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Guide to Best Practices in Establishing and Running Summer Diversity Institutes

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Developed by the APA Diversity Institute Advisory Panel

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Introduction

Diversity institutes have been influential in helping to diversify programs in a variety of fields. They offer encouragement, support, and guidance to individuals from underrepresented groups who are undertaking advanced work and potentially pursuing a career in a particular discipline. Underrepresented groups in philosophy include women, people of color, LGBTQ+ individuals, individuals with disabilities, first-generation college students, and people from economically disadvantaged communities and backgrounds. Philosophy as a discipline suffers when it does not consider and include the lives, experiences, and perspectives of those who have been historically underrepresented in academic philosophy, and diversity institutes aim to help keep more people from underrepresented backgrounds in the discipline and its professional pipeline.

Diversity institutes are most often annual summer programs. Some focus on career mentoring for those who teach at the junior level (i.e., instructors, lecturers, and assistant professors). Others focus on assisting graduate students in developing professional skills. Most commonly, they focus on undergraduate students, aiming to "open the pipeline" so that more of these students will pursue advanced study in philosophy. This guide specifically focuses on diversity institutes for undergraduate students.

The Rutgers Summer Institute for Diversity in Philosophy (SIDP) and later the Philosophy in an Inclusive Key Summer Institute (PIKSI) pioneered the diversity institute effort in philosophy. This guide, primarily authored by Professor Eva Kittay, founder of PIKSI-Rock, is largely based on the experiences of the leaders of those institutes in particular. APA staff and organizers of UC San Diego's Summer Program for Women in Philosophy and the COMPASS Workshop at University of Michigan also contributed to this guide.

Undergraduate Summer Diversity Institutes

Undergraduate diversity institutes range from three-day workshops to ten-day intensive programs in which students learn about graduate school, gain exposure to areas in philosophy that they have not encountered in college, and experience a stimulating and supportive environment in which they discover how their interests and backgrounds can make a distinctive contribution to the discipline. Generally, directors identify graduate students from underrepresented groups and invite them to serve as graduate assistants. For shorter institutes, the graduate assistants may serve as the directors of the program. Either way, this experience allows graduate students to gain greater confidence in their career choice, hone their skills as teachers, and build supportive networks.

Goals of the Undergraduate Summer Diversity Institute

Encouraging students from underrepresented groups to pursue degrees in philosophy and to remain in the discipline helps students of philosophy and the discipline itself. According to the US Census' 2009 National Projections Supplement (released on August 14, 2008),[1] "The size of the minority population is expected to increase to the point that they represent the numeric majority between 2040 and 2050." Hence, the twin goals of diversifying the demographics of the philosophy professoriate and supporting students from underrepresented groups in philosophy are motivated by concerns over educational and vocational equity and the recognition that philosophy needs to be prepared for classrooms that are more diverse.

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[1] www.census.gov/population/www/projections/analyticaldocument09.pdf

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The curriculum of a diversity institute should attempt to both hone philosophical skills and address concerns felt by many students from underrepresented groups. Many of these students do not consider graduate studies in philosophy because they are uninformed about how graduate education works, the process of applying to and choosing graduate programs, and opportunities for financial aid. Participating in a diversity institute can help them experience the graduate seminar and introduce them to graduate students and faculty who can provide them with guidance and relevant practical information. Diversity institutes also help the graduate assistants to remain in their programs and create cross-generational networks for mentoring.

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The Structure of a Diversity Institute

Diversity institute structures

Often a single professor oversees the selection of an institute's materials and guides the seminars. For the purposes of this document, we will call this person the *director.* The director can serve a time-limited term (as is the case at PIKSI-Rock) or it can be a continuing appointment (as is the case at Rutgers SIDP). Alternatively, it can be more of a *team* effort coordinated by several faculty and graduate students (as is the case at PIKSI-Boston). Depending on the institute's length, graduate student assistants may serve as successful directors as well (but a faculty member should play the central role in fundraising).

An institute will need a body that determines policy, aids in the selection of students, works on following the careers of students once they leave the institute, and helps secure funding. Such a *managing (or advisory) board* or *executive committee* may be self-constituted by faculty from different institutions or drawn from the philosophy faculty of the university (or universities) hosting the institute. Sometimes a director will also serve this function. In other cases, an institute may run with an advisory board in addition to an executive board.

Institutes are generally annual events, although the Logic Diversity Institute is biannual. They generally run 7–14 days, although many have settled on 10–12 days. A shorter program will function more like a workshop than an institute. More than 12 days can be wearing on the instructor, and the students start to burn out given the intensity of the experience. A longer period may be desirable if a few days are devoted to training graduate assistants. At least one program has taken advantage of generous funding to cater to graduate students by offering a two-day intensive pedagogical seminar, benefiting both the graduate assistants and the undergraduates they will assist and mentor.

An institute will generally accommodate 10–20 students depending on the level of funding and staffing available. The equivalent of the enrollment in an average seminar can serve as a guide. Yet the number of admitted students is often limited by the funding available for housing, food, transportation, and stipends. When determining the size of the cohort, it is equally important that the staffing, often in the form of graduate assistants, is such that no one graduate student is responsible for more than five students. A cohort of 16–20 students, for example, will ideally have a combination of 4–5 graduate assistants and faculty.

Most diversity institutes offer a structured mentorship program for attendees. Besides academic writing support, mentors may answer questions related to graduate school, philosophy, and academic life in general. They serve well as supportive older peers during what is often a rigorous program with many new or potentially challenging experiences. Mentors may be assigned to a maximum of five students, but a 1:1 ratio is ideal if resources are available. Mentors may be assigned based on field of interest or identity.

Hosting and funding a diversity institute

The institute may focus on a *geographical area* (as PIKSI-Boston does), or it may regard itself as a *national organization* (as in the case of PIKSI-Rock). Some institutes occur at a university where faculty from that university's philosophy department play a major role, both by acting as the director or co-directors, as well as additional teaching staff (as is the case with Rutgers SIDP). These institutes tend to receive most of their

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funding from the university. Other institutes occur on one campus but draw their personnel from different colleges and universities. Such institutes will have a board or executive committee that works to secure funding, choose the director, form policy, and help with the process of selecting students. For example, a self-constituted board formed PIKSI-Rock, but the program lives at the Rock Ethics Institute at Penn State University. The board creates the application form, chooses directors, does an initial evaluation of the student applications, and sets policy for the institute.

Compare this to the Rutgers SIDP, which Rutgers University hosts on campus, funds, and staffs with its faculty. Then compare to PIKSI-Boston, which MIT houses and is staffed by MIT as well as several other Boston-area colleges and universities. The APA currently funds a large part of both PIKSI-Boston and PIKSI-Rock through a grant from the Andrew W. Mellon Foundation.

A different model of housing and funding an institute is the rotating consortium, where the program moves between two or more campuses and the universities or colleges provide in-kind contributions. Some institutes receive third-party funding, and others may choose to become self-standing entities that apply for 501(c)(3) nonprofit status. Obtaining funding for an institute is always challenging. One promising approach is a "donor-advised fund," which is a fund that is managed by an individual or group and serves as a granting platform for funding nonprofit projects and accepts tax-deductible donations.

For more on funding strategies for diversity institutes, see the APA's **Recommendations of Funding for Diversity Institutes**.

Critical elements

Most diversity institutes have the following elements, several of which are discussed further below:

- *Advertising* that is early and frequent to ensure a diverse applicant pool

- *Curriculum* established by the person or persons directing the institute

- *Reading materials* sent to students in advance

- *Invited speakers* who run a seminar, give a lecture, meet with students informally, and provide both intellectual and professional guidance

- *Seminar structure* that may be organized around a single, usually broad topic, or one that reflects a diverse set of approaches and problems

- *Lectures* by visiting professors (which are sometimes public)

- *Required writing*, usually short essays written by the undergraduate participants and then reviewed by a professor or a graduate student

- *One-on-one or small group meetings* with faculty or assigned graduate students to discuss readings and review written work

- *Sessions on the practicalities of graduate school*, including both information on the details of the application process and the nitty-gritty of what to expect in graduate school

- *Informal gatherings*, such as dinners and ice cream socials

- *Outings* to nearby destinations that build community and might be philosophically relevant

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Advertisement

Diversity institutes should be advertised as broadly and as often as possible. One email calling for applications directed to faculty is insufficient. Each institute runs on its own schedule, so it is important for institute organizers to share important deadlines and dates clearly and widely. Currently, the APA helps by broadcasting the call for applications and maintaining diversity institute information on the APA website, but this should not be the only source used by an institute. Additionally, diversity institute organizers should be proactive in reaching out to the APA to update their institute information and provide annual deadlines and application links.

Organizers of the institutes can advertise in a variety of ways, such as sending emails to undergraduate department chairs, posting on social media, and taking advantage of relevant email lists. Organizers should share application information far in advance to allow potential students enough time to prepare their materials.

Curriculum

Different diversity institutes have used different curriculum models. Some choose a theme each year—a theme broad enough to allow for the inclusion of many different approaches, interests, and speakers. Others do not to develop a themed curriculum, instead bringing together a variety of curricular elements highlighting the many different methodologies and subfields of philosophy. The first approach focuses on depth, while the second focuses on breadth; both approaches have pros and cons.

Other diversity institutes may choose to specialize in a single subfield, such as logic or ethics, or to base their curriculum on papers and assignments sent out ahead of time.

Reading materials

The director or co-directors, together with the invited speakers and sometimes with input from graduate assistants, determine the readings and the topics for discussion and written work. The seminar readings should be sent to the undergraduate participants at least six weeks before the summer institute starts; if an institute has administrative support staff, they should be responsible for the preparation and distribution of materials. Students should read all of the material before coming to the institute.

Institutes should aim to strike a balance between classic texts and diverse voices. Diversifying the discipline of philosophy should not just include who is doing the reading, but whom students read as well.

Informal and small group meetings and the role of the mentor

Some of the most valuable time spent at the institute is the informal time that students spend with each other, graduate students, and instructors. There should be lounges and informal spaces for students to gather in addition to eating meals and lodging together. Meals at which students can spend informal time with visitors can be extremely productive and should be scheduled and organized in advance of the seminar. Some diversity institutes have organized outings that might be less directly philosophical, but that allow students to bond with one another. In evaluations, students often state that the bonds they formed with other students were some of the most important and lasting benefits of attending a diversity institute.

Graduate student mentors should spend time with the undergraduate participants in one-on-one meetings or in small group meetings to discuss readings, lectures, and written work. This is where the graduate students can get to know the student attendees and make lasting bonds that will allow them to continue to

serve as mentors after the institute is over. These interactions are often as valuable for the graduate students as they are for the undergraduates, as they can start to exercise their teaching skills and witness their impact on students in whom they often see their younger selves. Graduate student mentors often want to make themselves as available to the undergraduates as possible, but they should also ensure they have some protected time for themselves.

Learning the practicalities of choosing and applying to graduate programs

Diversity institutes should acquaint students with the practicalities of applying to graduate school. Students should also learn what to expect once they choose a program and once they are accepted. Organizers should devote several sessions to teaching students how to search out appropriate graduate programs, how to locate resources to determine what schools are most suited to their needs and interests, and how to apply for graduate school. Sessions should also discuss the obstacles that students from underrepresented groups face, how to finance their graduate education, and how to speak with their parents about their own hopes and expectations in pursuing philosophy.

It is important for students to receive information about different graduate experiences and different strategies for pursuing further study. Should they first apply to MA programs to shore up their background in philosophy? Should they go directly into a PhD program? Should they limit themselves to fully funded programs, or does it make sense for them to take out loans to help finance their graduate education?

It is also important for students to have strategies for responding to parents' concerns about their choice to pursue philosophy. Whenever possible or appropriate, it is valuable to have ongoing mentors at the home institution who can help the student navigate these hurdles. Some programs attempt to forge mentorships among the visiting professors; others assign each undergraduate to a graduate student for a continuing mentor relationship. In any case, it is important to give undergraduates access to someone who can, after the institute is over, provide advice and guidance as they deal with the practicalities involved in choosing to pursue an advanced degree in philosophy.

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Personnel

Director
Role
It is generally useful to have one or two people who direct the institute by shaping the curriculum, choosing readings and activities, inviting visiting speakers, and making the final selection of the students admitted. Planning can be the work of a team, or of a single individual who consults with speakers about reading assignments.

The director may choose to be primarily a coordinator of the speakers and events, or the director may take on a role similar to the instructor of a seminar. In any case, there needs to be a figure that is responsible for the institute functioning smoothly and effectively. It is a good idea for the director to make the final selection among applicants, since that decision will set the tone for the time the students spend at the institute.

Depending on the institute and its resources, the director role may range from several volunteer graduate students working together to a senior faculty member with the directorship included in his or her job description.

Most institutes experience leadership turnover from year to year, which is why good record keeping is crucial. The director should be responsible for passing down records, survey responses, role descriptions, and other key information (important dates and deadlines, contact lists, etc.).

Qualifications
A self-constituted board may appoint the director. Alternatively, faculty at the host institution's philosophy department may appoint the director. Directing a diversity institute is a very time-consuming activity. It may be challenging for a junior faculty member or a graduate student to fulfill this role without proper compensation, but several institutes over the years have done so successfully.

Compensation
The work of the director extends beyond the duration of the summer institute. The director must begin work sometime in the fall semester by securing the participation of speakers for the following summer. At the end of the fall semester and beginning in the spring semester, they solicit reading suggestions from speakers and other institute leaders. They assemble the material and ensure distribution to the students in a timely fashion. They review applications from graduate students who want to serve as graduate assistants and make the final selection of the cohort of undergraduates. After the institute ends, they take the lead in ensuring that students have mentors that can assist them as they finish their undergraduate work and consider choosing and applying to graduate school.

Compensation should be commensurate with compensation for a summer course. Compensation may be monetary, or may take the form of release time, or some combination. In some cases, graduate students may fill some administrative duties of the director listed here. Graduate students should also be compensated.

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Board and/or executive committee
Responsibilities and duties

A faculty member who wants to run a diversity institute cannot do it alone. There must be backing from a department, advisory board, or executive committee that can help set up the infrastructure for the institute. Such a board will have at least the following duties:

- Set policy for the institute. For example, the board may develop the application form, determining the sorts of questions to ask applicants. It should determine what sort of mentorship to institute and what sort of outreach organizers use to attract students. It should also set institute structures: duration, number of students, term of the director or co-directors, etc.

- Find funding for the institute.

- Help create and oversee the budget of the institute.

- Ensure the quality of the institute through evaluation procedures.

- Determine how the institute will handle follow-up and post-institute obligations. For example, who will be responsible for writing and submitting grant reports? How will the institute track the outcomes of its participants over time?

- Choose the director, co-directors, or leadership team.

- Ensure the institutional housing of the institute.

- Help with the process of evaluating student applications.

- Help advertise the institute.

Qualifications and recognition

The board may set qualifications for board membership. It is important that all involved have a deep understanding of the importance of, and a commitment to, increasing the representation of underrepresented groups in philosophy. As much as possible, the board itself should be diverse. In order to recognize the labor involved, some institutes have decided to issue a letter of invitation and a letter of recognition for the service so that faculty can enter these into their personnel files and document this professional service. In creating a board or committee of this sort, it is important to be mindful of the ways in which participation can tax already overburdened faculty and students from underrepresented groups.

Alternate models

For several reasons, an institute may occur without a board or committee. This method often proves to be incredibly challenging for the organizers of the institutes due to the high level of responsibility placed on them. This challenge is exacerbated when the organizers are underpaid or unpaid graduate students. Every effort should be made to distribute the responsibilities listed above to more than just one or two organizers.

Alternatively, some institutes run with an executive board in addition to an advisory board, where the advisory board has relatively fewer responsibilities, but can be consulted by the executive board and/or directors as appropriate. In this structure, it is important to clearly define expectations, requirements, and responsibilities for each body and its members.

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Visiting professors and invited speakers
Choosing invited speakers
Diversity institute participants should hear professional philosophers deliver lectures (sometimes to the participants only, sometimes open to the public) and raise questions in an environment that is less intimidating than what they may encounter at their home institution. It is important to give students a sampling of the different philosophical work, approaches, and traditions, since their home departments may not provide this. Further, students should meet faculty that can offer different perspectives on choosing and applying to graduate programs.

Usually the director chooses visiting speakers, sometimes in consultation with a committee or a team. Some institutes limit themselves to two or three speakers, and some try to have at least one speaker for each day of the seminar. Each speaker will typically run a seminar, give a lecture, or both. Organizers should schedule time at meals or during other informal periods for students to speak with the visitor in small groups or individually. Existing institutes have found that their participants repeatedly comment on the value of spending time with faculty, especially faculty from the underrepresented groups to which they belong.

Compensation and honoraria
The number of speakers may depend on funding, especially if the institute pays the speakers' expenses or offers an honorarium. Some institutes may choose to offer many more speakers if they have a convenient geographic home and can draw on a wide range of speakers who do not need funds for travel or accommodation. The institute should determine the speakers' expectations in advance: Do they deliver a lecture and leave? Should they spend time engaging with students? Will they be there only for half a day, or for several days? Are they expected to try to develop relationships that will evolve into mentorships, or is their participation to be confined to their time at the institute? The best model for a particular institute will depend on its particular circumstances and levels of funding.

Timing
Contact speakers as soon as feasible. Well-known speakers may need to be booked two years ahead of time. The choice of speakers will also determine seminar themes, as they often choose the readings themselves. This is often the first task for the director, who should confirm selected speakers by the end of the fall term.

Administrative staff
Responsibilities
An administrative staff lightens the director's responsibilities, maintains a continuing record of the institute through the years, and ensures that the program runs smoothly and efficiently. If at all possible, an institute's leadership should secure ongoing administrative support personnel. Occasionally, a paid assistant director fills this role. Administrative staff are normally responsible for the following tasks:

- Assemble student applications

- Reproduce and distribute reading material for the students

- Make travel arrangements for students and visiting faculty

- Make lodging and meal arrangements for students

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- Make lodging arrangements for visiting faculty

- Arrange restaurant reservations or outings

- Pay the bills and expenses submitted by visiting faculty

- Act as the repository for records of past institute applicants, their demographics, and their progress, and, to the degree feasible, keep this sort of data up to date

- Organize tech and web access for students

- Serve as the administrative liaison between the institute (particularly the participants and faculty) and the host institution(s)

Funding and pay

Administrative staff time is sometimes donated by the philosophy department or institution in which the diversity institute is housed. Other times funding comes from an outside grant. The administrative staff is paid according to the standards set by the home institution, unless the administrative staff is freestanding and is hired directly by the diversity institute. A competent graduate student may take on these administrative tasks. In these cases, it would be the board or the executive committee that would determine the remuneration.

Graduate assistants

Duties and qualifications

Graduate student assistants are integral to undergraduate diversity institutes. They share organizational responsibilities with the administrative staff and the director. In cases where the director is not a faculty member of the institution that houses the institute, at least one graduate assistant should come from the home institution so that they can help facilitate the advanced planning by working with administrative staff. A local graduate assistant can also facilitate logistics and familiarize students with the home institution once the summer program begins. If the funding is available, it is useful for all non-local graduate students to arrive a day or two before the undergraduates so that they can acquaint themselves with the facilities, with each other, and with their mission.

Graduate students are a vital part of teaching and sometimes running seminars, but they should be focused on working with small groups of students and holding individual meetings. It is advisable to have a sufficient number of graduate students so that each is assigned no more than five students. Some institutes take this mentorship assignment further and try to achieve pairings closer to 1:1, allowing for more individualized mentorship of participating undergraduate students.

Many institute organizers also reach out to local graduate students in philosophy by offering the opportunity for them to volunteer in small ways at the program (e.g., by meeting one-on-one with participants to help them work on their writing samples and to answer questions about graduate school). This is a great opportunity for local graduate students to play a role in the institute and gain mentorship experience without committing to the large effort it takes to be a core organizer or full graduate assistant of the institute.

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Funding and compensation

Graduate students should receive compensation. Institutes often accomplish graduate student funding by asking their graduate programs to donate a summer teaching or research assistantship to the diversity institute. The amount should cover lodging, food, and travel, as well as a stipend. In this way, the graduate program pays for the privilege of having their student gain the experience the institute provides. Graduate departments are usually willing to bear this cost because it serves to support and encourage their own graduate students from underrepresented groups, and because graduate faculty and administrators have begun to realize the tremendous opportunity for recruitment that participation in a diversity institute presents. It gives the participating graduate programs visibility and access to a talented pool of potential applicants who can increase the diversity within their department.

Undergraduate participants

Application process

The diversity institutes each have their own application process. Given the importance of choosing students from underrepresented groups, an application form needs to ask for demographic information about the student. It should also be able to discern the philosophical background and interests of the student. Thus, in addition to requiring a transcript, the application will often have one or two extended essay questions. A writing sample can also be valuable, as are letters of recommendation. Since it is difficult to access students directly, programs might ask faculty to identify qualified students, sponsor them, and sometimes commit to mentoring the sponsored students.

One thing to consider in the application process is whether an applicant has attended, plans to attend, or has applied to another diversity institute. Several institute organizers have expressed concern about double (or even triple) attendances taking away precious spots that other students may have filled. Of course, not all diversity institutes offer the same experience, but there is enough expressed need for these programs that spreading the reach to as many students as possible is an important goal. This concern may be addressed with a question on the institute application, or with inter-institute communication.

The following application information from PIKSI-Rock and Rutgers SIDP may be helpful in developing an application form:

PIKSI (Philosophy in an Inclusive Key Summer Institute) application materials

- *Applicant contact information:* name, email, address, and phone

- *Applicant demographic information:* Racial/ethnic heritage, gender, identity, first-generation college student

- *Applicant education information:* College/university, major, GPA, high school, awards and recognition

- *Essay questions:*

    o Identify a piece of philosophical writing that you read in a class or on your own that was especially meaningful to you, and explain why. (max. 300 words)

    o What would you hope to gain from, and contribute to, this institute, and how do you envision philosophy fitting into your life in the future? (max. 300 words)

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- *PIKSI program the applicant wishes to attend:* PIKSI-Rock, PIKSI-Boston, or no preference

- *Two references:* One faculty member who is a sponsor, who would agree to advise you if you choose to go on to graduate school; and one from another individual

- *Additional documents*: Transcripts from current and previous institutions, and a philosophy writing sample

Rutgers Summer Institute for Diversity in Philosophy application materials

- *Short writing sample*: This should be a paper (5–10 pages) that will help the selection committee assess your academic and philosophical ability. Typically, but not necessarily, this will be a paper that was written for a college course. Philosophy papers are preferable, but a paper on a topic from any discipline will work if no suitable philosophy paper is available. The most effective paper to submit will be the one which best exhibits your philosophical or academic ability.

- *Personal essay* and explanation of why your background and experiences will help foster greater diversity in philosophy

- *Two letters of recommendation*

- *Transcript:* Applicants should include a transcript of all their college coursework. Your overall GPA and current enrollment status should be clearly indicated somewhere—if it is not, please also include some verification of your current enrollment status. If you have been to more than one institution, please include transcripts from all institutions. These do not need to be official transcripts sent from your institution's registrar. They can be scans of transcripts that you already have or screenshots of any online transcript that you can access.

Choosing among applicants

Committees of both faculty and graduate students may make the first pass on applications, especially when large numbers of students apply for a limited number of spots. The director should make the final selections, choosing among the most qualified students to assemble a diverse cohort. Directors should look for compatibilities among the students they select. Choosing a cohort is half the challenge of setting up a successful program.

There are different advantages to choosing participants at different stages of their undergraduate work. Inviting students who have completed their sophomore year may be ideal. These students may have already chosen philosophy or a related subject as a major and will likely have some background in philosophy. They will be in a position to decide how seriously to pursue the subject past graduation. Those who have completed their junior year are also excellent candidates for similar reasons. Those who have completed their freshman year may have too little background for some of the sophisticated discussions that older students are capable of. Recent graduates are great participants given their background in philosophy and the fact that they are in a position to carry out plans to go to graduate school immediately. However, as they are no longer enrolled in a college or university, it can be more difficult to maintain contact after the institute is over, unless they make specific efforts to keep in contact and avail themselves of mentoring opportunities. In addition, some diversity institutes do not accept students who have already been admitted to graduate school, as many of the institutes place a heavy focus on getting into graduate schools.

It can be tempting to devote the scarce funds that are available for undergraduate diversity institutes to those students from underrepresented groups who have been successful at top-rated academic institutions, as these may be the students most likely to succeed in getting into graduate school. However, these are the students who are likely to go to graduate school regardless of their participation in these summer programs. If the goal is to broaden the pool of possible applicants, it is especially important to look carefully at students who are not in the top tier of schools and who may not have been afforded the same opportunities to explore academic philosophy, but who offer the promise of someone who could flourish given the attention, support, and novel experience of a summer diversity institute.

Some diversity institutes have focused on one particular underrepresented group—for example, women. A diversity institute that limits its admission to women should try for a diverse cohort, seeking women from a variety of underrepresented demographics. It is perfectly legitimate in principle for an institute to focus on one group of underrepresented individuals. Yet, to understand and to serve that one group, the institute needs a cohort inclusive of different identities within that group.

Responsibilities and stipends

Diversity institutes must provide their undergraduate participants with clear information about their responsibilities. Those responsibilities will include, first and foremost, coming to the summer institute prepared. Further, students should attend all seminars and lectures, engage with other students, take advantage of mentoring and individual teaching opportunities, and do any writing assignments. Students should not only be willing to benefit from the experience but also know that they are meant to add to the experience of others by their participation. In addition, they should apply and come to the institute with an open mind about pursuing further study in philosophy.

Students should be informed about what devices they are to bring and how these are to be used. The sorts of requirements and restrictions that are now common in the classroom should be in effect in the seminars and lectures as well.

The director and graduate students should be aware that this may be some students' first time away from home, or the first time they have flown in a plane, and that the whole experience may be intimidating. Students should all be encouraged to participate fully, but some students will need extra encouragement.

A singularly important feature of the diversity institute is the stipend paid to students. Most students work over the summer, and that money can be very important to them and their families. By attending the institute, they forego certain job opportunities, and they need to be compensated to whatever degree possible. Many may not even consider such an institute if there is not an adequate stipend—and these are often precisely the students a diversity institute will want to attract. A diversity institute should aim to compensate for the wages a student foregoes in deciding to come to the institute. When budgeting, this should be a priority, even if providing such a stipend means that the institute can accommodate fewer students.

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Accessibility and Preparedness

Disability accommodations

It is crucial for institute organizers to think carefully about how to offer accommodations for participants with different abilities, be they faculty, graduate assistants, or undergraduate students. The institute leadership will need to ensure that all seminar rooms, lounges, lecture rooms, restaurants, and outing destinations are accessible. The institute leadership will need to make sure that moving around the campus is feasible for people with disabilities—and this requires more than just checking that the campus facilities meet ADA requirements. If a guest speaker, graduate assistant, or student uses a wheelchair or scooter, it is advisable that organizers traverse and inspect pathways for accessibility. If a participant requires specific accommodations, those in charge of the institute need to make sure that these needs are met for all activities, formal and informal. Materials needed for the seminar—readings, visuals, etc.—should all be accessible. If there are medical accommodations that need to be set up, these should all be taken care of in advance of the start of the summer program.

Emergency contacts

In the rare case of a medical emergency or other urgent incident, the institute must have emergency contact information for all diversity institute participants. Many participants will be far from home, and faculty and graduate student organizers should be prepared to take charge during a crisis. Giving participants with medical conditions the opportunity to share what might happen if they have a medical emergency will ease their minds and prepare organizers to react if something does happen.

Sexual or other assault or harassment

Procedures should be put in place concerning harassment and assault (including but not limited to sexual harassment and sexual assault), and students should be informed about who to approach if they encounter any such situations, whether these arise from encounters with fellow students or from faculty. The host institution will likely have procedures in place that the institute can follow, and any complaints an institute receives should be handled in accordance with those procedures and appropriately documented.

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Assessment

Self-assessment

Self-assessment is important not only to improve a program, but also for obtaining future funding. Funders like the Andrew W. Mellon Foundation, which has provided generous grants to the APA to support diversity institutes, want to see results. They want to see an increase in the number of individuals from underrepresented groups who go on to graduate school in philosophy and who credit their decision, at least in part, to participation in a diversity institute. If an institute cannot document its results, it is unlikely to secure ongoing funding.

Assessing the effectiveness of the diversity institute has two components: first, the immediate response of the undergraduates and the graduate assistants; and, second, the long-term result of the program on undergraduate students, especially whether the program played a role in their graduate school and career decisions. It is also useful to assess the long-term effect on the graduate students: Do they go on to complete their degree, teach, and do research in philosophy?

Student evaluations

Be sure to ask for written evaluations from students at the end of the summer institute. Hold on to these evaluations, as these will be important for future fundraising. It is, of course, possible to do quantitative evaluations, but most choose to do only qualitative ones. These evaluations may be anonymous to help ensure honest feedback.

Assessing the long-term results

To be able to assess the long-term results, an institute should follow up with students through the years. The institute should keep track of the demographics of its students. The application form will generally include this information. Disaggregating the follow-up information by race, gender, sexuality, disability, economic disadvantage, etc. can be very useful in seeking funding since different grantors may be especially concerned with promoting the interests of specific groups.

To do this, an institute will need to organize a system whereby it can keep track of what its students do after the summer institute. Ideally, the institute should keep track of the following information:

- How many apply to graduate school? In what disciplines?
- How many are accepted into graduate school? In what degree programs?
- To what extent did the experience at the diversity institute, and any mentoring that ensued, help them make their decisions?
- Did they first pursue a master's degree, or did they go directly into a PhD program?
- Did they first apply for a master's degree, and then a PhD?
- How many completed their graduate programs? How many dropped out? Did they drop out for reasons that had to do with their minority status?

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- What job(s) have they had since the institute? Since completing their undergraduate degree? Since completing/attending graduate school?

- Did they pursue a career in academia? If so, what position(s) did they secure?

- If they secured a tenure-track position, how long after graduate school did they get a tenure-track job?

- Did they get tenure?

- Have they published?

- How has their teaching experience been?

The institute should also try to have students report on the obstacles they faced along the way. To the extent possible, it should try to quantify the information so that it can be readily presented to funders.

A parallel evaluation and follow-up of the graduate student mentors should be attempted.

Insofar as collecting data and following the students is valuable in seeking renewed funding, it may be less urgent if a summer institute assumes that it will only occur as long as the initial funding lasts. If the institute does wish to return year after year, record keeping that tracks the success of its students can contribute to the lasting reputation of the institute.

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Funding

Funding an institute is the most challenging part of establishing and maintaining a diversity institute. Currently, the cost of a summer institute for about ten students for about ten days, which provides travel, food, and lodging for all faculty (including visiting speakers) and students, has been $40,000 or more. In addition, this estimate does not reflect the cost of supporting graduate students because their home institutions usually cover that expense. Institutes that are more geographically based can save on travel and lodging costs for faculty. The easiest route is to get a single institution to commit funding for an ongoing summer diversity institute. However, few institutions are in a financial position to carry all the costs, so most diversity institutes will require additional funds.

The APA provides $20,000 in funding for diversity and inclusiveness program grants each year, awarded as one $20,000 grant or two $10,000 grants. However, this funding is intended to be seed money, and the competition for these funds grows each year. The APA is investigating the possibility of securing continued funding for diversity institutes that can demonstrate their excellence, but this is not yet a reality. So diversity institutes must explore a variety of funding structures to determine which will work best for their particular circumstances.

There are many potential funding models. We describe a few of them below, and further information on diversity institute funding can be found in the APA's **Recommendations on Funding for Diversity Institutes**.

Single-institution funding

The first diversity institute to be established for philosophy, the Rutgers Summer Institute for Diversity in Philosophy (SIDP), used and continues to use the first funding model: single-institution funding. Rutgers University has provided the vast majority of the funding for the SIDP.

This funding model has served the Rutgers SIDP well, as it is reliable and provides stability for the institute. However, this funding model relies on the host institution seeing value in continuing to provide such funding, which in turn requires continuous advocacy for the institute by a committed group of faculty members. It also requires that the institution have the budget to provide such funding on an ongoing basis, which is not the case at many universities.

Grant funding

The other long-running diversity institute, Philosophy in an Inclusive Key Summer Institute at the Rock Ethics Institute (PIKSI-Rock), has relied heavily on grant funding to support the institute. Throughout most of PIKSI-Rock's history, about half of its funding has come from its host institution, Penn State University (where the Rock Ethics Institute is located), and the other half has come from grants from the American Philosophical Association. (PIKSI-Rock has some additional smaller funding streams, but the lion's share of its funding has come from Penn State and the APA.)

While grant funding is in some ways ideal for diversity institutes, as it is a dedicated funding stream that can be relied upon throughout the granting period, grant funding is unreliable in the long term. Further, the APA's resources are not sufficient to allow for long-term funding of diversity institutes, particularly as new

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institutes are founded year after year. As such, grant funding, particularly through the APA, is not a sustainable long-term funding strategy for any individual diversity institute, though the APA is likely to continue providing funding to seed new institutes.

Multi-institution funding

Recently, some diversity institutes have begun using a multi-institution funding model. PIKSI-Boston is one such institute. While it is hosted and largely funded by MIT, it is also funded by UMass Boston and is likely to reach out to other nearby institutions for support in the future. PIKSI-Boston received grant funding through the APA's Mellon Foundation grant for its first few years, but this multi-institution model gives it a more sustainable future after the grant period ends, as it will not rely on just one school's goodwill for support. Multi-institution funding makes the funding institutions accountable to one another and provides greater security for the institute.

PIKSI-Rock has used a version of this model for a portion of its funding as well: its graduate assistants are funded by their home institutions rather than by the institute itself. This generates several thousand dollars in additional support each year.

One downside to this funding model is that it relies on the host institutions' seeing value in continuing to provide such funding, which in turn requires continuous advocacy for the institute by a committed group of faculty members from the full set of participating institutions. The fact that several different institutions are involved also increases the risk that changes in administration or in budgets will occur in at least one of the partnering institutions, jeopardizing some (but hopefully not all) of the institute's support.

Rotating institutional hosting

Using this model, a diversity institute seeks new institutional hosts on an *n*-year basis. An institutional host agrees to provide support for, say, five years, after which the institute would move on to a different institutional host. If diversity institutes adopted this funding model, institute directors would need to find a new institutional host periodically. The directors' request would be for a fixed term, reducing the uncertainty involved in relying on ongoing institutional support. This funding model could also be combined with a multi-institutional model.

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Contact Information

Summer 2019 Diversity Institute Contact Information

PIKSI-Rock
V. Denise James: vjames1@udayton.edu
Jackie Scott: jscott6@luc.edu

PIKSI-Boston
Lisa Rivera: lisarivera@gmail.com
Keota Fields: keota.fields@gmail.com

Rutgers Summer Institute in Philosophy
Mercedes Diaz: diaz@philosophy.rutgers.edu
Alex Guerrero: aag198@philosophy.rutgers.edu

Summer Immersion Program in Philosophy at Brown
General email: sipp@brown.edu

UCSD Summer Program for Women in Philosophy
General email: spwp@ucsd.edu

Pittsburgh Summer Program in Philosophy
Carolyn Oblak: cjo13@pitt.edu

COMPASS @ Michigan
General email: michigancompass@gmail.com

APA Contact Information
We welcome feedback on this best practices guide and suggestions for future revisions.

Amy Ferrer, executive director: amyferrer@apaonline.org
Lucy Pawliczek, program assistant: lucypawliczek@apaonline.org

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