

Diversity, Equity and Inclusion Statement

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Diversity is not a choice that we make; rather, it is a fact of the world around us. For this reason, I will mostly speak about equity and inclusion, which are ideals that must be actively upheld and defended. The movement towards a more equitable mathematics community is compatible with - in fact necessary for - scientific excellence.

I am a straight white male, and therefore enjoy numerous privileges that are not always made available to others. I feel a strong duty not only to acknowledge such privilege up front, but also to advocate for others in visible ways. The math community has tremendous potential for expanding access and resources to those who have been historically excluded, and I intend to hold myself and my community accountable for making progress towards equity and inclusion.

To this end, I have made inclusivity a centerpiece in my service activities, including a **Mathematical Research Community** (MRC) conference I co-organized recently. The organizer team for this event worked diligently to form a diverse, talented pool of participants with whom we worked closely throughout the workshop, creating an ongoing community of like-minded researchers.

Since 2017, I have served in various roles in local chapters of the Association for Women in Mathematics (AWM), including as faculty advisor to the chapter at UC Santa Cruz and on the executive committee at the University of Virginia. In these roles, I focused on empowering undergraduates and other graduate students to pursue academic excellence, with special emphasis on women and other underrepresented groups in STEM. I have helped organize career panels, roundtable discussions, lunches, outreach activities (such as Sonia Day in 2019) and a **regional symposium** (2018). Participating in AWM has had a profound effect on my understanding of racial and gender equity in math, and I am committed to creating opportunities like this for others in the future.

The COVID-19 pandemic brought new challenges to equity and inclusion efforts, but it has also highlighted opportunities for progress. As a founder and co-organizer of the **Lunch in the Time of Covid** panel series, I have worked to establish a space for mathematicians of all backgrounds to share their experiences and strategies for success not just during the pandemic, but in the math world at large. Since June 2020, our panel discussions have touched on a range of topics that affect minoritized mathematicians in particular, including the job market, police violence against Black Americans, mentoring, academic visas, stress, and family responsibilities. Many of these discussions have produced concrete strategies to promote equity in the math community.

As an educator, I strive to make my students' experience as positive and inclusive as possible. Several years ago, I began using a weekly online feedback form for student reflections. On this form, I ask students about their experience in class, both in terms of learning ("What do you need more help understanding?") and overall well-being ("What is/is not

going well for you?”) Since implementing this strategy, I have seen an increased sense of ownership from students in the class. I feel more in touch with my students’ needs this way and, based on their feedback, they enjoy having their experiences heard and validated.

At the heart of my views on equity and inclusion is a belief that when every person is given full access to learning and career opportunities, the entire community of mathematics benefits. Fortunately, we are in an exciting era in mathematical history, where inclusivity is becoming widely accepted and championed. I intend to continue educating myself on these issues and contributing to the progress of the institution I represent.