Dimension 1: Vision Definition

What is your department’s vision for equity and inclusion, and who in your department buys into that vision?

Foundational document = mission statement, strategic vision statement, diversity blueprint, etc.

For the next 15 minutes, follow these steps/questions:

1. Read the foundational documents, looking for all existing and potential connections to equity/inclusion.

2. Is there a coherent vision for equity and inclusion in the document(s)?

3. Is that vision consistent with the context of the department and institution (i.e., its historical, geographic, demographic context)?

4. Do the foundational documents have clear implications for decision-making at all levels (curriculum, programs, staffing, etc.)?

5. Do the foundational documents have clear implications for how equity and inclusion would be assessed?

6. Do the foundational documents provide compelling reasons to unlock the provision of resources for your department?

Actions to Pursue After this Workshop:
Dimension 2: Inclusive Pedagogy

Please designate at least one person at your table to take notes electronically here:


As you discuss the following questions, think about actions that you could pursue in your departments.

1. What pedagogies (instructional strategies) are being used in your department that welcome students to the mathematical sciences and improve learning outcomes for all students?

2. How do you know those inclusive pedagogies are having an effect? Can the effects of those inclusive pedagogies be measured and shared so as to convince others to try them too?

3. Which groups of students are most likely to feel like they don’t belong in your classes and majors?

4. What other pedagogies would you like to see used in your department? What training and resources are needed to make that happen?
   (Note: The MAA Instructional Practices Guide is a good resource for this.)

5. How is teaching excellence measured at your institution/department? Is there a culture of sharing teaching ideas and resources within the department?
Dimension 3: Bias Reduction

Please designate at least one person at your table to take notes electronically here:


As you discuss the following questions, think about actions that you could pursue in your departments.

1. In each of the following areas, can you see some areas in which unintentional (or intentional) bias has had an impact?
   a. Faculty searches
   b. Award selection for faculty, students, and staff
   c. Student recruitment
   d. Advising
   e. Research opportunities
   f. (other areas?)

2. In each of the areas above, what steps have been taken in your department to reduce the effect of unintentional bias?

3. Do you have experience with bias reduction training? In what ways was it helpful?

4. Would your department benefit from bias reduction training (or other forms of equity training)? What resources are needed to make that happen?
Dimension 4: Curricular Innovation

Please designate at least one person at your table to take notes electronically here:


As you discuss the following questions, think about actions that you could pursue in your departments.

1. Are there any courses (especially gateway courses) in your department that have disparate student outcomes? During which courses do you see students dropping out of your major(s)? In which courses do you see an influx of new majors? Does your institutional research office help you to see these patterns?

2. Does your curriculum align with your department’s mission statement or goals? In what ways could it be better aligned to support the goals of the department? Does your curriculum align with the MAA CUPM Curriculum Guide to Majors?

3. Does your curriculum support students in the pursuit of a broad range of career pathways (industry, non-profit organizations, teaching, research, etc.)?

4. Let’s think about curriculum more broadly to include research opportunities for students. Can you see more opportunities for students to engage in research? How do we ensure that those research opportunities have the broadest possible participation from different groups of students? What resources would be required to make that happen?
Dimension 5: Supportive Department Culture

Please designate at least one person at your table to take notes electronically here:


As you discuss the following questions, think about actions that you could pursue in your departments.

1. How would you best describe the culture of your department? Are the things that are valued by faculty in the department the same as the things in the department’s mission/vision statement?

2. Are the department’s physical spaces welcoming to all students?

3. What programs exist to support women and faculty/students of color? What programs might be fruitful to establish?

4. What outreach programs exist to attract more students to the mathematical sciences? What programs might be fruitful to establish?

5. What programs exist to ensure student success post-graduation and through critical transition points? What programs might be fruitful to establish?