

Introduction

In spring 2018, we were asked by the AWM leadership to serve on a task force whose charge included to “understand and improve how AWM functions, and to consider new initiatives that would promote inclusivity in our organization.” The task force was asked to read background documents; gather input from AWM leadership and membership as well as the broader mathematical community; and to engage in directed discussion that would lead to a report with recommendations to be prepared for the AWM Executive Committee.

This document is the product of our service on the task force.

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Summary of Input Gathered

After initial reading and conversations, the task force decided that it would seek input from individuals involved in the AWM and also the broader mathematics community, especially people who could perhaps be served by the AWM but are not currently involved in AWM initiatives. The task force gathered input via interviews and an online survey sent to all members of the AWM.

The interviews included women in various stages of their mathematical careers; i.e., early career, mid-career and those with well-established careers in the mathematical sciences. The task force felt that individuals at varying stages of their careers would have different feedback to offer so interview questions were drafted for different constituencies. The overview of questions that were used to center the interviews are included in Appendix A.

The online survey received 54 responses; the survey is included in Appendix B.

Themes that Arose from Input Gathered

Task force members reviewed notes from interviews and survey responses and identified the following primary themes from the input.

1. There was much praise for the work that the AWM does to support women research mathematicians especially those at R1 institutions. Concern was expressed about the AWM support for women in the mathematical sciences who are not employed at primarily research institutions. In particular, there was concern expressed about AWM support for women in the mathematical sciences who are not research active; e.g., women employed at community colleges whose primary responsibilities center on teaching, advising and mentoring but not research.

Many commented that the AWM being indeed “welcoming” of all women. But some were of the opinion that the AWM was not being proactive in reaching out to women in groups underrepresented in the mathematical sciences. Themes 2-4 below relate to these observations.

2. Some expressed concern about the inclusion of U.S. ethnic minorities in AWM programming and leadership. For example, there was concern about the lack of ethnic diversity in elected AWM officers.

There was appreciation expressed for the diversity among the At-Large members of the AWM Executive Committee.

3. There was concern that the AWM is not reaching out to trans women and other individuals who do not fall within the binary gender construct. In particular, there is a need for advice and support for early-career LGBTQ individuals.
4. It was expressed that the AWM could do more to include younger women within its programming and leadership structure. This type of initiative could lead to strengthening the leadership pipeline.

We note that one survey response succinctly captures points 1-4 above:

I would like to have more diversity: (1) the involvement of younger women in the AWM leadership, (2) the involvement of women of color, trans-women, and other historically underrepresented groups, (3) the more visible involvement of women from a more diverse professional backgrounds (community colleges, private sector, government, data science) and those without PhDs (what about Master's degrees?).

Themes 5-7 below are more specific about the issues introduced in 3 & 4 above.

5. Leaders are chosen (as a byproduct of the difficulty of recruiting candidates) from the social/professional circles of existing leaders and there isn't a good pipeline in place for diversifying the pool of future leaders. (See recommendations below.)
6. Present leadership is not trained in the history and sociology of interactions with minorities and underrepresented groups. The perception (e.g.,) that "color-blind" policies exist and are fair is widespread and salient regardless of age.
7. There are problems in recruiting members and leaders, especially persons of color and other underrepresented women in academia. In addition to the pressures of teaching and research for everyone else they face requests for their time on committees and other organizations.
8. There was concern that the AWM is not taking strong enough stands on current issues that are important to women. For example, it was mentioned that they had not seen an AWM statement addressing the #MeToo movement.
9. Several commented that the AWM could do more to partner with organizations like SACNAS, Math Alliance, NAM, etc. to better address diversity within the organization.
10. Several comments were made that the AWM could do more to support individuals at international institutions, as well as international individuals in the United States.

Recommendations

These recommendations are made after consideration of input gathered and discussion within the task force. Each recommendation identifies themes that it addresses as well as a metric that could be used to measure how effective its implementation has been (if the recommendation is adopted and acted on).

1. A greater effort should be made so that the top positions (President, President-elect, Treasurer, Clerk and Newsletter Editor, Meetings Coordinator and Media Coordinator) have ethnic diversity.
Addresses Themes: 2 & 5
Metric: The three-year average of ethnic diversity of the AWM Executive Committee including that of its top positions.

2. A greater effort should be made so that there is ethnic and non-binary gender conforming diversity in AWM plenary speakers and other AWM programming.
Addresses Themes: 2 & 3
Metric: Demographics of those participating in AWM programming.

3. The AWM could explore and strengthen partnerships (e.g., sponsorship of joint programming, membership reciprocity agreements, joint grant proposals, etc.) with other organizations such as SACNAS, NAM, SPECTRA (LGBTQ mathematicians), Project NExT, IMU, (DC area) Caucus for Women in Statistics, associations/organizations with a focus on women mathematicians in other countries, etc.
Addresses Themes: 2 & 9, 10
Metric: Number of partnerships and dual memberships (if dual membership agreements can be reached).

4. AWM should develop a systematic long term strategy to address the pipeline issue in a number of ways. First, develop methods to get people involved at an earlier stage in their careers. For example, develop a shadow program perhaps lasting a day or two when an early career woman can follow an officer or EC member as they perform a task and attend a meeting, (similarly an EC member shadowing an officer) seeing first hand what AWM is trying to do. Secondly explore the possibility of innovative leadership sharing with partner organizations .
Addresses Themes: 2, 4, 7
Metric: Diversity of AWM leadership

5. Have an AWM presence---roundtable, lunch, featured speaker, etc.---at regional MAA meetings. These attract faculty from less research oriented venues---liberal arts colleges, community colleges, and university faculty more focused on teaching. In particular, in some regions there is good representation of faculty from minority-serving institutions, and there could be even more if some effort were put into it. Getting these new audiences would provide new leadership recruitment opportunities, and organizing an AWM regional event would be good training for members and perhaps future leaders.
Addresses Theme: 1, 2, 4
Metric: Number of MAA regional meetings at which this takes place

6. Develop metrics to measure the progress AWM is making in matching public statements to actual policy.
Addresses Theme: 8
Metric: Existence of a systematic plan to address diversity and inclusion adopted and approved by AWM leadership.

7. Continuing engagement of the work being done on inclusion in other/related disciplines may be important as the AWM moves forward in its work and partnering with organizations listed in item 3. For example, see the resources from the National Center for Women and Information Technology site at:

<https://www.ncwit.org/summit/2018-ncwit-summit-women-and-it> (thanks to Ivelisse Rubio for making us aware of this organization and its resources). Additionally, as a way of addressing issues 5-7 under “Themes”, the EC as a group could consider engaging in training and use guides such as “Tools for difficult but fruitful discussions”, and the “Critical Listening Guide” (<https://www.ncwit.org/resources/>), and other aides such as Inclusive Speaker Orientation Course, etc.

Addresses Themes: 1-9

Metric: Leadership participation in such forums

As the AWM works to further intertwine diversity and inclusion in its work, leadership could consider recommendations 8-10.

8. AWM does many things with very limited time, energy and money. The question of whether or not to continue existing activities and balance them with AWM’s commitment to diversity must be addressed.
9. AWM could look for ways in which to advertise/promote the role of AWM and put its work in the context of ongoing diversity efforts. For example, AWM could post slides on its websites that members can use in their talks at conference and in classroom presentations. (Example provided by Ivelisse Rubio are included in Appendix C.)
10. Use AWM Fellows and prize winners when possible to carry out AWM’s mission and activities.

Appendix A: Overview of Questions Asked During Interviews

AWM Executive Committee	SIAM postdocs	Tenure-track women faculty	Tenured women professors	Women graduate students
<p>As leaders of this organization, what do you hope to see the AWM do in regard to diversity/inclusion? Please provide metrics that you think would be useful to measure what you'd hope to see. (I & III)</p> <p>It appears that the Executive Committee has ethnic diversity in its at large members but not its named officers. Why do you think that is? (I)</p> <p>Where there any incidents in the recent past regarding diversity issues that led to the decision to form this task force? (I & III)</p> <p>The <i>STEM Inclusion Study</i> done by NSF had several recommendations. Where is the organization in trying to implement some of these? (III)</p> <p>What are the "pipeline" or leadership formation initiatives within the AWM. (IV)</p> <p>Does the organization have data on the ethnic diversity of speakers at sessions/ conferences that it sponsors? (I)</p>	<p>Why did you want to give a talk at the SIAM AWM postdoc session? (IV)</p> <p>Is there a policy issue centered on diversity/inclusion that you'd like the AWM to take on? (I & II)</p> <p>Is AWM helping you in your career at present? Has it done so in the past? (III)</p> <p>How can (or should) AWM better support women of color who are early in their careers?(I & III)</p> <p>For the group of non-members: Why have you not joined the AWM? (perhaps II)</p> <p>Should there be an organization devoted to supporting women in the mathematical sciences? (III)</p>	<p>What is your general perception of the AWM and how do you see yourself fitting into the organization? (I, II, III)</p> <p>Is AWM helping you in your career at present? Has it done so in the past? (III)</p> <p>If you are a woman of color and you needed professional or other support would you turn to AWM? If not why not?</p> <p>Would there be some other organization instead? (III)</p> <p>Is there a policy issue centered on diversity/inclusion that you'd like the AWM to take on? (I, II, III)</p> <p>For the group of non-members: Why have you not joined the AWM? (II & III)</p>	<p>What is your general perception of the AWM and how do you see yourself fitting into the organization? (II, III, IV)</p> <p>Do you feel that the AWM has helped you to advance your career. If so, how? (III)</p> <p>What organization has improved the role and status of women in the mathematics profession (if any) since you entered the field?</p> <p>What organization has done this for women of color? (perhaps related to I)</p> <p>Do you think that the AWM is inclusive of all women mathematicians? (I)</p>	<p>What do you know about the AWM? (II)</p> <p>Do you have any perceptions as to its membership? Its initiatives? (II & IV)</p> <p>When you join a professional organization, how important is it to you that the organization pays attention to issues of inclusion/diversity? (I)</p>

Appendix B: Online Survey

Communication Form - AWM Strategic Task Force 2018

The AWM was founded in 1971 as a separate entity from the American Mathematical Society (AMS) in protest of institutionalized behaviors and structures that prevented women (a minority in mathematics) from moving into the highest levels in academia and assuming leadership roles. Recently, AWM has questioned whether our business-as-usual policies have inadvertently created the same situation for minority groups within the population of women in mathematics. During AWM's 2018 Executive Session in January, the Executive Committee charged the AWM President with assembling a Strategic Task Force to understand and improve how AWM functions, and to consider new initiatives that would promote inclusivity in our organization.

To provide the Strategic Task Force with a more complete picture of needs, concerns, or recommendations, AWM would like to capture qualitative feedback from the greater community of AWM members. Submission of information through this form is voluntary. If you choose to quit the process without submitting your form, no data will be sent to AWM

Responses made through this form will be made available to the Task Force Members and AWM Executive Director (who is managing the data collection) only. Data will not be used for any other purpose than informing the Task Force Members of community concerns and recommendations. Once the Task Force has reviewed the responses, all data will be deleted within 2 months of completion of the final report. No identifying data (names, institutions, geographic locations, or situational examples that may indicate a specific individual) will be used in the final recommendations to the AWM community. Questions? Contact AWM Executive Director Karoline Pershell at karoline@awm-math.org.

Given the context above, please provide your feedback, concerns, or recommendations to the Strategic Task Force. The line below will expand to fit your text entered. No questions are required, so please answer only those you would like to answer.

QUESTIONS

What is your impression of how well the AWM handles diversity/inclusion? (Do you think that the AWM is inclusive of all women mathematicians?)

What would you hope to see the AWM do with regard to diversity/inclusion? Please provide metrics that you think would be useful to measure what you'd hope to see.

Is there a policy issue centered on diversity/inclusion that you'd like the AWM to take on?

Do you think that the composition of AWM leadership is reflective of an organization that hopes to champion diversity/inclusion? Please Explain.

Is there any other feedback that you'd like to provide that is not covered in the previous questions?

This section is voluntary. You may leave this section blank and still submit.

Willing to be contacted?

Yes

No

Name

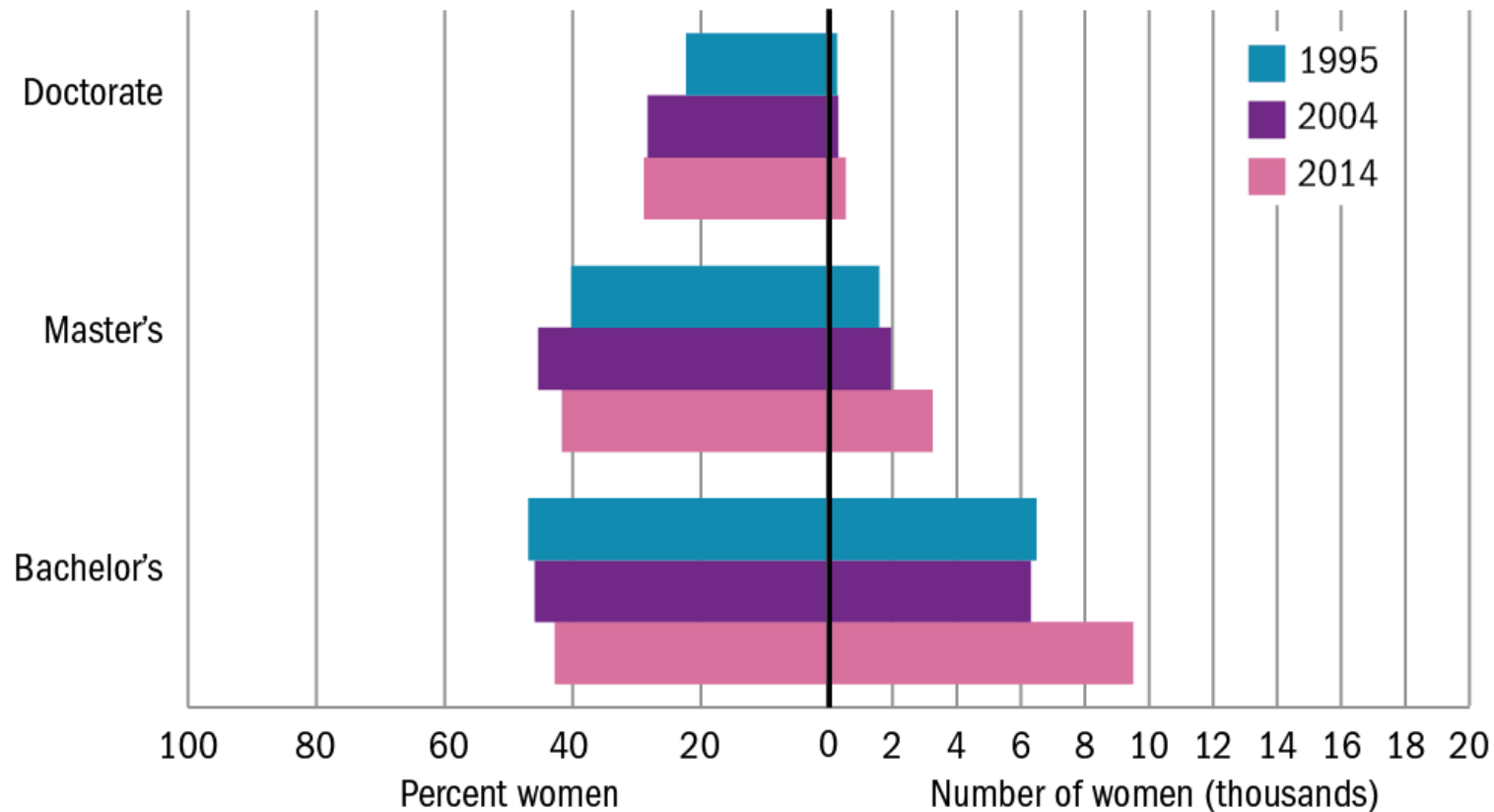
Email Address

International women's day

- 1908 – 15,000 women marched in NYC demanding shorter hours, better pay and voting rights.
- 1911 – International Women's Day honored for the first time in Austria, Denmark, Germany and Switzerland with rallies. "Triangle Fire" in NYC, more than 140 working women died.
- 1913 – Day transferred to March 8.
- 1977 – General Assembly of the United Nations proclaimed a United Nations Day for Women's Rights and International Peace.
- 2018 – The struggle for equity continues...

Women in Math

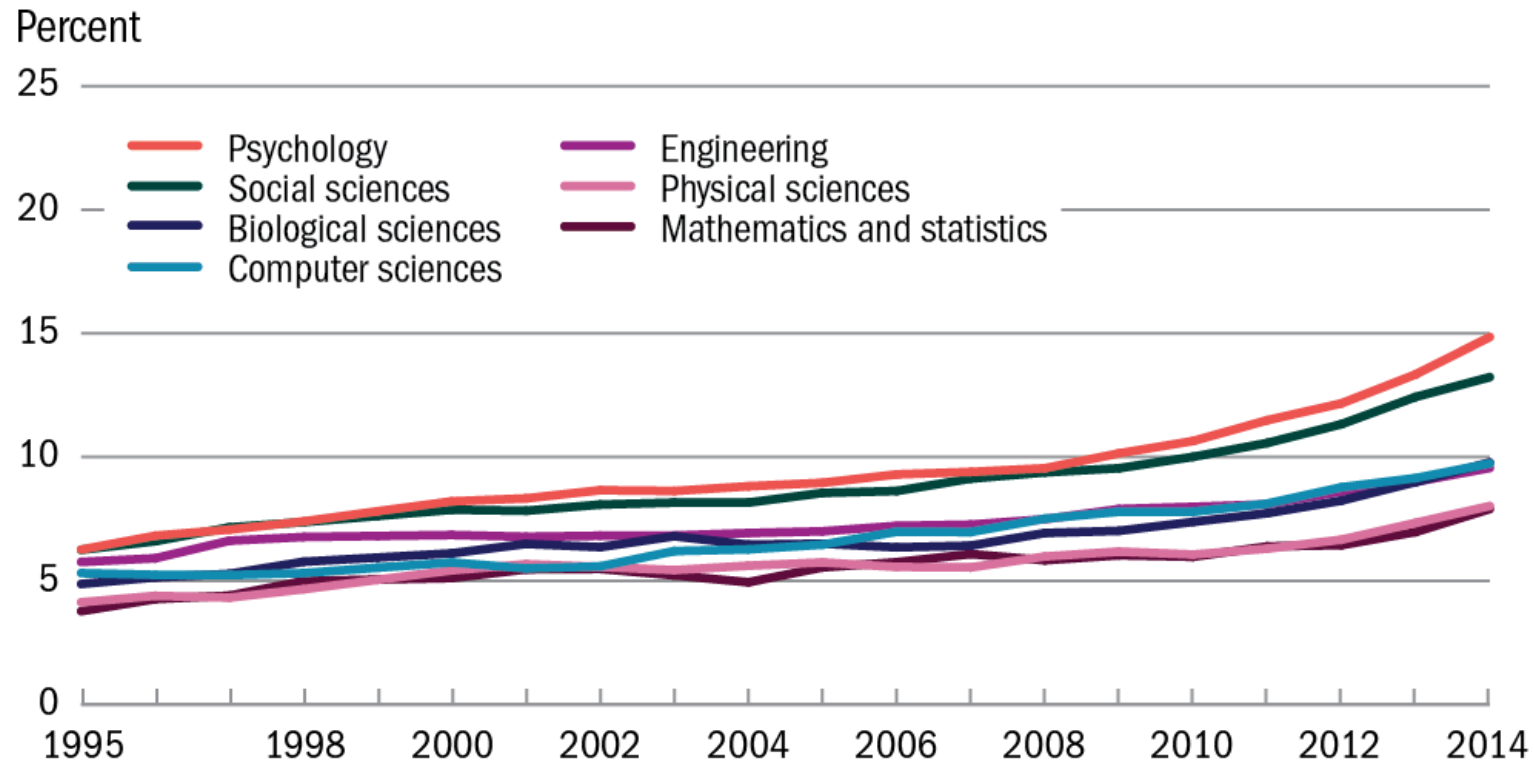
Low participation field for women: Mathematics and statistics, 1995, 2004, 2014



Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017

Latinas and Latinos in science

Science and engineering bachelor's degrees earned by Hispanics, by field: 1995–2014



NOTES: Data not available for 1999. Hispanic may be any race.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017



ASSOCIATION FOR
WOMEN IN MATHEMATICS

To encourage women and girls to study and to have active careers in the mathematical sciences, and to promote the equal opportunity and the equal treatment of women and girls in the mathematical sciences.

We need to increase the participation of Latinas and Latinos in the AWM!!!