



# Mathematics

## POINT OF CONTACT

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## PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit reported their progress to the community on 01/19/21.

[Presentation video](#)  
[Presentation Slides](#)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

## SYSTEMIC ANALYSIS STEPS UTILIZED

### PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

#### PROCESS

Formed a DEI committee to engage in departmental DEI systemic analysis:

- a. A review of 46 syllabi from Spring 2020 found that none contained language that specifically mentioned diversity or respect for differences in race, gender, culture, age, religion, or sexual orientation.
- b. Department reviewed the Seaver College Faculty Standards for Attaining Rank and Tenure, the Mathematics Department's Guidelines for Tenure and Promotion to the Rank of Associate Professor, and Mathematics Department's Faculty Standards for Promotion to Professor for specific language or examples of teaching, scholarship, or service duties focused on promoting diversity, equity, and inclusion. Boyer's scholarship of engagement was positively discussed yet it is not specifically recognized or explicitly valued in rank and tenure documents.
- c. Reviewed the 2018-2019 and 2019-2020 tenure-track hiring practices indicated that there are considerable challenges to diversifying the hiring process in mathematics, including utilizing the university required LMU jobs.lmu site which does not allow the department to access EEO statistics on the applicant pool and thus easily assess its efforts in creating a diverse pool of applicants.
- d. Department reviewed the Freshman retention rates and graduation rates, but the small numbers of mathematics majors often result in sample-size errors and are not reported. The DEI Systemic Analysis committee discussed sponsoring surveys or listening sessions methods to obtain student feedback through a Qualtrics survey and/or listening session, but had concerns that Black students at LMU are tired of having to continually repeat their experiences.

## DEI SYSTEMIC ANALYSIS COMMITTEE

- [Alissa Crans](#), Ph.D.  
Professor of Math
- [Ben Fitzpatrick](#), Ph.D.  
Professor of Math
- [Lily Khadjavi](#), Ph.D.  
Professor of Math
- [Ed Mosteig](#), Ph.D.  
Professor of Math
- [Patrick Shanahan](#), Ph.D.  
Chair and Professor of Math

Guided by the following question: Do the policies and climate of the Mathematics department reflect the goals of developing an anti-racist community that values and promotes diversity, equity, and inclusion?

## ACTION STEPS

- \* a. A proposal will be presented to the department at a future meeting that will provide suggested DEI language and the department will vote on requiring it or some variation of it on all departmental syllabi.
- 📄 b. A committee will be formed and charged with reviewing the Mathematics department documents and proposing revisions with specific language that recognizes and rewards faculty work in the promotion of DEI. The committee will propose new standards to the department for a discussion and vote, and subsequently forward the documents to the Dean's office for approval. The department will develop mentoring strategies aligned with the new standards and in support of DEI work.
- 📄 c. The department will conduct a search for a new position to start in Fall 2021 focused on teaching, mentoring, and supporting historically underrepresented groups in STEM once the hiring freeze is lifted. The department will continue to collaborate with the OIA and the Dean's office to investigate alternative hiring practices including targeted hiring, opportunity hiring, hiring at rank, and cluster hiring. The department will continue and expand its efforts to recruit qualified applicants through work with organizations and conferences representing Black or African American, Latinx, and women in mathematics. The department will work with the Dean's office to secure the use of Mathjobs so as not to create additional barriers for faculty of color in the hiring process. The department will continue to require a statement on diversity and inclusion in all tenure-track hiring.
- \* d. The department will discuss the formation of a standing DEI committee that would coordinate efforts towards developing an anti-racist community that values and promotes DEI. The department will contact IR to inquire about how to access aggregated data from multiple years and aggregated data from multiple majors to help track retention and graduation rates. The department will discuss adding DEI questions to senior math major exit interviews, surveys and in listening sessions. The department will investigate alternate approaches to gauge student experience with DEI.

## ISSUES IDENTIFIED

- a. The language used in mathematics department syllabi does not universally reflect our commitment to value and promote diversity, equity, and inclusion.
- b. The mathematics department's standards for tenure and promotion do not explicitly recognize and reward the extra burden of work that fall on the shoulders of faculty of color, nor do they recognize and reward the contributions of faculty to the scholarship of engagement.
- c. The hiring practices in the mathematics department are often inadequate to hire in order to support efforts in promoting diversity, equity, and inclusion.
- d. The department does not have enough information from the socially marginalized students it serves to determine where our efforts to value and promote diversity, equity, and inclusions are succeeding and failing.

## OUTCOMES

- \* a. Syllabi will be reviewed periodically from Spring 2021 onward to determine if they include language that reflects commitment to DEI.
- 📄 b. New standards for tenure and promotion will be implemented in Fall 2021.
- 📄 c. The department will continue to assess EEO hiring data in its applicant pools. The department will assess recruiting efforts for traditionally underrepresented groups in the mathematical sciences. The department review job postings for alignment with national hiring trends and DEI.
- \* d. A standing DEI committee will be formed for AY 21-22 which will coordinate with the Seaver Associate Dean for DEI.

## LEGEND FOR PRESIDENTS COMMITMENTS

- 📄 Hiring
- \* Culture and Climate
- 📄 Education

## SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- 1. Listen to your team and constituents
- 5. Analyze strategic partnerships
- 2. Review infrastructure and policy
- 6. Evaluate vision/mission statement
- 3. Review scope and content of programs
- 7. Identify training needs
- 4. Evaluate structural diversity (data)
- 8. Accountability and Assessment