

List of Suggested Strategies for Achieving Departmental Goals

Collected at Town Hall of Sept. 17, 2020

During the town hall on September 17, 2020, members of our community met in breakout rooms to propose departmental goals as well as specific possible strategies for achieving those goals. After much reflection and synthesis we arrived at the following proposal for departmental goals:

- **(D) Diversity:** Increase the representation of those with marginalized identities in all areas of our department. In particular hire, admit, and make space for more people of color, black and indigenous people, those who identify as LGBTQIA+, women, non-binary people, people with disabilities, people from a variety of socio-economic backgrounds, first-generation students, and any other identities underrepresented in mathematics.
- **(A) Anti-oppression and Equity:** Identify and remove structural and cultural mechanisms that perpetuate systemic oppression in our department. Build support systems and resources to ensure opportunities, well-being, and success are available to all.
- **(C) Connection:** Create a welcoming and collaborative mathematical community in which all can feel they belong. Ensure that all members of our community have people they can socialize, work, and learn with, in addition to trusted mentors who can provide support and advice.
- **(R) Recognition of Value:** Identify and push back against the ways in which a discriminatory evaluation of mathematical ability is created and reinforced. Work toward building a community predicated on the recognition that mathematics harbors a diverse ecosystem of experiences and interests, all of which are valuable.
- **(T) Transparency and Accountability:** Find ways in which the department can be more transparent in decision-making, measure progress towards realizing the goals expressed here, and seek feedback from all members of the community.

Below is a list of more specific suggestions and strategies suggested by members of our community. We have decorated the list with letters to indicate to which of our goals each suggestion relates. The list is not in a particular order. The refinement, development, and prioritization of these strategies is ongoing; comments, suggestions, and feedback of any kind is always welcome.

- (D, A) Evaluate hiring and admissions processes and re-design for more equity. Ideally the evaluating part would be a third-party. One possible redesign would be to add more 'blinding' to the process of hiring and admissions.
- (T) Make hiring and admission procedures more transparent to the community.
- (R, C) Reform Math 55 culture and content.
- (D, A, R) Remove the GRE as an admission requirement for graduate school.
- (D, A, R) Petitions GSAS to remove admission fee, at least for applicants also receiving financial aid at their home institution.

- (A, R) Create multiple course pathways for the major, suited to different backgrounds and goals.
- (A, R) Ensure each course has a standardized core and work to ensure more consistency year to year.
- (R) Transition to proof courses co-taught by teaching and research faculty.
- (T) Third-party evaluation on diversity, equity, and inclusion at the department
- (C) Ensure all parties invited to all department events and that the format is designed to explicitly welcome non-majors, teaching faculty, and postdocs, and that the format encourages interaction between different parts of the department.
- (D, A) Partner with HBCUs and women's colleges (conferences, programs, help with admissions, etc.)
- (T) Hold town halls to hear from our community.
- (T) Additional roles: someone for CAs/TFs/etc. to speak with when having trouble with instructors; someone for grad students to talk to when having trouble with faculty (e.g. postdoc assistant DGS?); someone for postdocs/lecturers/etc. to speak to when having trouble with faculty; etc. etc.
- (T) Availability (or lack) of funding for 6th year graduate studies made explicit
- (T) Collect data on identities of students (including non-majors!), grad students, faculty, and staff.
- (D, A) Inclusive teaching training and development.
- (D, A, R) Grading policies and course design standards made to promote equity.