

Diversity and Inclusion Statement

To me, furthering equity, diversity, and inclusion means respecting the diversity of the backgrounds and learning styles of my students, while keeping to a common objective and fair evaluations.

In my teaching, this goal has expressed itself in three primary forms. First, I structured my recitation materials to help students with weaker math or coding backgrounds quickly acquire familiarity with the necessary tools to solve the problem sets. Second, when helping write exams, I advocated for language that was clear, concise, and read easily. This was motivated by my belief that unclear wording on an exam question unfairly penalizes students who face higher cultural barriers to asking clarifying questions and for whom English is their second language. The latter was particularly relevant at MIT where at least half my class was composed of international students. Third, having experienced the power of timely words of encouragement and affirmation, I made special efforts to encourage students from minority backgrounds and put the challenges they were facing in coursework and job searches in the context of the achievements they had already made.

Outside the classroom, I participated in the 2022 Introduction to Diversity in Doctoral Education and Scholarship (IDDEAS) at MITSloan, which was a two-day immersion program aimed at introducing a diverse group of outstanding undergraduates to the field of business research and academia. In the program, I shared my journey to the PhD, helped students identify their strengths and available paths to a research career, and led an immersive research exercise.