

Diversity and Inclusion Statement

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

In my teaching, this has taken 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 improved the clarity of the question and read easily. This was motivated by my belief that unclear language unfairly penalizes students who face higher cultural barriers to asking clarifying questions, and who have difficulty with certain kinds of wordings because English is their second language. Third, having experienced the power of timely words of encouragement and affirmation, I made special efforts to encourage students from minority backgrounds and put difficulties they would sometimes verbalize in context of the achievements they had already made in the class.

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.