

DIVERSITY STATEMENT

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“Hey, you should give it a go.” A simple statement that resonated with me deeply. I was fortunate not only to hear those words but also to have the background that allowed me to appreciate them—to explore mathematics free from external pressures. I strive to offer my students the same freedom, though I know many face socio-economic challenges that limit their ability to explore. My goal is to create an environment that lessens these burdens. I approach this from three perspectives: what I can offer, what students can expect, and what we can achieve together.

What I Can Offer: Inclusive Mentoring. At Johns Hopkins, I’ve co-organized the Directed Reading Program (DRP) over several semesters, providing individualized mentorship to students from diverse academic, cultural, and socio-economic backgrounds. Through this program, I have guided students through AI interpretability and advanced topics in mathematical physics, using methods like pair-coding exercises and rotating blackboard presentations to foster engagement.

In my teaching, I emphasize inclusion. Group activities in my Honors Calculus course helped students build bonds, particularly those who were hesitant to participate. Some students were ahead, while others struggled. By adjusting my approach—whether through **tailored homework** or additional one-on-one meetings—I strive to ensure each student feels **valued**.

What Students Can Expect: Intentional Respect. Inclusivity begins with awareness. In my classroom, I foster a culture where students are intentional about respecting one another’s perspectives. Mistakes—whether mathematical or interpersonal—are treated as opportunities for growth. To nurture this environment, I regularly discuss teaching norms, encouraging students to avoid “mathematical aggressions” such as using terms like “obviously” or “trivially,” which can discourage others from engaging. I value every student equally, offering each the chance to share their strengths and insights in discussions and presentations.

Beyond awareness, I promote **sharing**. In my class, I foster sharing through three specific practices. First, I **offer additional one-on-one meetings** for students who need extra support. Second, I encourage students to keep **reflective diaries**, where they can track their progress and share personal experiences related to the course material. Finally, I organize **group discussions** where students take turns explaining concepts and clarifying their confusions, helping each other learn through collaboration.

What We Can Achieve Together: A Welcoming Community. Looking ahead, my work with the Directed Reading Program will continue to focus on empowering underrepresented students to explore advanced mathematical topics. Through inclusive teaching and awareness raising, I strive to create a community that lowers the barrier for students to explore freely.