

# BEST PRACTICES

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# PLAN

Background on the BPA/(UK)SWIP Good Practices document – Sarah

Reflections on the local (Canadian, Dalhousie) context – Letitia

Critical perspectives on underrepresentation in philosophy – Tiffany

Some teaching suggestions – Anthony

# BPA/SWIP GOOD PRACTICE SCHEME





# ACRONYMS

BPA= British Philosophy Association

SWIP=Society for Women in Philosophy

# SWIP GOALS

## **SWIP UK's aims are**

to facilitate co-operation between women in philosophy

to support women in philosophy

to promote philosophy by women, past and present

to foster feminism in philosophy and philosophy in feminism

to collect information of interest to women in philosophy

to raise public awareness of discrimination against women in philosophy, past and present

to end discrimination against women in philosophy

# SWIP ACTIVITIES

## **SWIP UK seeks to achieve these aims by:**

inviting women to become members

appointing executive officers

holding conferences

holding meetings to plan activities and appoint officers

offering mentoring and support for women in need

working with other organisations

gathering and publicising data on women in philosophy

lobbying to end discrimination against women

implementing the Good Practice Scheme

# BPA-SWIP: ADOPTION

For a department to “adopt” the BPA- SWIP guidelines they must:

Make a note of this resolution in department records

Create an implementation plan

Tell the BPA

# BPA-SWIP: GENDER BIAS

When Hiring:

Make committees aware of research on the field, implicit bias

Include women on hiring committee

Create hiring criteria beforehand and stick to them

Allow ample time for considering the candidates

Attempt anonymization where feasible



# BPA-SWIP: GENDER BIAS

When Teaching:

Make those teaching aware of research on the field, implicit bias

Make marking/degree conference anonymous as far as possible

# BPA-SWIP: GENDER BIAS

When doing Promotions and Appraisals:

Make those involved aware of research on the field, implicit bias

Ask for CVs from all eligible faculty, rather than just those who put themselves forward

# BPA-SWIP: GENDER BIAS

## General:

Try to include women in the faculty, in your conference, and in your syllabi (and check *how you do this, not just in the last week*)

- % of reading in each syllabi?
- Pictures of women philosophers around department?

Make use of pedagogical strategies which include more than the “usual suspects” in class discussion

Do not tolerate sexual harassment

# BPA-SWIP: CONFERENCES AND COLLOQUIA

When organizing a conference:

take steps to invite women

make an effort to choose a date that the women you invite can attend

consider funding travel for women at departments with no funding (only 12% of RG phil profs are women)

treat men and women speakers equally (intros etc.)

attempt to make available, subsidize and advertise childcare for speakers or at events.

# BPA-SWIP: CONFERENCES AND COLLOQUIA

Make the above policy known to those in your department, especially those running colloquia or organizing conferences

Monitor the gender balance at department events, and if an imbalance emerges, take steps to modify it

Consider implementing BPA chairing practices (break between talk and questions, prioritize new question-askers/junior people, push against pugnacious follow-up questions)

# BPA-SWIP: SEXUAL HARASSMENT

Definition: “The EU defines sexual harassment as unwanted conduct related to the sex of a person occur[ring] with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment.’ This includes both harassment related to sex (e.g. hostile and dismissive though not sexual comments about women) and harassment of a sexual nature.”

But also, check your institution for their definition

# BPA-SWIP: SEXUAL HARASSMENT

## Recommendations:

Make all department members (including students) aware of department policy

Keep in mind that in many institutions, those other than victims can also make complaints

All department members should have training on what to do if someone approaches them about making a complaint

Take these complaints seriously (whatever that means for your department)

Attempt to cultivate a healthy climate

Attempt to protect those who make complaints from retaliation

Attempt to provide bystander training

# BPA-SWIP: STAFF-STUDENT RELATIONSHIPS

## Recommendations:

Make all department members (including students) aware of department policy

Make all department members (including students) aware that relationships between teaching staff and undergraduates are to be very strongly discouraged

## If a relationship does occur:

- Inform chair or other authority asap
- Withdraw from all small group teaching with that student
- Withdraw from all assessment of that student (even anonymous marking)
- Withdraw from all reference/recommendation-writing for that student
- These provisions might also be helpfully followed for relationships between staff, or staff-graduate student relationships



# BPA-SWIP: CAREGIVING

## Recommendations:

Events between 9-5 M-F

Be responsive to requests for flex working

Consider caregiving when scheduling teaching responsibilities

Discuss University resources for caregivers

Remember students can be caregivers

Use parental-leave funds for parental leave

# BPA-SWIP: RESEARCH PROJECTS

Large research projects sometimes undertake similar activities to departments in terms of hiring, putting on conferences, teaching and publishing. Research projects should follow the relevant guidelines for each activity, just as a department would.

# BPA-SWIP: LEARNED SOCIETIES

## Recommendations:

Nominate/encourage women to apply to executive positions

When funding conferences, suggest that funded conferences follow the BPA-SWIP guidelines for conferences/chairing

When supporting journals, suggest that they follow the BPA-SWIP guidelines for journals

# BPA-SWIP: JOURNALS

## Recommendations:

attempt to anonymize review process

attempt to include women

make acceptance criteria standardized and available

# BROAD PROBLEMS WITH SWIP-BPA

Danger of “Add Women and Stir”

Not Intersectional

Not responsive to Canadian context

Voluntary and not regulated

# IMPLEMENTING SWIP-BPA AT DURHAM UNIVERSITY-PROS

Successful implementation in less than 2 years

Some clear and public improvements, especially to colloquia

Meant it was easier for the department to undertake university mandated similar efforts (currently, Athena Swan accreditation)

# IMPLEMENTING SWIP-BPA AT DURHAM UNIVERSITY-CONS

Met some resistance, mostly through established members of community ignoring efforts

Academic turn-over; progress hung on the efforts of one charismatic individual

# THE CANADIAN CONTEXT

Official multiculturalism

The Calls to Action of the Truth and Reconciliation Commission

- Coming to terms with colonialism
- Teaching content and methods informed by First Nations' philosophical traditions

Trumpism and the rising tide of a reactionary right

The Dalhousie Context

- Internationalization – a financial imperative
- Commitments to Equity and Inclusiveness in Dalhousie policies, including unit review and syllabus policies
- Our reputation as a progressive program – this is an opportunity for leadership



# UNIVERSITIES CANADA PRINCIPLES ON INDIGENOUS EDUCATION

Ensure institutional commitment at every level to **develop opportunities for Indigenous students.**

Be student-centered: focus on the learners, learning outcomes and learning abilities, and **create opportunities that promote student success.**

Recognize the **importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.**

Recognize the **importance of Indigenous education leadership** through representation at the governance level and **within faculty**, professional and administrative staff.

Continue to build welcoming and respectful learning environments on campuses through the **implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.**

Continue to develop resources, spaces and approaches that **promote dialogue between Indigenous and non-Indigenous students.**

Recognize the importance of **providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.**

Recognize the importance of **fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.**

# CRITICAL PERSPECTIVES ON UNDERREPRESENTATION IN PHILOSOPHY

1. Recognizing the Gap
2. Affirming the Margins
3. Anti-Racist/Feminist Practices and “Critical Friendship”

Recognizing the Gap → Affirming the Margins  
→ Anti-Racist/Feminist Practices and “Critical  
Friendship”

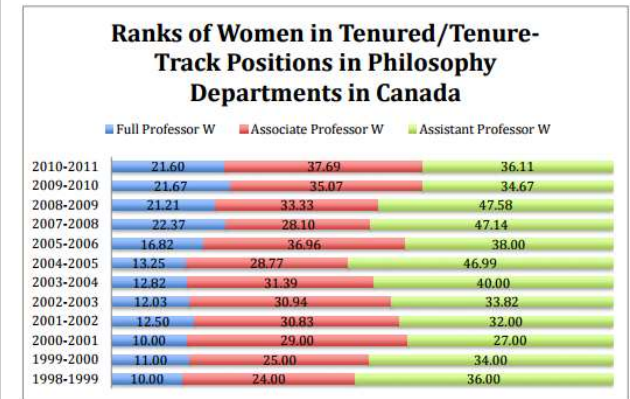
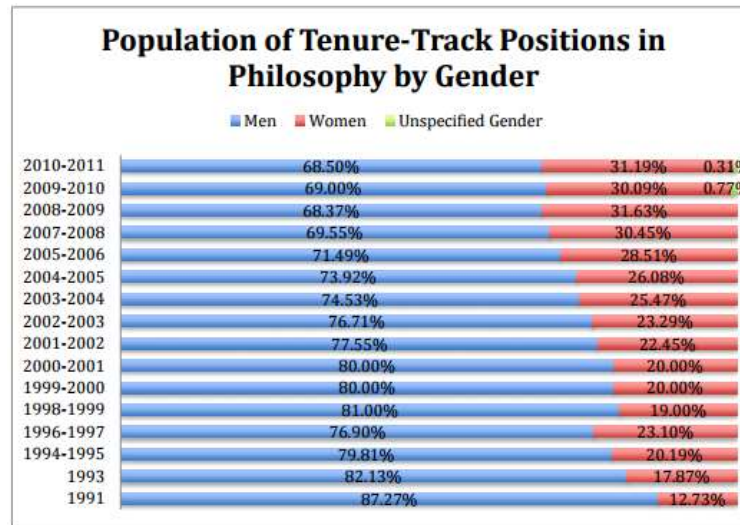
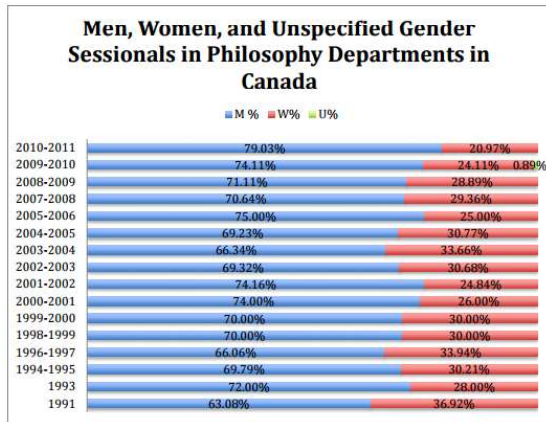
# TWO WAYS OF INCREASING REPRESENTATION IN PHILOSOPHY

1. Increase the number of underrepresented groups in the faculty
2. Increase the percentage of underrepresented groups on the syllabus



Recognizing the Gap →

# CPA STATISTICS ON MEN, WOMEN, AND UNSPECIFIED GENDER SESSIONALS IN PHILOSOPHY



Source: "Report on the CPA Equity Survey: Historical Trends"

## Demographic Statistics on the APA Membership, FY2014 to FY2016<sup>i</sup>

	All Members			Regular (full)			Emeritus			K-12 Teacher			Colleague			International			Student		
	9,180	8,975	9,007																		
Fiscal Year (July 1–June 30)	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>Gender</b>	<b>4,152</b>	<b>3,362</b>	<b>3,074</b>	<b>2,752</b>	<b>2,404</b>	<b>2,261</b>	<b>83</b>	<b>101</b>	<b>119</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>15</b>	<b>370</b>	<b>285</b>	<b>251</b>	<b>930</b>	<b>551</b>	<b>420</b>
Female	983	805	754	673	591	574	17	23	29	1	1	1	3	3	1	74	56	50	215	131	99
Male	3,168	2,534	2,293	2,078	1,797	1,665	66	78	90	9	8	7	4	9	14	296	226	199	715	416	318
Something Else	1	4	8	1	3	8	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Prefer not to answer	—	19	19	—	13	14	—	0	0	—	0	0	—	0	0	—	2	2	—	4	3
<b>Race/Ethnicity<sup>ii</sup></b>	<b>3,818</b>	<b>4,845</b>	<b>4,965</b>	<b>2,370</b>	<b>2,798</b>	<b>2,908</b>	<b>120</b>	<b>349</b>	<b>423</b>	<b>16</b>	<b>16</b>	<b>20</b>	<b>13</b>	<b>67</b>	<b>79</b>	<b>285</b>	<b>342</b>	<b>336</b>	<b>1,014</b>	<b>1,197</b>	<b>1,199</b>
American Indian/Alaska Native	32	34	39	14	17	17	1	2	2	0	0	1	1	1	1	0	1	2	16	13	16
Asian	244	284	303	103	129	140	2	5	13	0	0	1	0	2	8	47	53	21	92	95	120
Black/African-American	101	190	141	56	70	46	1	2	6	2	1	0	0	0	5	3	3	13	39	38	71
Hispanic/Latino	193	225	240	94	103	98	3	7	11	2	2	4	1	7	10	16	21	18	77	85	99
Pacific Islander	15	7	8	4	1	4	2	0	0	0	0	0	0	1	0	1	1	0	8	4	4
White/Caucasian	3,129	3,721	3,791	2,048	2,295	2,356	107	304	358	10	9	11	11	54	52	205	216	257	748	843	757
Something else	104	69	130	51	4	63	4	11	10	2	0	1	0	1	1	13	12	6	34	41	49
Prefer not to answer	—	315	313	—	179	184	—	18	23	—	4	2	—	1	2	—	35	19	—	78	83
<b>LGBT Status<sup>iii</sup></b>	<b>296</b>	<b>389</b>	<b>417</b>	<b>103</b>	<b>179</b>	<b>203</b>	<b>3</b>	<b>18</b>	<b>23</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>9</b>	<b>13</b>	<b>28</b>	<b>15</b>	<b>176</b>	<b>148</b>	<b>166</b>
<b>Disability Status<sup>iv</sup></b>	<b>230</b>	<b>335</b>	<b>342</b>	<b>104</b>	<b>159</b>	<b>161</b>	<b>17</b>	<b>51</b>	<b>43</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>13</b>	<b>13</b>	<b>97</b>	<b>108</b>	<b>117</b>

<sup>i</sup> Figures represent current members who have wholly or partially completed all available selections of their demographic surveys by June 30 of the given fiscal year. Demographic selection is available to members online and is also provided on yearly dues invoices mailed in hard copy.

<sup>ii</sup> Breakdown includes the number of members who have identified themselves with one or more race/ethnicity groups. Category total reflects the number of reported statuses.

<sup>iii</sup> Includes members who have identified themselves with one or more LGBT groups: gay, lesbian, bisexual, transgender and/or something else.

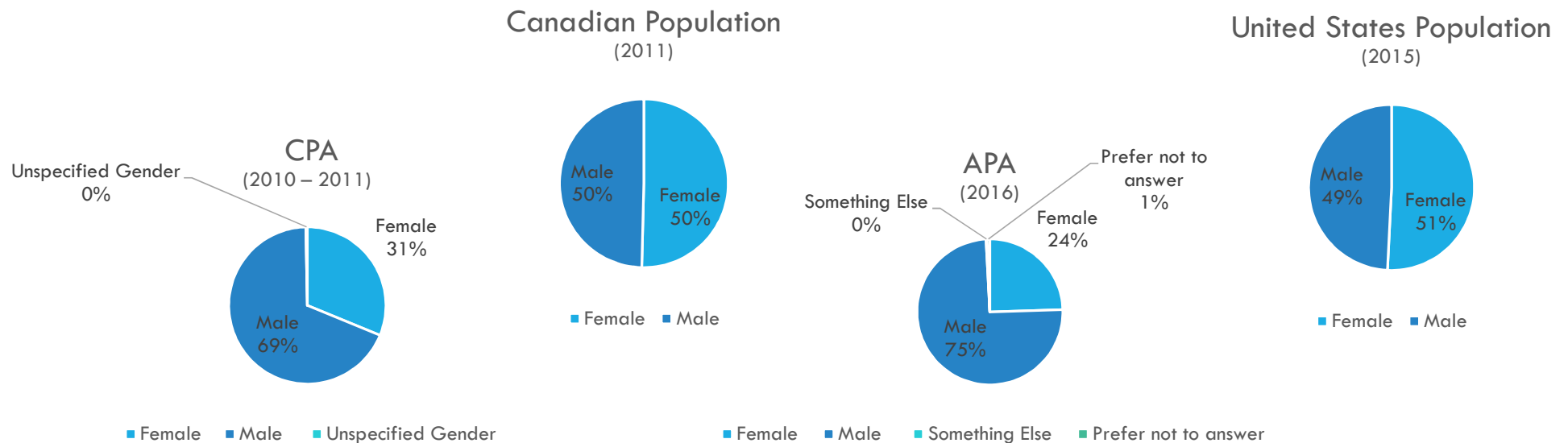
<sup>iv</sup> Includes members who have identified themselves with one or more disability groups: hearing, illness, learning, mental health, mobility, other.

<sup>v</sup> Breakdown includes the number of members who have identified themselves as holding one or more types of employment. Category total reflects the number of reported statuses. Not represented: emeritus (retired from full-time work) and student. Student status applies only to student associate members.

<sup>vi</sup> Academic tenure status. Not represented: emeritus (retired from full-time work) and students.

<sup>vii</sup> New category beginning FY2016. Academic tenure status not applicable to type of employment.

# GENDER IN PERSPECTIVE



Sources: “CPA Statistics on Men, Women, and Unspecified Gender Sessionals in Philosophy” "Demographic Statistics on APA Membership"; <https://www.census.gov/quickfacts/table/AGE135215/00>; <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11475-eng.htm>



# RACE/ETHNICITY IN PERSPECTIVE

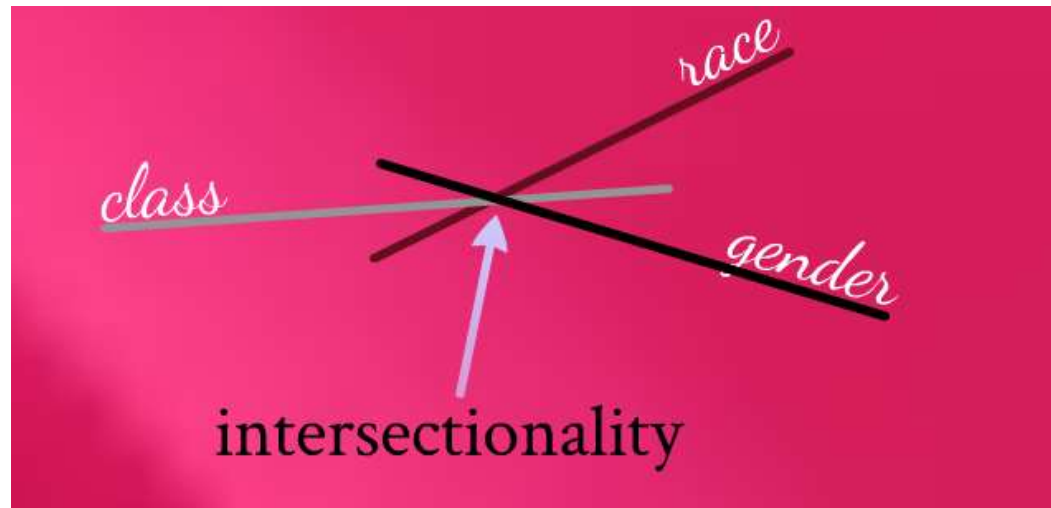
	APA (%, 2016)	Canada (%, 2011/2001)	United States (%, 2016)
American Indian/Alaskan Native/Indigenous	0.78	4.3	1.2
Asian/South Asian and Chinese	6.1	8.8	5.6
Black/ African American	2.8	2.9	13.3
Hispanic/Latino	4.83	.8	17.6
Pacific Islander	0.16	-	0.2
White/Caucasian	76.4	80.9	77.1
Something Else/Prefer Not to Answer	8.9	6.6	-

Sources: <https://www.census.gov/quickfacts/>; <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm>; <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm#a4>; <http://www.statcan.gc.ca/pub/89-621-x/89-621-x2007008-eng.htm>

Recognizing the Gap → **Affirming the Margins** →

“THERE IS NO SUCH THING AS A SINGLE-ISSUE STRUGGLE BECAUSE WE DO NOT LIVE SINGLE-ISSUE LIVES.”

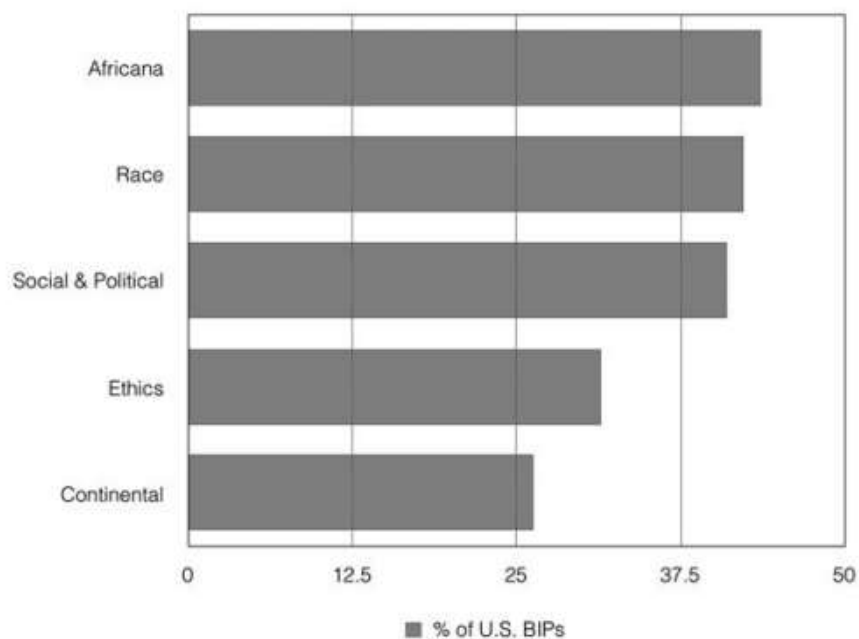
— AUDRE LORDE



A) Philosophical theorizing from different “places;”  
*affirming* this theorizing from different “places”

B) We are socially situated, but this does not mean that  
we will all philosophize from socially situated places

# “WHAT IS THE STATE OF BLACKS IN PHILOSOPHY?”



**FIGURE 7**  
Top Five Areas of Specialization for U.S. BIPs

Source: Botts, Tina Fernandes et. al. “What is the State of Blacks in Philosophy?” *Critical Philosophy of Race* 2, no. 2 (2014): 224 – 242.

“While the top two most popular areas of specialization for U.S. BIPs were Africana philosophy (44 percent) and race theory (42 percent), for black females, the two most popular areas of specialization were race theory (51 percent) and ethics (42 percent).” (239)

Source: Botts, Tina Fernandes et. al. “What is the State of Blacks in Philosophy?” *Critical Philosophy of Race* 2, no. 2 (2014): 224 – 242.

Q: “WHO GAVE WHITE MEN OWNERSHIP OF  
PHILOSOPHICAL DISCOURSE?”

- KATHRYN T. GINES

A: No one!

"Who and/or what qualifies as a philosopher or as  
philosophy?"

"Who has access to the discipline and discourse of  
philosophy?"(434)

Source: Gines, Kathryn T. "Being a Black Woman Philosopher: Reflections on Founding the Collegium of Black Women Philosophers."  
*Hypatia* 26, no. 2 (2011): 429 – 437.

# “AFRICANA PHILOSOPHY,” *STANFORD ENCYCLOPEDIA*

- LUCIUS OUTLAW

“... the philosophizing efforts of Black people have, indeed, been ‘born of struggle,’ as the philosopher Leonard Harris has so aptly noted. The experiences, thus the philosophizing, of many of these persons—and of generations of millions who were their contemporaries, millions more who came before them, and millions more who came after them—were conditioned profoundly by racialized and gendered exploitative occupational colonization in their homelands.”

Source: Outlaw, Lucius. “Africana Philosophy.” *Stanford Encyclopedia of Philosophy*. Last updated October 11, 2010.  
<https://plato.stanford.edu/entries/africana/>



“Almost daily, even on what seemed the most mundane of occasions, oppressed Black people were compelled to consider the most fundamental existential questions: Continue life during what would turn out to be centuries-long colonization and enslavement, of brutal, brutalizing and humiliating gendered and racialized oppression? Or, seek “freedom” in death? Suffer despair until mad? ... Die at one's own initiation? Or, capitulate to dehumanization?...”

Source: Outlaw, Lucius. “Africana Philosophy.” *Stanford Encyclopedia of Philosophy*. Last updated October 11, 2010.  
<https://plato.stanford.edu/entries/africana/>

# INDIGENOUS PHILOSOPHY

1. APA Committee on Indigenous Philosophers

<http://www.apaonline.org/members/group.aspx?id=110431>

2. APA Newsletter on Indigenous Philosophy

[http://www.apaonline.org/?indigenous\\_newsletter](http://www.apaonline.org/?indigenous_newsletter)

3. “Indigenous Knowledge and Pedagogy in First Nations Education: A Literature Review with Recommendations,” Prepared for the National Working Group, Minister of Indian Affairs, Indian and Northern Affairs Canada (INAC)

[http://www.afn.ca/uploads/files/education/24.2002\\_oct\\_marie\\_battiste\\_indigenousknowledgeandpedagogy\\_lit\\_review\\_for\\_min\\_working\\_group.pdf](http://www.afn.ca/uploads/files/education/24.2002_oct_marie_battiste_indigenousknowledgeandpedagogy_lit_review_for_min_working_group.pdf)

4. Jeannette Armstrong, *Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy*, University of British Columbia

<http://www.chairs-chaire.gc.ca/chairholders-titulaires/profile-eng.aspx?profileId=3020>

A) Philosophical theorizing from different “places;”  
*affirming* this theorizing from different “places”

B) We are socially situated, but this does not mean that  
we will all philosophize from socially situated places

# RESOURCES

1. Uncovering female voices in the History of Philosophy (i.e., Mary Astell, Margaret Cavendish, Ann Conway, Gabrielle Émilie Le Tonnelier de Breteuil, Damaris Cudworth Mash):

<http://projectvox.library.duke.edu/content/about-project>

2. Classical Philosophy podcast, including philosophers from across the world:

<https://historyofphilosophy.net/>

3. Contains list of minorities in philosophy working in a range of fields (e.g., Continental, History of Philosophy; Logic, Math, Science; Metaphysics & Epistemology):

<http://www.theupdirectory.com/>

4. Diversity reading list in philosophy (Value theory; Science, Logic & Math; History of Western Philosophy):

<http://www.diversityreadinglist.org/>

# RESOURCES CONT'D.

5. Minorities and Philosophy Resources:

<http://www.mapforthe-gap.com/resources.html>:

6. Diversifying the Syllabi:

<http://diversifyingsyllabi.weebly.com/>

Recognizing the Gap → Affirming the Margins  
→ Anti-Racist/Feminist Practices and “Critical  
Friendship”



Recognizing the Gap → Affirming the Margins → **Anti-Racist/Feminist Practices and “Critical Friendship”**

“I DON'T NEED THEM TO BE NONRACIST; I NEED THEM  
TO BE ANTIRACIST.”

— DR. WANDA BERNARD

“Antiracist practice means you are actually taking some  
action to challenge the racism you see in your practice.”  
(284)

Source: Bernard, Wanda Elaine Thomas and Bernedette Butler. "Teaching and Learning across Culture and Race: A Reflective Conversation between a White Student and a Black Teacher about Overcoming Resistance to Antiracism Practice." *Understanding & Dismantling Privilege* IV, no. 2 (2014): 276 – 297.



“I do not see myself as being here to maintain the status quo. ... All educators have a responsibility, not just in terms of the teaching that they pass on, but the skills that they should be teaching students in terms of how to be in the world and how to effect change...The ripple effect can be quite liberating when you think of the potential.” (284)

Source: Bernard, Wanda Elaine Thomas and Bernedette Butler. “Teaching and Learning across Culture and Race: A Reflective Conversation between a White Student and a Black Teacher about Overcoming Resistance to Antiracism Practice.” *Understanding & Dismantling Privilege* IV, no. 2 (2014): 276 – 297.

# CRITICAL FRIENDSHIP

A **critical friend** is someone who is encouraging and supportive, but who also provides honest and often candid feedback that may be uncomfortable or difficult to hear. In short, a **critical friend** is someone who agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues.

Source: <http://edglossary.org/critical-friend/>

# RESEARCH

Building from the BPA/(UK)SWIP Good Practices but generalizing to all underrepresented groups

- Conferences and seminar series + the importance of having accessible conferences
- Research projects
- Learned societies
- Journals

# TEACHING

## **Problem:**

The BPA/SWIP Good Practice Scheme does not include a dedicated Teaching section

## **Current BPA/SWIP Teaching Info**

Requests that all teaching staff know about unconscious bias

Anonymous marking

# TEACHING

## **Solution:**

The CPA version should include a section on **Inclusive Teaching Practices**

# TEACHING

What are Inclusive Teaching Practices?

1. Strategies that accommodate students' diverse backgrounds
2. Strategies that contribute to an environment in which students feel equally valued, regardless of background

# TEACHING

These can be addressed under two headings:

1. Content
2. Methods

# TEACHING

## **Content Recommendations**

1. Percentage of authors from diverse backgrounds on syllabus
2. Incorporate topics on issues of interest to a diverse student body
3. Provide links to databases of suggested syllabi/readings



# Diversity and Inclusiveness Syllabus Collection

 [Group Home](#)  [Group Pages](#)  [Directory & Features](#)

 [Share](#) |    

The following syllabi have been provided to the APA's Committee on Inclusiveness in the Profession to be used as resources for those teaching philosophy to create more diverse and inclusive courses. You are welcome to reuse or adapt portions of the syllabi posted, with credit to their authors. Authors retain copyright to all syllabi.

To contribute a syllabus for publication here, please complete the [syllabus submission form](#).

For more resources on diversity and inclusiveness, see our [resource guide](#).

Some of these syllabi are completely devoted to an underrepresented area of philosophy, while others contain one or more units on such areas. In some cases, a brief annotation is included. Many are cross-listed and appear in multiple categories. Within categories, syllabi are alphabetized by course title and include author name(s) in parentheses.

# TEACHING

## **Method Recommendations**

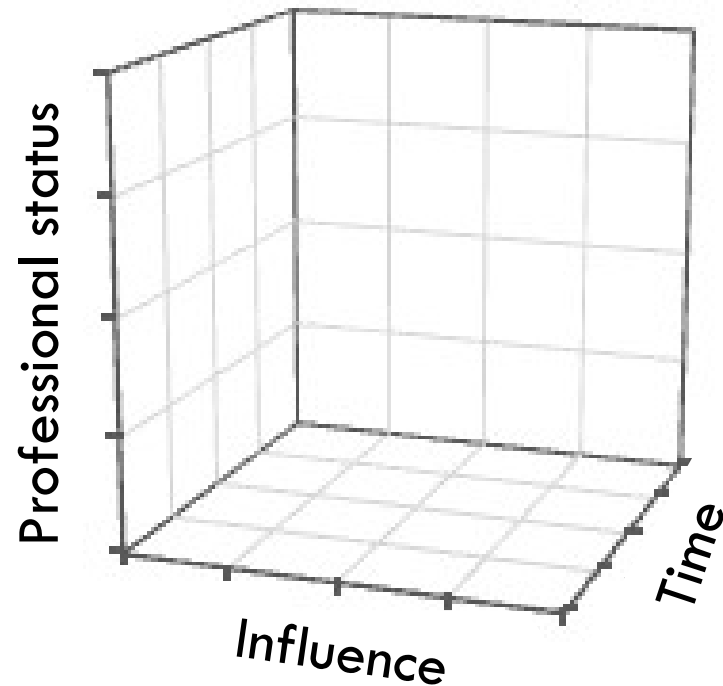
1. Encourage reflection on gender, racial, cultural, and local historical background of each class, and how students' backgrounds influence motivation, engagement, etc.
2. Employ methods that encourage all students to engage in classroom discussion
3. Provide links to databases of inclusive teaching methods

# SERVICE

Generalization of the BPA/  
SWIP Good Practices:

- Inclusion with influence

Colleagues and administrators need support members of underrepresented groups by ensuring they are not disproportionately burdened with service work that is time consuming, has little influence, and low professional status



# QUESTIONS

Should the CPA follow the BPA in asking departments to make a formal commitment to following Good Practices?

What are the areas that are the most urgent?

Are there areas that should be added?

What format would be the most likely to be effective?

What percentage of underrepresented authors/topics should we suggest for syllabus design? Should the percentage differ for different kinds of classes (e.g., historical vs. contemporary)?

Should the CPA support specific inclusive teaching strategies, or simply point teachers to the relevant information?

In light of the TRC, do we have a special obligation to pay particular attention to Indigenous issues?

# SOURCES CONSULTED

“Aboriginal Peoples in Canada: First Nations People, Métis and Inuit.” *Statistics Canada*. Last modified September 15, 2016. <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm>.

Bernard, Wanda Elaine Thomas and Bernedette Butler. “Teaching and Learning across Culture and Race: A Reflective Conversation between a White Student and a Black Teacher about Overcoming Resistance to Antiracism Practice.” *Understanding & Dismantling Privilege* IV, no. 2 (2014): 276 – 297.

Botts, Tina Fernandes et. al. “What is the State of Blacks in Philosophy?” *Critical Philosophy of Race* 2, no. 2 (2014): 224 – 242.

“Critical Friend.” *The Glossary of Education Reform*. Last modified October 28, 2013. <http://edglossary.org/critical-friend/>

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Gines, Kathryn T. “Being a Black Woman Philosopher: Reflections on Founding the Collegium of Black Women Philosophers.” *Hypatia* 26, no. 2 (2011): 429 – 437.

# SOURCES CONSULTED CONT'D.

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<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm#a4>

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# ADDITIONAL RESOURCES

1. Data on Women in Philosophy: <http://women-in-philosophy.org/index.php>
2. Disabled Philosophers: <https://disabledphilosophers.wordpress.com/>;  
<https://phdisabled.wordpress.com/>
3. Discrimination and Disadvantage:  
[http://philosophycommons.typepad.com/disability\\_and\\_disadvanta/](http://philosophycommons.typepad.com/disability_and_disadvanta/)
4. Minorities and Philosophy: <http://www.mapforthe-gap.com/>
5. Society of Young Black Philosophers:  
[https://www.facebook.com/home.php?sk=group\\_313902619150](https://www.facebook.com/home.php?sk=group_313902619150)
6. Directory of Underrepresented Groups in Philosophy:  
<http://www.theupdirectory.com/>

# ADDITIONAL RESOURCES, CONT'D.

7. What it is Like to Be a Woman in Philosophy:

<https://beingawomaninphilosophy.wordpress.com/>

8. Blog About Being a Woman in Philosophy:

<https://whatweredoingaboutwhatitslike.wordpress.com/>

9. Best Practices for the Inclusive Philosophy Classroom:

<http://phildiversity.weebly.com/>

10. The Unmute Podcast (applied philosophy):

<https://unmute.squarespace.com/#intro>

11. Being a Philosopher of Colour:

<https://beingaphilosopherofcolor.wordpress.com/>



# ADDITIONAL RESOURCES, CONT'D.

12. APA Diversity and Inclusiveness Syllabus:

[http://www.apaonline.org/members/group\\_content\\_view.asp?group=110430&id=380970](http://www.apaonline.org/members/group_content_view.asp?group=110430&id=380970)

13. Cornell Inclusive Teaching Strategies:

<https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/inclusive-teaching-strategies.html>

14. University of Ottawa Introduction to Inclusive Practices:

<http://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-inclusion-guide-2013-10-30.pdf>