Diversity Statement - Harry Yang

I firmly believe that mathematics is the great equalizer and a gateway to opportunity. Regardless of background, access to strong mathematical foundations opens doors to high-demand, high paying STEM careers and empowers students with skills that translate directly to social and economic mobility. When students build confidence and fluency in mathematics, they gain not only technical knowledge but also the belief that they belong in spaces traditionally closed to them.

This belief has guided my belief to work in New York City's inner-city skills serving diverse student populations. I chose these settings intentionally, knowing that students from historically marginalized communities are often underrepresented in advanced mathematics and STEM pathways–not because of lack of mobility, but because of systemic barriers and limited access to resources. In those classrooms, I focus on demystifying mathematics and ensure a level of rigor that would ultimately lead to future academic success. And as a result, seeing mathematics as a practical tool for financial independence, career advancement, and informed decision-making.

As a Chinese American educator, I bring my own experience navigating identity, expectations, and access within educational spaces. Being a first-generation college graduate with immigrant parents, I understand the perspective of such students navigating their educational journey. This perspective informs my teaching philosophy and reinforces my commitment to creating inclusive classrooms where students' backgrounds are valued as assets. I am mindful that students come to math with varied prior experiences–some marked by gaps, anxiety, or negative messaging–and I strive to build learning environments grounded in respect, encouragement, and high expectations for all.

Beyond the classroom, I work to expand access to mathematics through my animated YouTube videos, which have reached viewers around the world. These videos are designed to make mathematical concepts approachable, and to spark curiosity in a visually engaging way. Knowing that students across the globe can benefit from these resources reinforces my belief that mathematics education should not be limited by geography or circumstance.

Ultimately, my commitment to diversity, equity, and inclusion is reflected in both my teaching practice and my broader educational outreach. I aim to empower students from all backgrounds to see themselves as capable mathematicians and future contributors to STEM fields. By providing equitable access to high-quality math instruction and fostering a sense of belonging, I strive to help students unlock opportunities that extend far beyond the classroom.