



Diversity Grant Application

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Contact Information

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APA Member? Yes No *Only APA members may submit grant applications. Membership will be verified.*

Funding Information

Fiscal Agent: Administrative and Fiscal Services, UMass Dartmouth

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Funding Amount Requested: \$10,000 \$20,000 Other: _____

If \$20,000, is an alternative budget at the \$10,000 level included in your proposal? Yes No

If multi-year project, duration of funding requested at the above level: 1 year 2 years 3 years

Project Information

Project Title: Summer Program for Diversity in Logic for Undergraduates

Project Abstract

The Summer Program for Diversity in Logic for Undergraduates builds upon the PIKSI Summer Program Model, focusing on Logic, an area in philosophy needing to increase diversity. We request seed funding for the pilot run of the program in May of 2016, when we will offer 12 students the opportunity to explore an exciting research theme in Logic –Paradoxes—receive small-group tutoring in formal techniques, receive mentoring and support for professionalization, experience validation, understanding and advice regarding diversity issues they have encountered –sexism, racism, ableism (and which the students may worry about encountering them in the profession), and develop a sense of community with students and faculty with whom they can identify and, in turn, come to strengthen their own identities.

Project Purpose

Our goal is to empower students to conceive of themselves as aspiring logicians, philosophers of logic and formal philosophers who belong in our profession. As Audrey Yap has noted, a majority of philosophy majors encounter some logic as a part of their undergraduate curriculum. Increasing diversity in logic is not simply a problem of exposure, but concretely addressing underlying pressures women and minority students experience, particularly stereotype threat and pernicious ideas about “natural aptitude.” (1) These pressures are especially strong in the subfield of logic, where almost no women

and minorities have contributed to the research literature until very recently, and women and minorities remain underrepresented to a higher degree than in philosophy more broadly. Women and minorities learning logic can be vulnerable to feeling that a field like logic, that tends to be male and white dominated on the whole, is not welcoming to them. While there are now a fair number of women logicians and philosophers of logic, at the undergraduate level students are unlikely to be exposed to research at the advanced level, hence to some diversity that does exist in the field. While our program cannot address (at the outset) best practices across the board for undergraduate logic education, our aim is to support women and minority undergraduate students who find that logic appeals to them and invite them to improve their skills, experience exciting seminars and participate in intellectual community. Even a week can make a difference. We know that almost 40% of PIKSI participants are successful in graduate program applications. Our hope is that we achieve similar results.

We hope that, in time, though running this program we will be able to gather information and share what we learn about obstacles that minority and women students face in the area of logic. Are particular techniques and/or concepts helpful in improving students' work and confidence in their own abilities? We would like to know more about what works and what doesn't. A week long program that brings students into contact with role-models and that also addresses any lacunae in their knowledge base seems like a good way to begin to find answers as to what the most successful intervention methods are. Students may also require assistance with the graduate program application process, and we hope to provide students with an understanding of how the process works and how to determine what their best options are.

We understand that our application process for the program must take into account more than students' GPAs. Their philosophical interests and ambitions, what they want to accomplish with logic matter a great deal. We will want to know what it is about logic that "calls" to them. Likewise, we will inquire about applications of logic that interest them, or current papers or senior theses they are working on or considering. We have structured our program expecting that students may have had limited exposure to some techniques. The application will ask students to note their strengths and any weaknesses in logic that they hope the program can help them address. Our work will be to prepare students each day to engage actively with the research of a guest speaker using small group tutoring. Faculty will provide topic overviews and work with students on assignments. Students will interact with guest speakers and learn about a diversity of approaches to a problem (Paradoxes).

An intense learning experience also should include some fun, at least during off hours. Students will have private bedroom accommodations with a shared living space that is great for group study and for rallying the troops for an evening trip to New Bedford's AHA! Arts and Culture Night. An early morning trip to local Horseneck Beach is also under consideration. Students can convene, watch films or listen to music together and talk philosophy all night in a safe on-campus environment. Director Maureen Eckert will be present throughout the week and her colleague Charlie Donahue (UMD) will provide guided meditation and mindfulness practice to students that are interested. If students can make friends and contacts that form a support network when they leave the program, this would be ideal.

(1) Audrey Yap, "Teaching Logic, Fighting Stereotypes," ASL Panel on Logic Education, February 2013.

Steering Committee

Patricia Blanchette (University of Notre Dame)	APA Member	Yes
Otavio Bueno (University of Miami)	APA Member	No
Margaret Cuonzo (Long Island University)	APA Member	Yes
Catarina Dutilh-Novaes (University of Groningen)	APA Member	No
Maureen Eckert, Director (UMass Dartmouth)	APA Member	Yes
David Ripley (University of Connecticut)	APA Member	Yes
Gila Sher (University of California, San Diego)	APA Member	Yes
Richard Zach (University of Calgary)	APA Member	Yes

Patricia Blanchette is Professor of Philosophy at Notre Dame. Her areas of specialization are Philosophy of Logic; Philosophy of Mathematics; Foundations of Analytic Philosophy and Philosophy of Language. She received her Ph.D. (Philosophy), from Stanford University in 1990 and received her B.A. in Philosophy from the University of California, San Diego in 1983. Her book, *Frege's Conception of Logic* was published by Oxford University Press in 2012. She has published numerous papers and reference articles on Frege, including "Frege," forthcoming in the *Oxford Handbook of Nineteenth-Century German Philosophy*, M. Forster and K. Gjesdal (eds), Oxford University Press, and "Axioms in Frege," forthcoming in *Essays on Frege's Basic Laws of Arithmetic*, edited by Marcus Rossberg and Philip Ebert, Oxford University Press, to name a few. Her publications in the area of Philosophical Logic include, "Logical Consequence," *Blackwell Guide to Philosophical Logic* (Blackwell: Malden MA and Oxford 2001), 115-135, "Realism and Paradox," *Notre Dame Journal of Formal Logic* 41, 3 (2000) 227- 241, "Models and Modality," *Synthese*, Vol 124, No.1/2 (July 2000), 45-72, "Relative Identity and Cardinality," *Canadian Journal of Philosophy* Vol. 29, No. 2 (June 1999), 205-224, to name a few.

Prof. Blanchette's extensive experience teaching logic and philosophical logic includes courses at the undergraduate and graduate level. Undergraduate courses she teaches include Introductory Logic and Critical Thinking, History and Philosophy of Logic. She teaches graduate seminars in Topics in Philosophical Logic and the Philosophy of Logic. She is an Editorial Board member of *Philosophia Mathematica* (2014 - present), a Member of the Council for the Association of Symbolic Logic (2014 -), a board member of the Philosophy of Mathematics Association (2010 -), an Editorial Board member of the *Bulletin of Symbolic Logic* (2013 -), and is an Editorial Board member of the *Notre Dame Journal of Formal Logic*. In colloquial terms, Prof. Blanchette is understood as "da bomb."

Otavio Bueno is Professor and Chair of the Philosophy Department, University of Miami. His Areas of Specialization are Philosophy of Science, Philosophy of Mathematics, Philosophy of Logic, Philosophical Logic, Epistemology and Metaphysics. He earned his Ph.D. at the University of Leeds, and his MA and BA in Philosophy at the

University of São Paulo. His latest book projects are *Modal Epistemology* (with Scott Shalkowski), under contract with Routledge, the *Handbook of Modality* (co-edited with Scott Shalkowski), under contract with Routledge and *On the Sorites Paradox* (co-edited with Ali Abasnezhad), forthcoming with Springer.

Prof. Bueno is the author of numerous articles in the area of Logic and Philosophical Logic. His publications include, "Substructural Logics", forthcoming in *Philosophy Compass*, 2015, "Inconsistency and Scientific Rationality" (with Newton da Costa), forthcoming in *Erkenntnis*, 2015, "Paraconsistent Logics and Paraconsistency" (with Newton da Costa and Décio Krause), in Dale Jacquette (ed.), *Philosophy of Logic* (Amsterdam: North-Holland, 2007), pp. 791-911, "Non-Reflexive Logics" (with Newton da Costa), *Revista Brasileira de Filosofia* 232, 2009, pp. 181-196 and "On the Usefulness of Paraconsistent Logic" (with Newton da Costa and Jean-Yves Béziau), in Daniel Vanderveken (ed.), *Logic, Thought and Action* (Dordrecht: Springer, 2005), pp. 465-478, to cite just a few.

Prof. Bueno has an outstanding teaching record. He has taught graduate level courses in Philosophy of Science, Feminist Philosophy, and Topics in Logic. At the undergraduate level he has taught Introduction to Logic, Symbolic Logic 1, Inductive Logic, and Truth and Paradox. Prof. Bueno's accomplishments in service are as extensive as those in his scholarship and teaching. He has been a Department Chair since June 2011. He is a member of the American Philosophical Association Eastern Division Advisory Committee to the Program. Until recently, he has been a member of the Faculty Council for the Center for Latin American Studies (December 2011-May 2015) and he has been a member of the Selection Committee of the Center for Latin American Studies Distinguished Fellows since 2012.

Prof. Bueno is Editor-in-Chief of *Synthese*, Editor-in-Chief of the Synthese Library book series, the subject editor *Oxford Bibliographies* in the areas of Philosophy of Science, Philosophy of Mathematics, and Philosophy of Logic, subject co-editor of the *Stanford Encyclopedia of Philosophy* (Latin American Philosophy), a member of the editorial board of the series *New Directions in the Philosophy of Science* (Palgrave), and a member of the editorial boards of *Scientiae Studia*, *Metatheoria*, and *Abstracta*. In colloquial terms, Prof. Bueno "brings it."

Margaret Cuonzo is Professor of Philosophy at Long Island University, Brooklyn Campus. She is the Coordinator of the Humanities Division and was Co-Director of Gender Studies Program from the fall 2006 to the fall 2008. Her areas of specialization are Feminist Issues in Science, Philosophy of Language and Philosophical Paradoxes. Prof. Cuonzo earned her Ph.D. and M.Phil. in philosophy at the CUNY Graduate Center, and her B.A. in Philosophy and English at Barnard College.

Prof. Cuonzo's latest book is *Paradox*, MIT Press Essential Knowledge Series, 2014. Her articles include, "Virtual Homes and Sherlock Holmes: On the Existence of Virtual (and Other Abstract) Objects," *APA Newsletter on Philosophy and Computers*. Vol. 9. No. 2. Spring 2010, "How to Solve Paradoxes." *Cogency*. Vol.1 No.1., Winter 2009, "Circularity and Its Many Forms" in *De Las Fallacias*, eds. Cristian Santabaniez

and Roberto Marafioti, 2008, "Collective Circularity and a Problem of Infinite Regress" in *Dissensus and the Search for Common Ground*: Ontario Society for the Study of Argumentation, Summer 2007, "A New Use for Subjective Probability: The Paradoxicality Rating," *CALIPSO: Conference Addresses of the Long Island Philosophical Society Online*. Vol. 1, No.1, Spring 2007, "A Paradox Concerning Knowledge and Science" *Sorites*. Issue 17, October 2006, "Queer Nature, Circular Science" in *Science and Other Cultures*, eds. Sandra Harding and Robert Figueroa, Routledge, 2003 and "The Value of Paradox in Teaching Philosophy," lead article in the *APA Newsletter on Teaching Philosophy*, Fall 2002, to cite a few. She has been a Visiting Researcher at Arche' Institute, University of St. Andrews (Fall 2004).

Prof. Cuonzo is known for her accessible teaching style and considerable experience in undergraduate education. Her leadership at Long Island University in the Humanities and in Gender studies is complemented by her service to the larger community. She was the recipient of the Long Island Philosophical Society Award for Service in both the spring, 2005 and fall of 2011. She served as Co-Chair of the Long Island Philosophical Society (LIPS) from 2003 to 2007. In colloquial terms, Prof. Cuonzo has "got the goods."

Catarina Dutilh-Novaes is an assistant professor and Rosalind Franklin fellow at the Faculty of Philosophy of the University of Groningen. Her areas of specialization are Philosophy of Logic, Philosophy of Psychology/Cognitive Science, Medieval Philosophy and the History of Logic. She earned her Ph. D. in Philosophy at Leiden University, and her Master of Arts in Philosophy *Cum Laude* at the University of São Paulo, her Master of Science in Logic, at Institute for Logic, Language and Information - University of Amsterdam, and her Bachelor of Arts in Philosophy *Cum Laude*, at the University of São Paulo, Brazil

Prof. Dutilh-Novaes' book, *Formalizing Medieval Logical Theories: Supposition, Obligationes and Consequentia* was published in the series *Logic, Epistemology and the Unity of Science* by Springer. Her articles include "The undergeneration of permutation invariance as a criterion for logicality, forthcoming in *Erkenntnis*, "A dialogical account of deductive reasoning as a case study for how culture shapes cognition" forthcoming in the *Journal of Cognition and Culture*, "The role of 'denotatur' in Ockham's theory of supposition." *Vivarium* 51, 2013, 352-370, "Mathematical reasoning and external symbolic systems". *Logique & Analyse*, 2013, 221, to cite just a few.

Prof. Dutilh-Novaes' teaching experience covers graduate and undergraduate courses in logic and formal philosophy. She has taught at the Summer School 'Formal Methods in Philosophy' at Groningen in 2012, Philosophy of Logic at the MA level, University of Groningen, Paradoxes at the BA level University of Groningen, Philosophy of Logic: Consequence and Logical Pluralism at the MSc level at ILLC, University of Amsterdam, 2009 and 2011), a Tutorial on logical pluralism (with Ole Hjortland) at the 3rd UNIOLOG School, Portugal, 2010) and Introduction to Logic at the BA level at the University of Amsterdam.

Prof. Dutilh-Novaes is an editor for the *Review of Symbolic Logic*, and member of the editorial boards of *History and Philosophy of Logic* and *The Reasoner*. She is editor for the areas ‘Logic and Philosophy of Logic’, ‘History of Logic’ and ‘Medieval Logic’ for PhilPapers, and referees extensively for major journals in logic and philosophy. Word on the street is that Prof. Dutilh-Novaes “defeated Chuck Norris with a single syllogism.”

Maureen Eckert is Associate Professor of Philosophy and co-chair of the Philosophy Department at UMass Dartmouth. She earned her Ph.D. and MA degrees at the CUNY Graduate Center and her BA in Classics and Philosophy, *summa cum laude*, at Hunter College, CUNY. She was elected *Phi Beta Kappa* and was the winner of the *Phi Beta Kappa* Prize. Her latest book publication is *Freedom and the Self: The Philosophy of David Foster Wallace*, co-edited with Steven Cahn (Columbia UP, 2015), a follow-up to *Fate, Time and Language: David Foster Wallace’s Essay on Free Will* (Columbia UP, 2010). Her current project is *Sylvan’s Jungle*, a three volume scholarly edition of Richard Routley’s *Exploring Meinong’s Jungle and Beyond*, in contract with Synthese Library. She is working on a new book, *Inconsistency*.

Prof. Eckert brings years of experience in program building and student community building to her directorship of the Summer Program for Diversity in Logic. For over a decade she has been faculty advisor for the Philosophy Association, which meets each week during the academic year, bringing students, faculty and staff together to further their study of philosophy. Collaborating with her colleague Charlie Donohue, they established an advanced reading group in logic, the Deviant Logic Posse, which also meets weekly. Advanced students from this group earn experiential learning credits for tutoring beginning logic students. Her experience in program building at UMass Dartmouth includes the development of the Religious Studies Minor, which she directed for a two-year term. She worked with the Foreign Literature and Language Department to establish their Arabic Language course of study.

Through her development of a new area of research specialization in Philosophical Logic over the past ten years, Prof. Eckert has focused on best practices in undergraduate learning in logic. Given the obstacles she, herself, once faced in acquiring knowledge and skills in formal logic, she was inspired to collaborate with UMD logic instructors to develop student based and centered methods that overcome obstacles to learning formal reasoning. The Philosophy Department’s niche in teaching undergraduate logic has attracted international attention and support among logicians. In colloquial terms, Prof. Eckert has “got this.”

David Ripley is Assistant Professor of Philosophy at the University of Connecticut, Storrs. His specializations include Philosophical Logic and Philosophy of Language. Prof. Ripley earned his Ph.D. and MA in Philosophy at the University of North Carolina, Chapel Hill) and earned his BA in Linguistic and Philosophy at the University of Connecticut, Storrs. Prior to his position at UCONN, Prof. Ripley was a research postdoc on the ARC project “Paraconsistent Foundations of Mathematics”, headed by Graham Priest and Greg Restall at the University of Melbourne. He was also a research postdoc with Greg Restall at Melbourne and a research postdoc at the Institut Jean

Nicod, École Normale Supérieure, ANR project “Cognitive Origins of Vagueness”, headed by Paul Égré.

A selection of Prof. Ripley’s articles include, “Comparing substructural theories of truth”. *Ergo*, forthcoming, “Naive set theory and nontransitive logic”. *Review of Symbolic Logic*, forthcoming, “Contractions of noncontractive consequence relations” (with Rohan French). *Review of Symbolic Logic*, forthcoming, “Pragmatic interpretations of vague expressions: Strongest meaning and nonmonotonic consequence” (with Pablo Cobreros, Paul Égré, Robert van Rooij). *Journal of Philosophical Logic*, forthcoming, “Paraconsistent logic,” *Journal of Philosophical Logic*, forthcoming, “Experimental philosophical logic, in *A Companion to Experimental Philosophy*, J. Sytsma, J. Buckwalter, eds. Wiley, forthcoming, “Tolerating gluts: a reply to Beall” (with Zach Weber, Graham Priest, Dominic Hyde, Mark Colyvan). *Mind* 123(491): 813–828, 2014, “Priest’s motorbike and tolerant identity” (with Pablo Cobreros, Paul Égré, Robert van Rooij) in *Recent Trends in Philosophical Logic*, R. Ciuni, H. Wansing, C. Willkommen, eds, pp 75–85. Springer, 2014, “Revising up: Strengthening classical logic in the face of paradox”. *Philosophers’ Imprint* 13(5), 2013, and “Paradoxes and failures of cut”. *Australasian Journal of Philosophy* 91(1): 139–164, 2013.

Prof. Ripley is known for his energetic and engaging presentation and teaching style. He teaches undergraduate courses, “Philosophy and Logic” and “Symbolic Logic 1” and graduate seminars, “Seminar in Logic” and “Seminar in Probability” at UCONN and has taught “Logic: Language, and Information” at the University of Melbourne (now a Coursera Course) and “Intro to Mathematical Logic” at UNC Chapel Hill. He serves on the Editorial Boards of the *Review of Symbolic Logic* and *Australasian Journal of Logic*. In colloquial terms, Prof. Ripley “rocks!”

Gila Sher is Professor at Department of Philosophy, University of California, San Diego. Her areas of specialty are Epistemology, Metaphysics and Philosophy of Logic. She earned her Ph.D and MA in Philosophy at Columbia University. M.A., Philosophy and her B.A. in Philosophy and Sociology at the Hebrew University of Jerusalem. Her books include *Between Logic and Intuition: Essays in Honor of Charles Parsons*, co-editor R. Tieszen, Cambridge University Press, 2000 and *The Bounds of Logic: A Generalized Viewpoint*, MIT Press, 1991.

Prof. Sher’s article publications include, “Truth & Transcendence: Turning the Tables on the Liar Paradox,” in *The Relevance of the Liar*, Ed. B. Amour-Garb (forthcoming), “The Foundational Problem of Logic,” *The Bulletin of Symbolic Logic* 19 (2013): 145-98, “Truth & Knowledge in Logic & Mathematics,” in *The Logica Yearbook* 2011, Eds. M. Peliš & V. Punèocháø (London: College Publications, King’s College, 2012), “Logical Quantifiers,” in the *Routledge Companion to Philosophy of Language*, Eds. D. Graff Fara & G. Russell (Routledge, 2011), and “Is Logic in the Mind or in the World?”. *Synthese* 181 (2011): 353-65, to cite just a few.

Prof. Sher’s distinguished undergraduate teaching record includes courses, “Sentential and Informal Logic,” “Predicate Logic,” “Mathematical Logic,” “Meta-Logic,” “Modal Logic,” “Fundamentals of Set Theory,” “Philosophy of Logic,” “Gödel’s

Incompleteness Theorems & Their Philosophical Significance,” The Nature of Philosophy, and “Possible Worlds Semantics,” to name a few. Her graduate teaching record includes seminars, “Foundations of Analytic Philosophy: Frege, Russell, and the Early Wittgenstein,” “Highlights of Analytic Philosophy: 1st Year Graduate Proseminar” (with Craig Callender), “Indeterminacy, Invariance, and the Nature of Information,” “Dummett: The Logical Basis of Metaphysics,” “The Nature of Logic: Philosophical and Cognitive Perspectives (Interdisciplinary Seminar with Rafael Núñez, Cog Sc),” “Consciousness, Computation, and Incompleteness” (Interdisciplinary Seminar with Shlomi Sher, Psychology) and “Computability & Logic Gödel's Incompleteness Theorems,” to name a portion of topics.

Prof. Sher's Editorial Positions include Editor in Chief, *Synthese*, Consulting Editor, *Journal of Philosophy* and Consulting Editor: The Journal of Philosophy. She was on the Editorial Board of the *American Philosophical Quarterly* (2002-2005), and is on the Advisory Board of the APA: Committee on Careers in Philosophy, and the Advisory Committee to the Program Committee of the Eastern APA. She is Chair of the Local Organizing Committee of ASL Annual Meeting and holds leadership positions in the ASL. She is also on the UCSD Chancellor's Advisory Board on the Status of Women (CSW). In colloquial terms, Prof. Sher “raises the roof.”

Richard Zach is Professor of Philosophy at the University of Calgary. His areas of specialization are Logic (Proof Theory, Non-classical Logics), History and Philosophy of Logic, Philosophy of Mathematics and the History of Analytic Philosophy. Prof Zach earned his Ph.D. in Logic and the Methodology of Science at the University of California, Berkeley, his C.Phil. in Logic and the Methodology of Science at the University of California, Berkeley, his M.A. in Mathematics at University of California, Berkeley, and his Diplom-Ingenieur in Computational Logic at the Technische Universität Wien, Vienna, (with highest honors).

Prof. Zach is currently working on *The Collected Works of Rudolf Carnap. Volume IV: Anti-Metaphysical Writings 1928–1934*, edited with Richard Creath and Thomas Uebel (Oxford University Press) 3p. *The Collected Works of Rudolf Carnap. Volume VI: Logic and Epistemology 1932–1942*, edited with Richard Creath (Oxford University Press) 2p. *The Collected Works of Rudolf Carnap and Volume VIII: Late Writings 1944–1972*, edited with Pierre Wagner (Oxford University Press). His published papers include “Vagueness, Logic and Use: Four experimental studies on vagueness,” Phil Serchuk, Ian Hargreaves, and Richard Zach, *Mind and Language* 26 (2011) 540–573, “First-order Godel Logics,” Matthias Baaz, Norbert Preining, and Richard Zach, *Annals of Pure and Applied Logic* 147 (2007) 23–47, and “The epsilon calculus and Herbrand complexity,” Georg Moser and Richard Zach, *Studia Logica* 82 (2006) 133–155, to cite just a few. Together with a number of colleagues, he has also started an open-source advanced logic teaching resource project, The Open Logic Project (openlogicproject.org).

He has served on the Committee on Logic Education of the Association for Symbolic Logic for over ten years. He has a distinguished teaching record, and has taught courses on logic from introduction to graduate level at the University of Calgary,

McGill University, Stanford University, Berkeley, and the University of Technology, Vienna. In 2012, he co-taught with Jeremy Fantl and upper-level/graduate seminar on paradoxes, the topic proposed for the summer school.

Prof. Zach's Editorial responsibilities include being Founding Editor, 2010-present, *Journal for the History of Analytic Philosophy* and he was a founding editor of *The Review of Symbolic Logic* (2007–2013). His service to professional societies include the Association for Symbolic Logic, the Kurt Gödel Society Executive Board Member, the Philosophy of Mathematics Association, Society for the Study of the History of Analytic Philosophy, and Special Interest Group on Logic and Computation of the ACM, Education Committee, to name a few. In colloquial terms, Prof. Zach "brings down the house."

Project Status

At the start of the project, Maureen Eckert convened an advisory board of faculty who supported the project and its goal of increasing Diversity in the area of Logic/Philosophical Logic.

Maureen created a Wikispaces site specifically for the program and invited advisory board members to join the wiki. Separate wiki pages provide information about the APA Grant, Date on Diversity, Sample Program Models, Evaluation Plan, Program Description, Advice from PIKSI, Outreach, and UMass Dartmouth grant routing forms. Information can be posted, shared and discussed on the wiki and well as by email. In preparation for this grant application, Maureen contacted Advisory Board members from PIKSI and received advice from Serene Khader, Eva Kittay, Barbara Andrew and Sally Haslanger. They have generously advised us in all aspects of building our program (any mistakes are our own).

With PIKSI experience as a guide, we decided to model our program on theirs, modifying it to suit the needs that we anticipate that logic students may require. We decided to structure our pilot run of the program around the theme of Paradox. We anticipate repeating this organizational structure in the future with new themes each year, such as Logical Pluralism, Conditionals, Relevance Logics and other themes. We think there are benefits to this structure (modeled after PIKSI Penn State), which include exposing students to current debates in the field and exposing students to techniques and concepts that they may not have become familiar with yet at their home institutions, providing role models who are logicians and philosophers of logic that are women and minorities (and active allies), while also addressing diversity issues and professionalization in a supportive, community environment.

Maureen has been responsible for developing an internal grant application at her home institution and securing internal funding. She has worked with the Office of Sponsored Projects, the Office of Conferences and Events and the College of Arts and Sciences Dean's Office to prepare the APA Diversity Grant Application.

Project Plan and Timeline

Timeline	Tasks
Sept. 2015 – Dec. 2016	Website Development Application Development Bookings: space, room, board UMD Publicity material developed Potential guest speakers contacted
January 2016	Website goes live Publicity about program initiated Guest speakers confirmed
February 2016	Call for Applicants Call for Graduate Assistants (if needed)
February – April 1	Applicant selection
April 1	Applicant Notification
April –May 21 st	Student travel and accommodations arranged
April 15 th	Materials prepared for distribution Graduate Assistants confirmed Graduate Assistants prepped
May 22 nd – May 28 th	Program Pilot
May 28 th	Student Evaluation of program experience
April 2017	Director follow-up with students' Faculty Sponsors regarding students' progress, goals

With funding for the pilot run of the program in May 2016, the next tasks are to book our requested space for the program and, later, book meals, room and board (adjustments for dietary restrictions and accessibility will be made once the student applicants have accepted attending). The website will be developed in the fall 2015, so that it can go live in early 2016. The advisory board will work on developing the application, criteria for selection and publicity material. We would like to have a call for applications out early, and are aiming for January 2016. The Director and Advisory Board will invite guest speakers, who will supplement faculty at UMass Dartmouth, and seek additional Graduate Assistants, who will work with small groups of students in preparation for guest speakers' presentations. Material for speakers' presentations will be provided to students in advance of the program, so that students may prepare and so that we can collaborate on assisting students with any weaknesses in their knowledge base during the program.

The Director and Advisory Board will also develop material regarding Diversity in the discipline of philosophy so as to provide sessions during the program that address issues they have encountered and may face as they rise in the profession. We will have at least one session during the program devoted to preparing applications to graduate programs.

Once we have our website and applications prepared we will notify outlets and advertise the program as widely as possible. We collectively evaluate applicants and inform students of their application status at the beginning of April 2016. Travel funds must be dispersed to students in a timely manner so that the program can commence in May, most likely May 22nd –May 28th.

Although precise times will vary from day to day, the typical daily schedule will be as follows:

9:00–11:30 a.m.	Seminar
11:45 a.m.–1:00 p.m.	Lunch together as a group
1:30–2:45 p.m.	Small group meetings & tutoring
3:00–4:30 p.m.	Seminar or guest speakers' presentations
6:00–8:00 p.m.	Dinner with guest speakers

In the morning, the participants will meet with the Director, Graduate Assistants, and guest faculty for a two-hour seminar that covers texts sent to participants in advance of the institute. Participants will be asked to arrive each day with either a set of written questions on assigned readings or a 1-2 page rough-draft reflection on an assigned reading or a 1-2 page rough-draft reflection on an assigned topic. These assignments will become part of either seminar discussions or small group work.

At the end of the program we will implement our short-term evaluation plan with a student survey.

Outreach Plan

Advertisement will be crucial for reaching undergraduate students that may want to apply for the program. As undergraduate students most often depend upon their professors for information about opportunities like Summer Programs, we will need to reach faculty everywhere, inclusively, across Institutions.

Our plan is to provide a program statement and link to our website and application page to a variety of outlets. These include MAP (Minorities and Philosophy), philosophy news blogs, professional newsletters of APA Committees (those dedicated to diversity and to teaching philosophy), the American Association of Philosophy Teachers, Phi Sigma Tau Philosophy Honors Society, the Association of Symbolic Logic, the Association for Informal Logic and Critical Thinking (many instructors teach both

formal and informal logic) and informational flyers at each of the APA Division Meetings in 2016.

Accessibility Plan

UMass Dartmouth is committed to providing equal educational opportunities for all students. Students who have disabilities on our campus are offered a variety of services to accommodate his/her disability so that students will have complete access to University academic programs. This is in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) regulations and other relevant state and federal legislation policies, with respect to making reasonable accommodations and auxiliary aides available for eligible qualified students with disabilities. Services available during the Summer Program would include; note taking; use of a computer, a reader and/or scribe; use of tape recorder in the classroom; front row/preferred seating; sign language interpreters.

The spaces on campus that will be booked for the program are accessible to mobility- impaired individuals. Materials for seminars and guest speakers' presentations will be provided in an accessible format for visually-impaired individuals. Sign Language interpreters will be provided by UMASS Dartmouth.

Evaluation Plan

Program Assessment must cover both short-term and long-term outcomes.

Short-term Assessment:

Student participant surveys taken immediately after the program. Questions will be asked regarding overall satisfaction and also satisfaction with specific elements of the program (tutoring, content accessibility, topics, professionalization preparation, mentorship).

Long-term Assessment:

(a) Follow-up with student participants after one-year in the program. Contact information will be gathered to facilitate how participants fare over a year after the program.

(b) Faculty Sponsor follow-up after one year. Student applicants will be sponsored by a home institution faculty member. The Program Director will follow-up with Faculty Sponsors to prevent participants from "falling through the cracks" as frequently happens when students graduate and move and/or are accepted into Graduate Programs.

Website Plan

If the proposal includes the creation of a website, complete the following items:

Where will the website be hosted? UMass Dartmouth

Website URL (if known): Not yet known -- to be worked on with UMD CITS.

Do you want the APA to link to the project website? Yes No

If yes, in what page(s) or section(s) on the APA website would you like the link to appear?

We would like to be listed under "Projects and Programs" on the Resources on Diversity and Inclusiveness Webpage, and to make sure that the different Diversity Committees can provide their memberships and newsletter recipients with information about the call for undergraduate student applications.

Project Budget

Estimates for the cost of room, board and meals have been provided by Robin Brow, Conference and Events and reflect this year's pricing. \$470 was the estimate for room, board and meals.

Project Budget

Attach additional pages as necessary. In fourth column, mark amounts requested but not confirmed with an asterisk (*).

Project expense item	Anticipated date(s) of expense	Budget Amount	Amount confirmed or requested from other sources	Amount requested from APA
10 Student R & B	April 1, 2016	4,700		4,700
10 Student travel	April 1, 2016	4,000		4,000
10 Student stipen	April 1, 2016	1,000		1,000
Tech fee	May 1, 2016	150		150
Bus (outing)	May 1, 2016	150		150
1 GA R&B	May 1, 2016	470	University Miami	
1 GA Stipend	May 1, 2016	300	University Miami	
1 GA Travel	April 1, 2016	500	University Miami	
2 UMD StudentRB	April 1, 2016	940	UMass Dartmouth	
2 UMD Stipends	April 1, 2016	200	UMass Dartmouth	
2 UMD Travel	April 1, 2016	600	UMass Dartmouth	
Website Hosting	January 2016	260	UMass Dartmouth	
(See attached			(all confirmed)	
for planned				
additional				
fundraising)				
Totals:		13,270	3,270	10,000

Future Funding

10 Students: Room, Board & Meals \$470 X 10	4,700	APA Diversity Grant
10 Students: Travel Awards \$400 estimate per student	4,000	APA Diversity Grant
10 Student Stipends \$100 X 10	1000	APA Diversity Grant
Technology Fee for Presentations	150	APA Diversity Grant
Bus for local outing	150	APA Diversity Grant
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1 Graduate Assistant: Room, Board, Meals	470	University of Miami
1 Graduate Assistant Stipend	300	University of Miami
1 Graduate Assistant: Travel	500	University of Miami
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2 UMD Students: Room, Board & Meals	940	UMASS Dartmouth
2 UMD Students: Stipends	200	UMASS Dartmouth
2 UMD Students: Travel	600	UMASS Dartmouth
Website hosting fee	260	UMASS Dartmouth

APA	10,000
University of Miami	1,270
UMASS Dartmouth	2,000
Total	13,270

Planned Supplementary Fund Raising

Guest Speaker Dinners	800
Increase Student Stipends X \$100	1,200
Guest Speaker Travel Expenses (\$400 X 5)	2,000
2 Additional Graduate Assistants (Contributions from home institution) 1,270 X 2	2,540

Total 6,540

Future Funding

Our plan is to seek grants from (1) The Mellon Foundation Diversity Grant Program and (2) Marc Sanders Foundation. It may be worth investigating an NEH Challenge Grant to create a multiplier effect for us as a non-profit organization.

Additional funding will be sought through internal Diversity grants available at UMass Dartmouth and we are considering crowd-sourcing funding as well.