MAP
MINORITIES AND PHILOSOPHY

In its first year, MAP welcomed 29 chapters across the US, Canada, Australia, and the UK.
In this report, we describe some of the year's activities, impact, and difficulties. We hope to consolidate the broad range of lessons learned across our chapters, noting trends and making suggestions where relevant. We welcome questions and comments at mapforthegap@gmail.com.

Our organizational structure is the following: each MAP chapter is led by one or two chapter representatives who report regularly to MAP Organizers. At the end of the year, representatives complete a feedback survey and meet for a series of online meetings to share notes, reflect on the past year, and plan for the next. Much of the content of this report is from these conversations. The Board of Academic Advisers periodically gives feedback on MAP planning and activities, and MAP has been generously supported throughout the year by funding from the Marc Sanders Foundation.

Trends and Impact

Many chapter representatives reported that the presence of a MAP chapter seemed to have a positive impact on departmental culture, especially among the graduate student community. Most representatives noted that conversations about underrepresentation in philosophy were happening more frequently and "spontaneously" in informal contexts. Representatives also reported that MAP events "[brought] allies out of the woodwork", and so contributed to a sense of departmental support for MAP-related goals.

Based on discussion with representatives and other chapter members, it seems to us that simply *establishing* an active MAP chapter within a department can increase awareness of these issues and facilitate opportunities for conversation, which in turn may contribute to an improved departmental climate.

Below are selected quotations from the feedback surveys which speak to this. Many similar points were made during our end-of-year meeting.

> *"Conversations on MAP-related issues were happening more frequently, fluidly. I believe a genuine culture of curiosity and concern about issues related to women and minorities in our field is being fostered here at [school], and safe spaces for open and respectful dialogue on these issues are increasing."*

> *"Since the creation of the MAP chapter climate issues became more visible in the department. Both faculty and students seem to be more aware of the issues faced by women and minorities."*

"I've had numerous people come to me independently and say they feel that the regular MAPs meetings are themselves a way of improving the atmosphere in our department."

Almost every MAP chapter has singled out undergraduate outreach (in particular, connecting undergraduate students to the professional community) as a top priority. This year, a handful of chapters hosted events aimed at creating connections between undergraduate students, graduate students, and faculty (e.g., weekly departmental coffee breaks), often with the hope that these events would become regular aspects of departmental culture. We expect this trend to continue in the coming year.

We have also noticed an increase in undergraduate participation more generally: we currently have two chapters comprised entirely of undergraduate members, and several chapters with both undergraduate and graduate representatives. MAP Organizers spoke at two undergraduate summer programs this summer (PIKSI and UCSD's summer school), and undergraduates in the audiences in both talks expressed enthusiasm about creating MAP chapters at their own universities. As MAP grows, we expect an increase in undergraduate chapters at universities without graduate programs.

Although many chapters began as reading groups, most have taken on larger projects as the year has progressed. Given the autonomy of MAP chapters, each can respond directly to the needs of its own department. This autonomy allows chapters to function as a dedicated "work force" for internal projects and initiatives that might otherwise fall through the cracks. For example, MAP Chapters have been involved in

(i) initiatives to diversify departmental colloquia
(ii) creating climate surveys for internal use
(iii) gathering data about undergraduate participation
(iv) setting up bystander / ally / harassment trainings for graduate students and faculty.

A full list of the year's events can be found at http://bit.ly/1AciZbL. Some notable activities include: organizing anonymous grading among teaching assistants; creating a fellowship prize for graduate students from underrepresented groups; and integrating MAP topics into an intro moral philosophy class.

Problems

We also found that our chapters reported some recurrent problems. Here are three of the most common, along with some proposed solutions.

1. **Preaching To The Choir.** Several groups reported that MAP events would attract only those people with a prior interest in MAP-esque causes. Chapters circumvented this by involving MAP activities in the normal run of departmental life. For instance, some of our biggest successes were through MAP chapters helping to organize departmental colloquia or summer school activities. In general, MAP can integrate itself into the pre-existing apparatus of the department, and those who typically organized departmental events are usually happy for the help.

2. Low Faculty Involvement. Some chapters report that there has not been enough faculty interest to carry out certain projects. The worry we heard was not so much about hostility to MAP as much as disinterest. The experience of our chapters suggests that an effective model is to have a particular faculty member who is something like the "MAP Representative". This is an enthusiastic and helpful member of staff who is willing to represent the interests of MAP in faculty-only contexts. Students, try and identify and approach such a person at your school. Faculty, if you feel this could be you, we encourage you to approach your local chapter!

3. **Derailing and Rationalization.** Some chapters reported that conversations on problematic behaviors would often be derailed by unconstructive comments (e.g., constructing thought experiments in which the behavior could be permissible in a distant possible world). Extended discussion would follow, which was often perceived as disrespectful and derailing by other members of the chapter. Chapters that encountered this issue reported little success in curtailing such discussion. If you have any tips about ways to tactfully move conversations on without indulging in philosophical flights of fancy, we encourage you to post them on our new Facebook page. That way the rest of the community can benefit from your wisdom!

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Upcoming projects

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The following are projects that a number of chapters plan to pursue in the next year:
- *Climate surveys:* Chapters hope to collaborate on creating climate survey(s), potentially creating a single core that can then be personalized to different departments for internal use.
- *Data gathering*: Several departments want surveys to collect departmental data (e.g., demographics of undergraduate classes or majors). Several chapters are collaborating to create a semi-standardized survey that departments can then take and customize.
- *Mental health projects*: Several chapters expressed interest in starting joint projects related to mental health in academia. Further details are forthcoming.
- *TA Best Practices*: After receiving requests from some chapters, MAP plans to collect members' suggestions for how to best promote an inclusive and constructive classroom environment as a TA.

We encourage anybody who would like to get involved, or who has any other projects to suggest, to email us at mapforthegap@gmail.com.

Some thanks: We have many people to thank for helping make MAP's first year a success. Michael Smith with the Princeton philosophy department and Charles Beitz with the Princeton University Center for Human Values were crucial in getting the organization first started. Our board of faculty advisors (Sarah-Jane Leslie, Tamar Gendler, and Kwame Anthony Appiah) and Mark Johnston offered much guidance throughout the year. We also thank Carole Lee (who suggested the distance mentorship program), Aidan Kestigian (for organizing summer school activities), and Quayshawn Spencer, Sara Protasi, Julia Jorati, Morgan Thompson, Lionel McPherson, Robin Zheng, Sukaina Hirji, Daniel Wodak, and Michaela McSweeney for conversations both constructive and critical. And finally, we heartily thank the Marc Sanders Foundation, whose generous support continues to make MAP possible.

Thanks to all who showed their interest and support in MAP this year. We hope to keep working together to accomplish even more in our second year.