

# Diversity Statement

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**“Diversity = Educational Excellence.”**

- The University of Utah

I am a first-generation Ph.D. from my family and the first to seek a doctoral degree abroad. During my career, I have experienced firsthand how the academic environment can be unwelcoming, unfair, and inequitable because of not fitting into a socio-economic schema. Therefore, I am committed to advocating for equal rights and opportunities for anyone irrespective of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socio-economic status, or country of origin to excel in their scholarly activities. I believe that diversity is not a burden that our society must deal with; instead, is the vehicle that our community is gifted for moving forward.

My time here as a Teaching Assistant as well as a Research Assistant at the University of Utah has provided me with a well-rounded experience of working with wonderful people from all backgrounds. I enjoyed living and working in one of the most culturally diverse areas in the United States while pursuing my doctoral degree at the University of Utah. I want to bring along this cultural experience with me wherever I work later in my life. At **XXX**, I will continue engaging students through similar programs and be an advocate for diversity in the engineering sciences.

At **XXX**, I will actively seek opportunities in research, the classroom, and across campus to enhance diversity and opportunity for individuals from historically underrepresented backgrounds. Specifically, I will seek scholarship and fellowship opportunities for minority students within my research group and in the department, for example, encouraging and working with students on applications for the minorities striving and pursuing higher degrees of success (MS or Ph.D.) in engineering sciences program. I will regularly involve undergraduate and high school students as interns in my research group at **XXX**. I also believe scientific communication is crucial, and connections with people and institutions beyond our borders are just as important for a sustainable and prosperous research program.

Nonetheless, I also believe diversity inclusion in the classroom, and research groups are critical for academic and research success. At **XXX**, I will work with students and faculty regardless of their race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socio-economic status, or country of origin. I believe that if the students and faculty are committed to and engaged in the learning environment and promote the ideals for a diverse workplace, then all the students should be given equal opportunity. At **XXX**, I will uphold these ideals and lead by example through outreach, promoting international scientific communication, and leading and participating in programs that advance women and minority representation in the engineering sciences.

As a faculty member at XXX, I would propose the following activities in pursuit of a more diverse academic body:

1. As a research mentor, I would embrace and welcome minorities and underrepresented communities' students and postdocs into my group.
2. I would create support programs for the minorities and underrepresented community students in STEM, inviting fellow faculty members, postdocs, and graduate students to offer guidance and support to them. In fact, I would like to have conversations with these bright under-represented students early in their education (K-12) and encourage them to pursue careers in the STEM fields.
3. I would create outreach programs at Community Colleges and High Schools with high minority representation, arranging visits from within the Department (myself and other fellow members) to these locations, and discuss their needs, struggles, and propose plans for improvements and solutions.