

Values and Inclusivity in the Applied Category Theory Community

ACT@UCR

3 June 2020

Schedule

Nina Otter: Introduction, and some potential initiatives

Jade Master: Experience in setting up an online research community for minorities in ACT

Brendan Fong: Statement of values for ACT community

Emily Riehl: Two personal experiences

Christian Williams: Quick overview of ACT server

- ▶ Values: what values does our community stand for?

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- ▶ Inclusivity: we can (and should) use this opportunity to fight for inclusivity for all underrepresented minorities, but I believe that we also need to specifically address racism against Black people in mathematics and in our community

As women in math we have likely all experienced marginalization in our research communities to some extent or another, but this pales in comparison to the sustained systemic violence experienced by Black people in the US.

I don't have any new solutions or ideas about how we can address racism in math, but in the past few days it has been particularly frustrating to see senior white mathematicians react to this situation as though it's completely outside of their sphere of influence. In fact, nearly all of them have the status, power, and economic means to effect change not only in their immediate physical community but also in their departments where often white supremacy is at work with very little obstruction and students of color are actively being pushed out of mathematics.

We also have the ability to effect change in our departments. I hope that we can use this time to reflect on the way that our privilege allows us to ignore these issues on a daily basis and use the power we have to provide support and advocate for our PoC, and especially Black, students and colleagues.

shared to *Women in Geometry and Topology World*
by Marissa Loving, 2 June 2020, (sharing with permission)

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 - ▶ e.g., Mathematical and Theoretical Biology Institute

Some issues to consider

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For instance, in a remote working environment:

- ▶ unsuitable scheduling times for who has care-taking responsibilities
- ▶ access to wifi, tablets

Some potential initiatives

- ▶ Mentoring schemes

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- ▶ Online research and study communities for underrepresented groups
- ▶ This is a process: we need appropriate online platforms or repositories to help gather resources and feedback, and have conversations about these issues

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- ▶ Important: we need to advertise the school beyond our usual networks of contacts
- ▶ Can we make it fully remote? If so, what do we need to do in order to address access barriers?
- ▶ Can we get funding to support students, to buy tablets, or other material, or pay for child care?

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