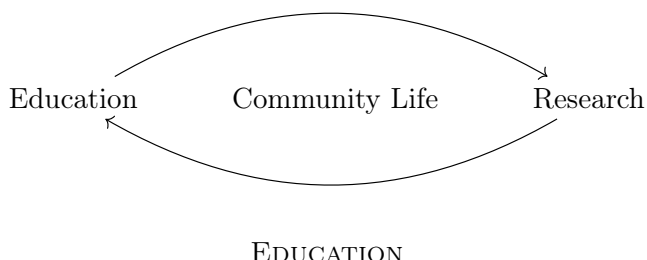


DIVERSITY STATEMENT

MILTON LIN

"Hey, you should give it a go," is a sentence once said to me that deeply resonated. I was fortunate to not only hear those words but also to have the background to appreciate them—allowing me to explore mathematics without external pressures. This was my first experience of what diversity represents: creating opportunities for everyone by **ensuring an equal playing field**.

Reflecting on my experiences, I have learned that diversity must be pursued **proactively**—it begins with opportunity but must be followed by support and active engagement. Diversity has shaped my academic life across education, community, and research:



I strive to offer my students the same freedom to explore, despite the socio-economic challenges they may face. My goal is to create an environment that reduces these burdens.

Inclusive Mentoring At Johns Hopkins, I have co-organized the Directed Reading Program (DRP), mentoring students from diverse backgrounds, including international students, underrepresented groups, and those from Baltimore's predominantly Black community. The presence of a diverse student body at Johns Hopkins has offered me opportunities to interact with individuals from various cultures and socio-economic backgrounds, further enriching my understanding of **inclusion**. In my teaching, I use group activities to foster bonds among students. For instance, I employed **tailored assignments** and **individual meetings** in my Honors Calculus course to address different student needs, ensuring each **felt valued**.

Intentional Respect Inclusivity starts with **awareness**. In my classroom, I nurture a culture of mutual respect where mistakes—both mathematical and interpersonal—are treated as learning opportunities. I discourage exclusionary language like "obviously" or "trivially" and promote sharing through reflective diaries and group discussions, encouraging all students to contribute their perspectives.

Future Efforts I plan to continue my work with the DRP, **empowering** underrepresented students to explore advanced mathematical topics and fostering a supportive environment where they feel encouraged to explore freely.

RESEARCH

Collaboration Throughout my research, I have recognized that academic spaces often amplify dominant voices, unintentionally sidelining others. Collaborating with colleagues from diverse backgrounds, including those from the LGBTQ+ community and other underrepresented groups, has made me more conscious of subtle pressures that exist in academia.

Cross-disciplinary Engagement Engaging with different departments—from physics to AI ethics—has shown me that diversity in research is only meaningful when actively pursued. It broadens perspectives and reveals inequities that may otherwise remain hidden. Coming from a formalist mathematical background, I initially approached research rigidly. However, through interactions with social scientists and linguists, I realized that diversity requires flexibility, where definitions and rules evolve in response to the research.

SUMMARY

The encouragement I received to "give it a go" was my first experience of what *diversity* means—an opportunity supported by an inclusive community. As I reflect on my journey, I have learned that diversity means much more: it must be engaged, nurtured, and continuously supported. I am committed to expanding this culture of inclusion through my engagement in teaching, research, and service, ensuring that others have the opportunities to thrive as I have had.