfying general education requirements or being a student's major of choice, in which philosophy might play a greater role in the education of students. Philosophy is perhaps uniquely positioned to play a role in many different interdisciplinary majors. Stanford, to take just one example, has interdisciplinary programs in Symbolic Systems, Philosophical and Literary Thought, History and Philosophy of Science, Feminist Studies, and Computer Science and Philosophy. In all of these majors students must take a substantial amount of philosophy, beyond the introductory level. Stanford also has an honors program in Ethics in Society that draws on students from many majors, where each does an ethics-related honors thesis. There are similar examples at many other universities. Michigan, Arizona, Yale, and Notre Dame have successful multidisciplinary majors in Politics, Philosophy, and Economics. Michigan and Yale have thriving multidisciplinary majors in Cognitive Science. We suspect that a more diverse array of students may be attracted to such interdisciplinary majors, in which philosophy plays a significant, if not the leading role, than might be attracted to a straight philosophy major. Though we do not wish to diminish the importance of a thriving philosophy major, we believe that one way to increase the diversity of students who study philosophy is to multiply, to the extent possible, the range of interdisciplinary majors in which philosophy plays a part.

*Enhancing the Broader Public Reception of Philosophy.* Students pursue their educational choices within a broad social and cultural context. Consequently, if philosophy is widely viewed as a discipline that is for the relatively few, a discipline not of broad social or cultural relevance, then that perception is likely to play a significant role in steering students either toward or away from philosophy. If we want to be more inclusive, we must also be widely seen as more inclusive, not just by potential university students, but also by those who help shape the educational choices of those students. This suggests that as a discipline, we must be more proactive in communicating with a broad public the vast range of issues, problems with which philosophy deals, and the variety of methodologies that philosophy employs in dealing with them.

We therefore recommend the following actions to broaden the reach of philosophy:

- The APA should regularly gather and disseminate information about successful interdisciplinary majors, with a substantial philosophical component, at universities and colleges across the country.
- The APA should develop a set of best practices for teaching philosophy in various interdisciplinary contexts.
- The APA should expand its support for the Committee on Public Philosophy, while charging it to consider how its public engagement may better reach groups underrepresented in philosophy, and how its activities may more fully engage issues of special concern to these groups.

# Task Force on Diversity and Inclusion Summary of Recommendations

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The chart below shows the recommendations provided in the report of the Task Force on Diversity and Inclusion, each numbered for easy reference. Page numbers in the report where recommendations can be found are listed in brackets at the end of each recommendation.

The chair and executive director have reviewed the task force's recommendations and have provided proposals for and evaluations of their implementation. These are reflected in the third column of the tables.

The recommendations are listed twice: first in the order they appear in the report, sorted by section; and second sorted by their proposed implementation, with the following designations:

- ABA: Already being addressed
- COM: To be implemented by the noted committee
- DC: Directives to be implemented by all diversity committees
- DIV: To be implemented by the three divisions
- FBA: For board approval
- NF: Not feasible under APA's current financial, staff, or liability constraints
- NO: To be implemented by the National Office
- OTH: Other implementation noted
- TF: To be implemented or further clarified by the task force on diversity and inclusion
- UG: Undergraduate initiative, implementation plan needed

***Note: At its November 2014 meeting, the APA board of officers accepted the report of the task force on diversity and inclusiveness and instructed the executive director to work with the task force to implement its recommendations in accordance with this summary document.***

## Recommendations sorted by report section

#	Recommendation	Implementation
<b>1. Introduction</b>		
1A	The APA's development efforts should include a special arm for inclusion. [3]	NO
1B	The Task Force on Inclusion and Diversity should be authorized to continue its mission, expanded to include advising the APA on how to implement its recommendations. [3]	FBA
1C	The APA Board of Officers should publicly acknowledge problems of inclusion and diversity as they arise, and take a more public role in making statements about how these problems should be addressed. [3]	TF ( <i>clarify</i> )
<b>2. Gathering Data on Attitudes and Experiences of Underrepresented Groups</b>		
2A	Conduct a poll of members, and of philosophers who have left or never joined the APA, including students and faculty who belong to underrepresented groups. [4]	NO
2B	Supplement the poll with other sources of information about underrepresented groups, including in-person interviews, site visits, and perhaps departmental self-studies. [4]	NF
<b>3. Gathering Quantitative Data on the Demographics of the Discipline</b>		
3A	Track and publish longitudinal IPEDs data on award of philosophy degrees overall, by group, and by institutional type, perhaps in comparison with other fields. [6]	ABA ( <i>by AAAS</i> )
3B	Track the demographics of graduate students in M.A. and Ph.D. philosophy programs. Identify graduate students of color who are in these programs. [6]	ABA ( <i>in Grad Guide</i> )
3C	Track and publish placement, promotion, academic rank, and attrition data for professional philosophers, overall, by group, and by institutional type, perhaps in comparison with other fields. Include demographics on faculty at two-year colleges and adjuncts everywhere. [6]	NF ( <i>PDC database and Grad Guide track some of this</i> )
3D	Analyze from the data which factors are related to continuation in philosophy at more advanced levels, and what outreach efforts succeed. [6]	NF
3E	Help fund the survey and data analysis of black philosophers being conducted by the APA, CSBP, and SYBP. [6]	ABA
<b>4. Creating and Spreading Knowledge about Inclusion and Equity</b>		
4A	Continue to publicize the Site Visit Program (SVP), including (a) encouraging all departments to participate; (b) explaining the relationship of the APA to the SVP; and (c) emphasizing that the SVP is not investigatory. [7]	NO
4B	Could further support the SVP by (a) assigning an APA staff member to distribute climate surveys and site visit surveys; (b) hiring someone trained in institutional research to analyze and report on climate questionnaires; and (c) adapting the SVP for external reviews of philosophy departments, including providing training to reviewers. [7]	NF
4C	Compile a list of speakers/workshop leaders who are able and willing to visit departments to present on climate issues and to lead informal discussions on climate issues. [8]	COM ( <i>Women</i> )
4D	Create a Best Practices Scheme modeled on that offered by the BPA and SWIP UK. [8]	TF
4E	Encourage the APA Executive Director, members of the Board, and APA Divisional Leaders attend and maintain a high profile at all upcoming Diversity in Philosophy Conferences. [8]	NO
<b>5. Strengthening the Diversity Committees (DCs)</b>		
5A	Enforce the requirement that DC members belong to the APA. [9]	ABA
5B	Give clear, detailed charges to DCs. [9]	DC

5C	Devote an entire section of the <i>APA Committee Member Guidelines</i> to DCs, explaining their relation to the Committee on Inclusiveness and duties of members. [9]	NO/COM ( <i>Inclusiveness</i> )
5D	Give detailed job descriptions to DC nominees in writing, backed up by an oral discussion by DC chairs with members, and by the Chair of the Committee on Inclusiveness to the Chairs of DCs. [9]	DC
5E	Screen DC nominees for a disposition to actively participate on the DCs. [9]	ABA
5F	Require member participation in DC work and enforce this requirement by empowering the National Office to remove DC members who do not respond to emails regarding DC work in course of the year. [9]	ABA
5G	Empower the National Office to appoint new members of DCs to replace nonfunctioning members, in consultation with the DC committee or its chair. [9]	ABA
5H	Encourage the DCs to establish working relations with relevant societies, including joint sessions at the divisional meetings. [9]	DC
5I	Require DCs to submit their priorities and agenda for the year to the National Office and thus to the Inclusiveness Committee, as part of their annual report on their activities for the previous year. The IC should monitor DC activity in accordance with their agenda and identify nonfunctioning DCs. [10]	DC ( <i>and all committees</i> )
5J	Restore funding to the DCs. [10]	ABA ( <i>funding never removed</i> )
5K	Provide funding to enable in-person meetings, perhaps retreats. [10]	NF
5L	Call upon the diversity committees to formulate policies that will implement APA Best Practices in Journal Publishing for their newsletters. [10]	ABA
<b>6. Supporting Inclusion in Pre-College Philosophy</b>		
6A	Advocate inclusion of philosophy in high-school curricula and offer models of high-school philosophy courses and pedagogy in consultation with educators. [12]	COM ( <i>Pre-College Instruction</i> )
6B	Create a website for pre-college diversity initiatives, linked to or on the CPCIP website. [12]	COM ( <i>Pre-College Instruction</i> )
6C	Encourage the formation of philosophy outreach programs (POPs) in philosophy departments, focused on underserved populations, by publishing information on the APA website. [12]	COM ( <i>Pre-College Instruction</i> )
6D	Encourage MAP programs to consider forming, staffing, or working with POPs. [12]	TF
6E	Encourage departments to fund student POP participants to attend conferences on pre-college teaching. [12]	COM ( <i>Pre-College Instruction</i> )
6F	Form an APA Committee to connect and work with PLATO, existing pre-college programs, and CPCIP. [12]	TF ( <i>clarify</i> )
<b>7. Supporting Inclusion for Undergraduates and Graduate Students</b>		
7A	Provide resources for graduate student instructors <i>specific to philosophy</i> : classroom tips and strategies, example scenarios, testimonials of what does/doesn't work, especially regarding sensitive topics. [13]	COM ( <i>Teaching</i> )
7B	Provide resources for students on what to expect, <i>specific to philosophy</i> , on common professional hurdles or professional etiquette. [13]	COM ( <i>Academic Careers</i> )
7C	Provide recommendations for effective faculty mentoring <i>specific to philosophy</i> . [13]	COM ( <i>Academic Careers</i> )
7D	Provide resources on coping with stress, discrimination, and exclusion that prioritize bodily and mental health, tailored to common scenarios in academic philosophy. [13]	COM ( <i>Academic Careers</i> )
7E	Provide resources for organizing public philosophy events that engage undergraduates and the local community. [13]	COM ( <i>Public Philosophy</i> )

7F	Provide guidelines on accommodating religious minorities, use of gender pronouns, choosing examples with non-Western names, etc. [13]	COM <i>(Inclusiveness)</i>
7G	Provide recommendations for graduate and undergraduate course requirements. [13-14]	COM <i>(Status &amp; Future)</i>
7H	Provide resources for encouraging interdisciplinary collaboration, e.g. listservs, forums, and other sites for posting CFAs and CFPs to related disciplines. [14]	TF
7I	Provide clear guidelines on how to proceed for victims of sexual harassment who lack support at their home institutions, or for third parties with information about such cases. [14]	OTH <i>(Ombuds)</i>
7J	Publish a list of professional philosophy listservs. [14]	TF
7K	Publish data on marginalized subfields in high demand. [14]	TF <i>(clarify)</i>
7L	Publish resources for “alt-ac” careers. [14]	COM <i>(Non-Academic)</i>
7M	Publish/provide mailing lists with regular notifications and reminders about application deadlines to competitions and events that target historically underrepresented students. [14]	OTH <i>(MAP)</i>
7N	Broadcast/live stream diversity-related conferences, talks, and other events, to facilitate access and participation for those unable to physically attend. [15]	NF
7O	Make improvements to the <i>Guide to Graduate Programs in Philosophy</i> . [14]	NO <i>(Mellon grant)</i>
7P	Advocate that faculty and student demographic diversity be an important measure of department excellence. [14]	COM <i>(Academic Careers)</i>
7Q	Could publish an opt-in, self-reported list of departments that offer inclusive policies and practices such as healthcare, same-sex partner benefits, parental leave, and dual career options. [14]	TF <i>(part of Best Practice Scheme)</i>
7R	Support and publicize existing initiatives including MAP and SYBP. [15]	NO
7S	Commission researchers in the learning analytics community to track and monitor underrepresented students in philosophy to develop interventions that increase retention. [15]	NF
7T	Maintain a database of promising minority undergraduates identified as possible candidates for graduate study, and send it to graduate programs so they can actively recruit students. [15]	NO/TF
7U	Publicize summer institutes and similar programs, with their track records. [15]	NO
<b>8. Supporting Inclusion in Community Colleges</b>		
8A	Seek a formal commitment from PhD granting programs, especially at more elite institutions, to not treat a student’s community college background as a reason not to extend an invitation of admission. [16]	COM <i>(Academic Careers)</i>
8B	Support and fund a Visiting Scholar program to foster the idea that a professional career in philosophy is real option for community college students. [16]	NF
<b>9. Promoting Inclusion through M.A. Programs</b>		
9A	Facilitate M.A. students’ access to Ph.D. programs by prompting doctoral programs to reconsider the importance of an elite undergraduate education in eventual success in the field. [17]	COM <i>(Academic Careers)</i>
9B	Schedule conversations about diversity and the doctoral admissions process at the annual meetings. [17]	COM <i>(Inclusiveness)</i>
9C	Publicize the achievements of philosophers with nontraditional educational backgrounds. [17]	NO/TF
9D	Publicize to undergraduates and Ph.D. programs those M.A. programs that have a good track record in training students from underrepresented groups for Ph.D. programs. [17]	TF

<b>10. Supporting Inclusion at APA Meetings</b>		
10A	Monitor demographics on the invited portion of the program and take care to be inclusive, both with respect to who is invited and with respect to marginalized subfields/methods. [18]	DIV
10B	Post data on paper submissions and acceptances by demographics of author and subfields. [18]	DIV/NO
10C	Better publicize divisional meeting calls for papers in places where philosophers from underrepresented groups communicate and look for information. [18]	NO
10D	Survey all attendees at meetings, including demographics, rank, subfield specialization, role at meetings, and satisfaction, and analyze for diversity/inclusion issues. [18]	ABA
10E	Open free/reduced fee access to APA meetings for high school students and interested members of the non-academic public. [18]	DIV
10F	Publicize sessions that may be of special interest to high school students, two-year college students, and members of the public. [18]	NO
10G	Establish a fund, based on voluntary contributions, that could subsidize the travel of philosophers of color who don't have travel funds and are on the main program, available upon application with proof of need. [18]	NO
10H	Eastern and Central Divisions adopt a diversity statement comparable to that adopted by the Pacific Division. [18]	FBA/DIV
10I	Integrate group meetings more fully into the meeting programs. [18]	DIV
10J	Establish a child care policy for APA meetings with easy access from the meeting registration website. [18]	NF ( <i>cannot directly provide childcare for liability reasons</i> )
10K	Set a sliding scale by salary for APA meeting registration, with extra funds devoted to inclusiveness/ accessibility initiatives. [18]	DIV
10L	Organize workshops at divisional meetings on teaching philosophy. [18]	COM ( <i>Teaching</i> )
10M	Organize workshops at divisional meetings on the basics of bystander training, federal sexual harassment and anti-discrimination law, implicit bias and stereotype threat, diversifying syllabi, and other practical, hands-on topics. [19]	COM ( <i>Inclusiveness</i> )
10N	Organize mentoring events at divisional meetings for students to find mentors at other institutions. [19]	COM ( <i>Academic Careers</i> )
10O	Organize sessions at divisional meetings with existing organizations like Minorities and Philosophy (MAP) and Society for Young Black Philosophers. [19]	COM ( <i>Inclusiveness</i> )
10P	Sponsor events at divisional meetings for undergraduate students (preferably with financial support) from underrepresented groups, on topics such as applying to graduate school. [19]	NO ( <i>Mellon grant</i> )
<b>11. Supporting Inclusion of Philosophers with Disabilities</b>		
11A	Seek advice from members with different disabilities who are most knowledgeable about effecting access, with the final word regarding an accommodation's effectiveness coming from the individual seeking the accommodation. [20]	NO
11B	Offer a simpler and better publicized way for philosophers with disabilities to request accommodations at APA meetings at online registration. [21]	ABA
11C	Investigate the desirability of a Diversity Committee for Philosophers with Disabilities by (a) surveying members to determine whether there are enough APA members with disabilities to maintain such a committee; and (b) compile members' ideas about strategies for achieving the objective and refer them to the Task Force or the Inclusiveness Committee, for consideration. [21]	NO
11D	Promote an affirmative pipeline program for philosophers with disabilities. [21]	NF

<b>12. Supporting Inclusion of American Indian Philosophers</b>		
12A	Organize an APA Program session to discuss misleading/ambiguous terms referring to American Indians and a possible change in the name of the Committee on Indigenous Philosophers. [22]	COM ( <i>Indigenous</i> )
12B	Make the chair of the Committee on Indigenous Philosophers an office nominated by the APA Board and elected by committee members. [22]	TF ( <i>clarify</i> )
12C	The objectives of the Committee on Indigenous Philosophers should be published in the <i>Newsletter on Indigenous Philosophy</i> . [22]	DC ( <i>and all committees</i> )
12D	The committee should send a yearly update of its objectives and progress to Native Colleges and Programs. [22]	COM ( <i>Indigenous</i> )
12E	The committee should contact philosophy departments with doctoral programs, inviting senior scholars interested in mentoring American Indian philosophers and/or building the field of American Indian philosophy to work with the committee to promote these goals. [22]	COM ( <i>Indigenous</i> )
12F	Set up a task force to investigate ways to create a “research tank” at a university with at least 3 resident indigenous philosophers and 3 resident senior philosophers to participate in building the field of American Indian Philosophy and monitor progress. [22]	COM ( <i>Indigenous</i> )
12G	Make special efforts to appoint American Indian philosophers to APA standing committees. [22]	COM ( <i>Indigenous, Com on Coms</i> )
12H	Fund a “lapel pin” to be given to philosophers who contribute to building the field of American Indian Philosophy, to increase the visibility of the field. [22]	TF ( <i>clarify</i> )
<b>13. Transforming the Practice and Image of Philosophy</b>		
13A	Create and publicize a database of philosophers working in nontraditional fields/methods, including but not limited to those addressing issues concerning underrepresented groups. [23]	TF
13B	Publicize funding opportunities and make more support available to groups such as the California Roundtable on Philosophy and Race, the Collegium of Black Women in Philosophy, and the Society of Young Black Philosophers (for example, by funding a graduate student to help with administrative tasks involved in planning the conferences of those groups). [23]	NF
13C	Find ways to engage those whose philosophical interests are taking them outside academic philosophy departments or even outside academia. [23]	COM ( <i>Non-Academic</i> )
13D	Collect syllabi for diverse, nontraditional courses, methods, topics, and authors and make them available on the APA website. [23]	COM ( <i>Teaching</i> )
13E	Publicize reading lists of nontraditional methods, topics, and authors. [23]	DC
13F	Create an online database on philosophy grants, fellowships, scholarships, summer institutes, etc., searchable by eligibility criteria (including underrepresented groups). [23]	NF
13G	Publicize research and mentoring prizes for diversity in philosophy, and jobs, fellowships and opportunities relevant to diversity and inclusion in the profession (along with special reports) through the APA website. [24]	NO/TF
<b>14. Broadening the Reach of Philosophy</b>		
14A	Regularly gather and disseminate information about successful interdisciplinary majors, with a substantial philosophical component, at universities and colleges across the country. [26]	TF ( <i>clarify</i> )
14B	Develop a set of best practices for teaching philosophy in various interdisciplinary contexts. [26]	TF
14C	Expand support for the Committee on Public Philosophy [26]	ABA
14D	Consider how the Committee on Public Philosophy’s public engagement may better reach groups underrepresented in philosophy, and how its activities may more fully engage issues of special concern to these groups. [26]	COM ( <i>Public Philosophy</i> )

## Recommendations sorted by implementation

#	Recommendation	Implementation
3A	Track and publish longitudinal IPEDs data on award of philosophy degrees overall, by group, and by institutional type, perhaps in comparison with other fields. [6]	ABA ( <i>by AAAS</i> )
3B	Track the demographics of graduate students in M.A. and Ph.D. philosophy programs. Identify graduate students of color who are in these programs. [6]	ABA ( <i>in Grad Guide</i> )
3E	Help fund the survey and data analysis of black philosophers being conducted by the APA, CSBP, and SYBP. [6]	ABA
5A	Enforce the requirement that DC members belong to the APA. [9]	ABA
5E	Screen DC nominees for a disposition to actively participate on the DCs. [9]	ABA
5F	Require member participation in DC work and enforce this requirement by empowering the National Office to remove DC members who do not respond to emails regarding DC work in course of the year. [9]	ABA
5G	Empower the National Office to appoint new members of DCs to replace nonfunctioning members, in consultation with the DC committee or its chair. [9]	ABA
5J	Restore funding to the DCs. [10]	ABA ( <i>funding never removed</i> )
5L	Call upon the diversity committees to formulate policies that will implement APA Best Practices in Journal Publishing for their newsletters. [10]	ABA
10D	Survey all attendees at meetings, including demographics, rank, subfield specialization, role at meetings, and satisfaction, and analyze for diversity/inclusion issues. [18]	ABA
11B	Offer a simpler and better publicized way for philosophers with disabilities to request accommodations at APA meetings at online registration. [21]	ABA
14C	Expand support for the Committee on Public Philosophy [26]	ABA
7L	Publish resources for “alt-ac” careers. [14]	COM ( <i>Non-Academic</i> )
7B	Provide resources for students on what to expect, <i>specific to philosophy</i> , on common professional hurdles or professional etiquette. [13]	COM ( <i>Academic Careers</i> )
7C	Provide recommendations for effective faculty mentoring <i>specific to philosophy</i> . [13]	COM ( <i>Academic Careers</i> )
7D	Provide resources on coping with stress, discrimination, and exclusion that prioritize bodily and mental health, tailored to common scenarios in academic philosophy. [13]	COM ( <i>Academic Careers</i> )
7P	Advocate that faculty and student demographic diversity be an important measure of department excellence. [14]	COM ( <i>Academic Careers</i> )
8A	Seek a formal commitment from PhD granting programs, especially at more elite institutions, to not treat a student’s community college background as a reason not to extend an invitation of admission. [16]	COM ( <i>Academic Careers</i> )
9A	Facilitate M.A. students’ access to Ph.D. programs by prompting doctoral programs to reconsider the importance of an elite undergraduate education in eventual success in the field. [17]	COM ( <i>Academic Careers</i> )
10N	Organize mentoring events at divisional meetings for students to find mentors at other institutions. [19]	COM ( <i>Academic Careers</i> )
5C	Devote an entire section of the <i>APA Committee Member Guidelines</i> to DCs, explaining their relation to the Committee on Inclusiveness and duties of members. [9]	COM ( <i>Inclusiveness, with NO</i> )
7F	Provide guidelines on accommodating religious minorities, use of gender pronouns, choosing examples with non-Western names, etc. [13]	COM ( <i>Inclusiveness</i> )

#	Recommendation	Implementation
9B	Schedule conversations about diversity and the doctoral admissions process at the annual meetings. [17]	COM <i>(Inclusiveness)</i>
10M	Organize workshops at divisional meetings on the basics of bystander training, federal sexual harassment and anti-discrimination law, implicit bias and stereotype threat, diversifying syllabi, and other practical, hands-on topics. [19]	COM <i>(Inclusiveness)</i>
10O	Organize sessions at divisional meetings with existing organizations like Minorities and Philosophy (MAP) and Society for Young Black Philosophers. [19]	COM <i>(Inclusiveness)</i>
12A	Organize an APA Program session to discuss misleading/ambiguous terms referring to American Indians and a possible change in the name of the Committee on Indigenous Philosophers. [22]	COM <i>(Indigenous)</i>
12D	The committee should send a yearly update of its objectives and progress to Native Colleges and Programs. [22]	COM <i>(Indigenous)</i>
12E	The committee should contact philosophy departments with doctoral programs, inviting senior scholars interested in mentoring American Indian philosophers and/or building the field of American Indian philosophy to work with the committee to promote these goals. [22]	COM <i>(Indigenous)</i>
12F	Set up a task force to investigate ways to create a “research tank” at a university with at least 3 resident indigenous philosophers and 3 resident senior philosophers to participate in building the field of American Indian Philosophy and monitor progress. [22]	COM <i>(Indigenous)</i>
12G	Make special efforts to appoint American Indian philosophers to APA standing committees. [22]	COM <i>(Indigenous, Com on Coms)</i>
13C	Find ways to engage those whose philosophical interests are taking them outside academic philosophy departments or even outside academia. [23]	COM <i>(Non-Academic)</i>
6A	Advocate inclusion of philosophy in high-school curricula and offer models of high-school philosophy courses and pedagogy in consultation with educators. [12]	COM <i>(Pre-College Instruction)</i>
6B	Create a website for pre-college diversity initiatives, linked to or on the CPCIP website. [12]	COM <i>(Pre-College Instruction)</i>
6C	Encourage the formation of philosophy outreach programs (POPs) in philosophy departments, focused on underserved populations, by publishing information on the APA website. [12]	COM <i>(Pre-College Instruction)</i>
6E	Encourage departments to fund student POP participants to attend conferences on pre-college teaching. [12]	COM <i>(Pre-College Instruction)</i>
7E	Provide resources for organizing public philosophy events that engage undergraduates and the local community. [13]	COM <i>(Public Philosophy)</i>
14D	Consider how the Committee on Public Philosophy’s public engagement may better reach groups underrepresented in philosophy, and how its activities may more fully engage issues of special concern to these groups. [26]	COM <i>(Public Philosophy)</i>
7G	Provide recommendations for graduate and undergraduate course requirements. [13-14]	COM <i>(Status &amp; Future)</i>
7A	Provide resources for graduate student instructors <i>specific to philosophy</i> : classroom tips and strategies, example scenarios, testimonials of what does/doesn’t work, especially regarding sensitive topics. [13]	COM <i>(Teaching)</i>
10L	Organize workshops at divisional meetings on teaching philosophy. [18]	COM <i>(Teaching)</i>
13D	Collect syllabi for diverse, nontraditional courses, methods, topics, and authors and make them available on the APA website. [23]	COM <i>(Teaching)</i>
4C	Compile a list of speakers/workshop leaders who are able and willing to visit departments to present on climate issues and to lead informal discussions on climate issues. [8]	COM <i>(Women)</i>

#	Recommendation	Implementation
5B	Give clear, detailed charges to DCs. [9]	DC
5D	Give detailed job descriptions to DC nominees in writing, backed up by an oral discussion by DC chairs with members, and by the Chair of the Committee on Inclusiveness to the Chairs of DCs. [9]	DC
5H	Encourage the DCs to establish working relations with relevant societies, including joint sessions at the divisional meetings. [9]	DC
13E	Publicize reading lists of nontraditional methods, topics, and authors. [23]	DC
5I	Require DCs to submit their priorities and agenda for the year to the National Office and thus to the Inclusiveness Committee, as part of their annual report on their activities for the previous year. The IC should monitor DC activity in accordance with their agenda and identify nonfunctioning DCs. [10]	DC (and all committees)
12C	The objectives of the Committee on Indigenous Philosophers should be published in the <i>Newsletter on Indigenous Philosophy</i> . [22]	DC (and all committees)
10A	Monitor demographics on the invited portion of the program and take care to be inclusive, both with respect to who is invited and with respect to marginalized subfields/methods. [18]	DIV
10E	Open free/reduced fee access to APA meetings for high school students and interested members of the non-academic public. [18]	DIV
10I	Integrate group meetings more fully into the meeting programs. [18]	DIV
10K	Set a sliding scale by salary for APA meeting registration, with extra funds devoted to inclusiveness/ accessibility initiatives. [18]	DIV
10B	Post data on paper submissions and acceptances by demographics of author and subfields. [18]	DIV (with NO)
1B	The Task Force on Inclusion and Diversity should be authorized to continue its mission, expanded to include advising the APA on how to implement its recommendations. [3]	FBA
10H	Eastern and Central Divisions adopt a diversity statement comparable to that adopted by the Pacific Division. [18]	FBA/DIV
2B	Supplement the poll with other sources of information about underrepresented groups, including in-person interviews, site visits, and perhaps departmental self-studies. [4]	NF
3C	Track and publish placement, promotion, academic rank, and attrition data for professional philosophers, overall, by group, and by institutional type, perhaps in comparison with other fields. Include demographics on faculty at two-year colleges and adjuncts everywhere. [6]	NF (PDC database tracks some of this)
3D	Analyze from the data which factors are related to continuation in philosophy at more advanced levels, and what outreach efforts succeed. [6]	NF
4B	Could further support the SVP by (a) assigning an APA staff member to distribute climate surveys and site visit surveys; (b) hiring someone trained in institutional research to analyze and report on climate questionnaires; and (c) adapting the SVP for external reviews of philosophy departments, including providing training to reviewers. [7]	NF
5K	Provide funding to enable in-person meetings, perhaps retreats. [10]	NF
7N	Broadcast/live stream diversity-related conferences, talks, and other events, to facilitate access and participation for those unable to physically attend. [15]	NF
7S	Commission researchers in the learning analytics community to track and monitor underrepresented students in philosophy to develop interventions that increase retention. [15]	NF
8B	Support and fund a Visiting Scholar program to foster the idea that a professional career in philosophy is real option for community college students. [16]	NF

#	Recommendation	Implementation
10J	Establish a child care policy for APA meetings with easy access from the meeting registration website. [18]	NF ( <i>cannot directly provide childcare for liability reasons</i> )
11D	Promote an affirmative pipeline program for philosophers with disabilities. [21]	NF
13B	Publicize funding opportunities and make more support available to groups such as the California Roundtable on Philosophy and Race, the Collegium of Black Women in Philosophy, and the Society of Young Black Philosophers (for example, by funding a graduate student to help with administrative tasks involved in planning the conferences of those groups). [23]	NF
13F	Create an online database on philosophy grants, fellowships, scholarships, summer institutes, etc., searchable by eligibility criteria (including underrepresented groups). [23]	NF
1A	The APA's development efforts should include a special arm for inclusion. [3]	NO
2A	Conduct a poll of members, and of philosophers who have left or never joined the APA, including students and faculty who belong to underrepresented groups. [4]	NO
4A	Continue to publicize the Site Visit Program (SVP), including (a) encouraging all departments to participate; (b) explaining the relationship of the APA to the SVP; and (c) emphasizing that the SVP is not investigatory. [7]	NO
4E	Encourage the APA Executive Director, members of the Board, and APA Divisional Leaders attend and maintain a high profile at all upcoming Diversity in Philosophy Conferences. [8]	NO
7O	Make improvements to the <i>Guide to Graduate Programs in Philosophy</i> . [14]	NO ( <i>Mellon grant</i> )
7R	Support and publicize existing initiatives including MAP and SYBP. [15]	NO
7U	Publicize summer institutes and similar programs, with their track records. [15]	NO
10C	Better publicize divisional meeting calls for papers in places where philosophers from underrepresented groups communicate and look for information. [18]	NO
10F	Publicize sessions that may be of special interest to high school students, two-year college students, and members of the public. [18]	NO
10G	Establish a fund, based on voluntary contributions, that could subsidize the travel of philosophers of color who don't have travel funds and are on the main program, available upon application with proof of need. [18]	NO
10P	Sponsor events at divisional meetings for undergraduate students (preferably with financial support) from underrepresented groups, on topics such as applying to graduate school. [19]	NO ( <i>Mellon grant</i> )
11A	Seek advice from members with different disabilities who are most knowledgeable about effecting access, with the final word regarding an accommodation's effectiveness coming from the individual seeking the accommodation. [20]	NO
11C	Investigate the desirability of a Diversity Committee for Philosophers with Disabilities by (a) surveying members to determine whether there are enough APA members with disabilities to maintain such a committee; and (b) compile members' ideas about strategies for achieving the objective and refer them to the Task Force or the Inclusiveness Committee, for consideration. [21]	NO
7T	Maintain a database of promising minority undergraduates identified as possible candidates for graduate study, and send it to graduate programs so they can actively recruit students. [15]	NO/TF
9C	Publicize the achievements of philosophers with nontraditional educational backgrounds. [17]	NO/TF

#	Recommendation	Implementation
13G	Publicize research and mentoring prizes for diversity in philosophy, and jobs, fellowships and opportunities relevant to diversity and inclusion in the profession (along with special reports) through the APA website. [24]	NO/TF
4D	Create a Best Practices Scheme modeled on that offered by the BPA and SWIP UK. [8]	OTH ( <i>new task force</i> )
7I	Provide clear guidelines on how to proceed for victims of sexual harassment who lack support at their home institutions, or for third parties with information about such cases. [14]	OTH ( <i>Ombuds</i> )
7M	Publish/provide mailing lists with regular notifications and reminders about application deadlines to competitions and events that target historically underrepresented students. [14]	OTH ( <i>MAP</i> )
7Q	Could publish an opt-in, self-reported list of departments that offer inclusive policies and practices such as healthcare, same-sex partner benefits, parental leave, and dual career options. [14]	OTH ( <i>part of Best Practice Scheme</i> )
6D	Encourage MAP programs to consider forming, staffing, or working with POPs. [12]	TF
7H	Provide resources for encouraging interdisciplinary collaboration, e.g. listservs, forums, and other sites for posting CFAs and CFPs to related disciplines. [14]	TF
7J	Publish a list of professional philosophy listservs. [14]	TF
9D	Publicize to undergraduates and Ph.D. programs those M.A. programs that have a good track record in training students from underrepresented groups for Ph.D. programs. [17]	TF
13A	Create and publicize a database of philosophers working in nontraditional fields/methods, including but not limited to those addressing issues concerning underrepresented groups. [23]	TF
14B	Develop a set of best practices for teaching philosophy in various interdisciplinary contexts. [26]	TF
1C	The APA Board of Officers should publicly acknowledge problems of inclusion and diversity as they arise, and take a more public role in making statements about how these problems should be addressed. [3]	TF ( <i>clarify</i> )
6F	Form an APA Committee to connect and work with PLATO, existing pre-college programs, and CPCIP. [12]	TF ( <i>clarify</i> )
7K	Publish data on marginalized subfields in high demand. [14]	TF ( <i>clarify</i> )
12B	Make the chair of the Committee on Indigenous Philosophers an office nominated by the APA Board and elected by committee members. [22]	TF ( <i>clarify</i> )
12H	Fund a “lapel pin” to be given to philosophers who contribute to building the field of American Indian Philosophy, to increase the visibility of the field. [22]	TF ( <i>clarify</i> )
14A	Regularly gather and disseminate information about successful interdisciplinary majors, with a substantial philosophical component, at universities and colleges across the country. [26]	TF ( <i>clarify</i> )