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Statement of Contributions to Diversity, Equity, and Inclusion

Champion policies that support underrepresented faculty, staff, and students. Undermining systemic inequality is critical to ensuring equity and innovation — especially in academia. Using the Baker Outreach Network at Baker University, I connect students from underrepresented and underserved communities to vital academic services like Student Academic Success and mental health resources to improve educational outcomes. Beside faculty and staff within OneKU at the University of Kansas, I engaged in petitions and protests that led to the Chancellor's rejection of an emergent policy to suspend tenure protections proposed by the Kansas Board of Regents.

Engage in collective bargaining. Communities that stand in solidarity to demand justice have an undeniable power to improve conditions. Under the Graduate Teaching Assistant Coalition at the University of Kansas, I participated in petitions and protests that promoted common-sense practices and ultimately secured wage increases and equitable benefits for graduate students across the university. Even more, as a departmental steward, I provided counsel for graduate students in student-supervisor disputes, and I advocated for sensible working conditions.

Expand access to and promote the availability of intellectual resources. Giving students a variety of avenues to engage with course materials is central to promoting equitable learning. Leading study groups for the Ph.D Qualifying Exams in Algebra, Probability, and Statistics, I worked to secure academic equity by making explicit the prerequisite knowledge and skills that students needed to succeed. Crucially, I provided original content that included examples, tips, and suggestions; I afforded students space to voice concerns, comments, or questions; and I served as liaison between the mathematics department and Ph.D aspirants to resolve issues.

Provide opportunities, scaffolding, and feedback for students. Believing in, holding space without judgment, and encouraging students to discover their passions engenders community and authenticity in the classroom. Organizing the Graduate Student Algebra Seminar at the University of Kansas, I offered first- and second-year graduate students a platform to deliver low-stakes expository talks, and I volunteered a series of preparatory lectures for upcoming researchers. Under my tenure, the seminar welcomed more women and young graduate students than previously. I commit to hold judgment-free space for students to dismantle perfectionism.