Statement on Equity, Diversity, and Inclusion
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Norms and stereotypes around mathematics can create an unwelcoming, unfair, and inequitable community. As a woman, I have been told that “I don’t look like a mathematician” and that I am “uniquely dedicated to math for a female mathematician.” While I have always been supported by mentors, role models, and friends in the mathematical community, I was stunned by the sense of support and community I felt when I attended the Women and Mathematics 2017 summer program at the Institute for Advanced Studies. Until that moment, I had no idea that such a feeling of community was possible for women in mathematics. It was a visceral lesson in the importance of equity, diversity, and inclusion to the growth of the mathematical community. I am committed to making the mathematical community more inclusive.

My experiences as a woman have made my drive to support women in math a natural calling. But I also know, from both personal conversation and academic writing, that these issues affect people of color, LGBTQ+ community members, first-generation college students, people with disabilities, and people from underprivileged backgrounds. As a white, cis women with a college-educated mother, I am highly privileged. I strive to use that privilege to support everyone in the mathematical community.

As a graduate student at the University of Chicago, I have been very involved in developing and implementing inclusive programming in the sciences. As Vice President, and then President, of the UChicago chapter of the Association for Women in Mathematics (AWM), I led fundraising efforts which raised over $50,000 for programming supporting women in math. Events I organized including the following:

- Creating and hosting a weekend Symposium for Women in Math, which included workshops on inclusive teaching practices, overcoming impostor syndrome, and mitigating implicit bias, as well as research talks from women in mathematics. This event was such a success that in subsequent years, it was expanded across the sciences and became a Symposium for Women in STEM. In addition to similar workshops, we also hosted panels on mentorship, careers outside of academia, and graduate school admissions. We also had two keynote addresses, one from Dr Eugenia Cheng on the value of community-focused activities in mathematics. The majority of our speakers were women of color.
- Hosting regular lunches with invited female seminar speakers, giving graduate students a chance to ask questions and seek advice about their experiences as a woman in math.
- Evening snack and discussion meetings for the entire department, with topics including the “leaky pipeline” of women in math, recent results of a departmental climate survey, and micro-aggressions.
- Creating and running a weekly course on problem solving aimed at supporting new mathematics majors in the transition from high-school to college math.
- Hosting an educational session for incoming graduate students on implicit bias, impostor syndrome, and stereotype threat.

As a part of my commitment to supporting everyone in the mathematical community, I have involved myself in conversations around developing an inclusive departmental climate. I was a member of a graduate student team who created the role of Graduate Student Ombudspersons, to act as a representative of the graduate students’ interests to the administration of the department and the university. I was also one of the first students elected to that role. I organized quarterly graduate student town halls and shared the results of those meetings with faculty of the math department, as well as sitting on the Student Advisory Committee for the Dean of the Physical Sciences Division. Inspired by topics raised at those meetings, I lobbied to change the options for gender identification on university documents, increase reliability of
financial aid for graduate students, develop more rigorous teaching training, and increase education on sexual harassment.

As an instructor, I am aware of the importance that classroom experiences have on welcoming people into the mathematical community, or encouraging them to stay out. Over the past four years, I have attended eight workshops on inclusive teaching practices, with emphases on creating inclusive exams and assessments, recognizing and mitigating implicit bias, and creating an open and welcoming classroom climate. I have also run workshops for fellow graduate students on inclusive teaching practices in mathematics. Beyond the University of Chicago, I have contributed to the article *Inclusive Assessments in STEM*, and have submitted an article on inclusivity in STEM education to the book project *Teaching Gradually*.

To encourage young women to pursue mathematics, I have visited high schools in America and Britain as an invited speaker on mathematics generally, and women in mathematics specifically. I have also served for three years on the selection committee for the Science Ambassador Scholarship, a scholarship program funded by Cards Against Humanity which awards full tuition for her entire college degree to one female student majoring in a STEM field, and smaller scholarships to runners-up.

Additionally, I have acted as a mentor to two graduate students of color through the Physical Sciences Division EDI mentorship program, which pairs mentors and mentees in underrepresented groups as a way to build a supportive community within the UChicago sciences. I have also mentored two undergraduate women through the Society for Women in Mathematics mentorship program, designed as a way to support female math majors. Academically, I have mentored seven undergraduates in mathematical reading projects, six of whom were women and/or members of an underrepresented ethnic minority.

In my future work, I hope to continue what I have already begun. I would like to create an annual Women in STEM Symposium at my new institution, to promote education and community around women in mathematics and other STEM fields. I would like to continue to mentor students from underrepresented groups, as a way to support them in their studies and in their lives. I would like to continue learning about and teaching inclusive teaching techniques, including hosting workshops for my fellow teachers about evidence-based best practices. I would like to organize and host journal clubs on issues of race, sexuality, and class in academia.

Creating an equitable, diverse, and inclusive community is a continuous process. Ally is a verb, not a noun. It takes continuous energy, reflection, and growth to build a supportive environment, and I am committed to that process.