



A Conversation on Professional Norms in Mathematics

Editors

Mathilde Gerbelli-Gauthier

Pamela E. Harris

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We are greatly indebted to the presenters at a workshop by the same name held at Johns Hopkins University in September 2019, without whom this conversation would not exist:

Eugenia Cheng, “Inclusion-exclusion in mathematics and beyond: who stays in, who falls out, why it happens, and what we could do about it”

Alexander Diaz-Lopez, “Becoming a better version of ourselves”

Pamela E. Harris, “Avoiding the academic savior complex: How to mentor underrepresented faculty”

Denis R. Hirschfeldt, “Mathematicians, Collective Bargaining, and the Corporatized Academy”

Mike Hill, “Queer spheres”

Dagan Karp, “An Introduction to Critical Theory in Postsecondary Mathematics Education”

Oliver Knill, “On parameters for communicating mathematical ideas”

David Kung, “From Teaching Math to Teaching Students: Transforming classroom norms among college math instructors”

Izabella Łaba, “Rethinking universities in the era of climate change”

Luis A. Leyva, “Racialized and Gendered Mechanisms of Pre-calculus and Calculus Instruction: A Window into Cultural and Professional Norms in Mathematics”

Michelle Manes, “Be the change you want to see in mathematics”

Adriana Salerno, “The mathematician as public intellectual”

Francis Su, “The College/University Divide: How Do We Fix It?”

Aris Winger, “Acknowledgement of the Impact Race has in our Practice”

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The articles in this volume grew out of a 2019 workshop, held at Johns Hopkins University, that was inspired by a belief that when mathematicians take time to reflect on the social forces involved in the production of mathematics, actionable insights result. Topics range from mechanisms that lead to an inclusion-exclusion dichotomy within mathematics to common pitfalls and better alternatives to how mathematicians approach teaching, mentoring and communicating mathematical ideas.

This collection will be of interest to students, faculty and administrators wishing to gain a snapshot of the current state of professional norms within mathematics and possible steps toward improvements.

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