

# 5 Ways to Be More Inclusive

## 1. Diversify your syllabi

**Why?** *First*, students from diverse backgrounds are more likely to think the profession is inclusive if they read work by philosophers with similar backgrounds. *Second*, the profession would be more inclusive if there were more underrepresented minorities on philosophy syllabi. *Third*, it is easier than ever—given the resources below—to include minority voices.

**How?** The resources below provide syllabi that prominently feature philosophers from underrepresented backgrounds. The syllabi cover a wide range of areas, from epistemology to feminist philosophy.

### Resources:

- APA Diversity and Inclusion Syllabus Collection: [www.apaonline.org/?diversitysyllabi](http://www.apaonline.org/?diversitysyllabi)
- Philosophical texts written by diverse philosophers: [diversifyingsyllabi.weebly.com](http://diversifyingsyllabi.weebly.com)
- Diversity Reading List: [www.diversityreadinglist.org](http://www.diversityreadinglist.org)
- Resources for diverse syllabi: [phildiversity.weebly.com/anthologies-and-resources.html](http://phildiversity.weebly.com/anthologies-and-resources.html)

## 2. Be proactive against bias

**Why?** Individuals from underrepresented groups are likely to suffer from *stereotype threat* (def., harmful fear of confirming a negative gender or ethnic stereotype). They are also likely to be victims of *implicit bias*; viz., they are likely to be unconsciously discriminated against. To combat these effects, you must take positive steps.

**How?** *First*, learn about implicit bias and stereotype threat. *Second*, learn techniques for controlling stereotype threat by visiting the websites below. To combat implicit bias, consider anonymizing your grading. *Third*, learn about bystander intervention.

### Resources:

- Website on stereotype threat and how to reduce it: [www.reducingstereotypethreat.org](http://www.reducingstereotypethreat.org)
- Stanford Encyclopedia entry on implicit bias: [plato.stanford.edu/entries/implicit-bias/](http://plato.stanford.edu/entries/implicit-bias/)
- Find out your implicit biases: [implicit.harvard.edu/implicit/](http://implicit.harvard.edu/implicit/)
- An interdisciplinary research group on implicit bias: [www.biasproject.org](http://www.biasproject.org)

## 3. Grade anonymously

**Why?** Anonymizing papers and exams helps limit the effects of implicit bias. Graders can be biased against certain groups even if they are unaware of this bias.

**How?** You could (a) let students use ID numbers instead of names, or (b) make them put any identifying information on a separate cover sheet.

### Resources:

- Extensive description of anonymization: [phildiversity.weebly.com/grading-methods.html](http://phildiversity.weebly.com/grading-methods.html)
- Blog post on the importance of anonymous grading: [feministphilosophers.wordpress.com/2012/02/27/anonymous-grading-why-and-how/](http://feministphilosophers.wordpress.com/2012/02/27/anonymous-grading-why-and-how/)
- Philosophy discussion of the why and how of anonymous grading: [www.newappsblog.com/2013/05/on-anonymous-grading.html](http://www.newappsblog.com/2013/05/on-anonymous-grading.html)

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## 4. Proactively pass on diversity resources to students

**Why?** Given the size and makeup of most departments, students may not know whom to reach out to or feel uncomfortable doing so. Proactively offering resources students can compensate for students feeling unable to find out more themselves.

**How?** Make resources visible in the department. Have a section on your department's website, send out a yearly email to majors, or make announcements in introductory classes. Seek out promising students from underrepresented groups and pass on tailored resources directly.

### Resources:

- A network of departmental working groups working to address issues of diversity and inclusiveness: [www.mapforthe-gap.com](http://www.mapforthe-gap.com)
- A directory of philosophers from underrepresented backgrounds: [www.theupdirectory.com](http://www.theupdirectory.com)
- Undergraduate diversity institutes and other resources: [www.apaonline.org/?diversity\\_resources](http://www.apaonline.org/?diversity_resources)

## 5. Create inclusive classrooms

**Why?** Studies suggest students from underrepresented groups can feel alienated from classroom discussions, which can in turn reinforce a sense of not belonging in philosophy and discourage future participation.

**How?** Be aware of whom you call on, and how often. Use gender-neutral language. Ask students about their preferred gender pronouns. Avoid using ableist terms and phrases.

### Resources:

- Indiana University School of Education resource page on Teaching and Diversity: <http://www.indiana.edu/~icy/diversity.html>
- Quick tips and further resources: [phildiversity.weebly.com/student-discussion-and-participation.html](http://phildiversity.weebly.com/student-discussion-and-participation.html)
- MIT bystander intervention information page: [web.mit.edu/bystanders/](http://web.mit.edu/bystanders/)
- Guidelines for respectful, constructive, and inclusive philosophical discussion: [consc.net/norms.html](http://consc.net/norms.html)