

## Dylan C. Beck

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### Statement of Contributions to Diversity, Equality, and Inclusion

Consistently in my role as an educator, leader, mentor, and colleague, I have demonstrated my commitment to diversity, equality, and inclusion. As an active member of the Graduate Teaching Assistant Coalition at the University of Kansas, I [engage in collective bargaining](#) to promote common-sense practices and to secure benefits for graduate students from underrepresented departments. Further, as a departmental steward, I provide counsel for graduate students in the case of student-supervisor disputes, and I advocate for sensible working conditions.

Recently, I participated in protests and petitions alongside OneKU — a grassroots organization of faculty and academic staff — that directly led to Chancellor Douglas Girod's rejection of the emergency policy to suspend tenure protections proposed by the Kansas Board of Regents. I intend to continue to [champion policies](#) — such as salary equity pools and dedicated funds for retention of minority faculty — [that support underrepresented academic staff and faculty](#).

Currently, as organizer of the Graduate Student Algebra Seminar at the University of Kansas, I [provide opportunities, scaffolding, and feedback](#) for first- and second-year graduate students to give expository talks on fundamental concepts in commutative algebra. Believing in students, holding space for them to give low-stakes talks in a friendly and non-judgmental environment, and encouraging them to discover their own passions has forged a strong sense of community and openness within our group. Because of this, we have welcomed more women and young graduate students among our members. I reaffirm my commitment to holding judgment-free space for students and to work toward dismantling white supremacy in the form of perfectionism.

Likewise, in my role as leader of the study group for the PhD Qualifying Exam in Algebra, I have cultivated a close-knit group of learners from different academic and cultural backgrounds.

Crucially, I work to [secure academic equity and availability of intellectual resources](#) for my students by making explicit the prerequisite knowledge and skills they need to succeed as young graduate students. I provide toward this end original content, examples, tips, and suggestions, and I afford students the time and space to voice their own concerns, comments, or questions.

Generally, I espouse the approaches to teaching outlined in the previous two paragraphs in all my classrooms. I am an impassioned instructor who is driven to conscientiously create an atmosphere of diversity, equality, and inclusion. Ultimately, my dedication to this cause has been consistently showcased in my repeated involvement with organizations that promote retention of diverse faculty, ensure adequate pay and sensible working conditions for academic staff, and place the focus of higher education firmly on providing students opportunities to succeed.