Advocacy for Inclusion in Mathematics across Canada
Plaidoyer pour l'inclusion en mathématiques à travers le Canada
(Org: **Angela Morrison** (University of Calgary), **Kyne Santos** (Toronto Metropolitan University) and/et **Amy Wiebe** (University of British Columbia))

ROSALIE BÉLANGER-RIOUX, McGill

MACKENZIE CARR, Toronto Metropolitan University
Building Community: Successes and Challenges of an AWM Student Chapter

Student organizations play an important role in fostering inclusive environments and a sense of belonging. As a Ph.D. student at Simon Fraser University, I founded and led the SFU Association for Women in Mathematics (AWM) Student Chapter. In this talk, I will discuss some of the most successful initiatives of the Student Chapter, including USRA Info Sessions and the annual Women's Luncheon. I will also highlight some of the challenges of both growing and sustaining the Student Chapter.

MEGAN DEWAR & KSENIYA GARASCHUK, Tutte Institute for Mathematics and Computing & Canadian Centre for Cyber Security
From Representation to Inclusion: Lessons in building mathematical communities within Canada's security and intelligence sector

Meaningful inclusion in mathematical and technical communities requires more than simply recruiting diverse talent. Drawing on our lived experiences as women working in Canada's federal security and intelligence community, and our involvement in initiatives to advance equity, diversity, and inclusion, we share practical approaches and lessons learned from recruitment, career development, mentorship, community-building, and research partnerships. We explore the importance of addressing barriers across the talent life-cycle, using data to inform action, and combining individual advocacy with institutional commitment. While grounded in the federal security and intelligence environment, our experiences offer insights relevant to Canada's broader mathematical sciences communities.

CLOTILDE DJUIKEM, University of Manitoba
Inclusion in Mathematics: From Ideas to Action

Promoting inclusion in mathematics requires more than access to educational opportunities. It also involves addressing barriers, challenging stereotypes, and helping people from diverse backgrounds see mathematics as relevant and accessible.

In this talk, I will share my experiences from outreach initiatives in Manitoba, France and online, including classroom visits, summer programs, mentorship, educational resources, and social media. I will discuss practical strategies to engage students through real-world applications of mathematics, support teachers with accessible resources, and encourage greater participation of women and underrepresented groups in mathematics. Particular attention will be given to the role of representation, collaboration with schools, and the use of digital platforms to reach wider audiences.

I will also share some of the challenges encountered, lessons learned, and opportunities to improve these approaches to inclusion.

DEIRDRE HASKEL, McMaster University

HOLDEN MILNE, Toronto Metropolitan University
Mathematical Deviance: How punishing failure punishes queerness

Queerness, and being a queer person, at its core means existing in opposition to social norms and expectations. Queerness means breaking rules. In this presentation I argue that traditional methods of teaching mathematics – top-down approaches to learning that emphasize facts, rules and universal truths – run contradictory to queerness. In such spaces, deviations from the approved methods are often met with red X's, while uncertainty and questioning are stamped out. When mathematics classrooms penalize mistakes and non-standard approaches rather than treating them as productive inquiry, they enforce a culture of conformity that may alienate queer learners. If we want to better engage queer students, we need to leave behind rigid pedagogical models, instead emphasizing, celebrating, and exploring rule-breaking as a valiant mathematical endeavour.

DEANNA NEEDELL, UBC / UCLA
Inclusion Under Distribution Shift: Fairness Lessons from Machine Learning for Building a Fair Discipline

As researchers, some of us study fairness as a mathematical object: we have learned that fairness in a deployed system is not a property you establish once, but one you must define carefully, measure honestly, and monitor continuously, because it degrades under distribution shift as the world moves away from the conditions you designed for. In this talk I argue that inclusion in the mathematical community behaves the same way, and that treating it with the rigor we bring to our research makes us better advocates. I develop the idea through two concrete arenas. The first is access to computation: as ambitious mathematics increasingly depends on scarce and concentrated computational resources, equity of access becomes an inclusion problem we are not yet measuring. The second is mentorship, the mechanism that does the ongoing, human-scale monitoring and correction that no one-time policy can. Throughout, I address what the evidence supports, where the analogy between algorithmic and institutional fairness breaks down, and what honest measurement of our own community would actually require.

JOHNNA PARENTEAU, University of Regina
A Party of One: Navigating Grad School as a Woman in Mathematics

Pursuing a graduate degree in mathematics challenges not only how students solve problems but also how they see themselves as researchers. For women in mathematics, this journey often involves navigating both the difficulties of research and the subtle dynamics of belonging in a male-dominated field. In this talk, I will share a candid look at my graduate school experience and discuss some initiatives that foster peer support and community.

EMILY QUESADA-HERRARA, University of Lethbridge
Name changes in Academia

The product of academic research is tied to your name: published papers, preprints, presentations, thesis, databases such as MathSciNet... Your name can change during your life for many different reasons. Until a few years ago, this was not possible to change in published papers, becoming a significant barrier. While now possible in many journals and situations, finding information on how to do this, and figuring out whether it's possible in a given situation, remains a difficult and sometimes excruciating process. We'll discuss some practical information on how to do this in several situations, with the hope of making the information more widely available.

OLHA SILINA, University of British Columbia & PIMS
A case study: Ukraine's journey from inclusive education to inclusive society

In this talk, I trace Ukraine's journey implementing accessible and inclusive education in schools. As the war sharply increased the number of people living with physical and psychosocial disabilities, I examine the recent initiatives to help their participation in higher education and society more broadly. Finally, I consider how Canadian universities can draw on Ukraine's experience

to support students with disabilities, such as making it easier to enter or return to higher education and giving the educators and community organizations the right training.

SOPHIE SPIRKL, University of Waterloo
I am worried about the future

I have been supervising students for only six years, and in this short time, future career conversations have turned decidedly bleak. But we have also learned many things and seen new possibilities. So, if we must live in unprecedented times, let's at least try to use the momentum to make things better. I will make some suggestions.