

I have endured challenges growing up in rural Minnesota. I learned at a young age how marginalized, under-represented, and under-funded such communities can be. My public education began in a town of 7,000 where I was lucky to have dial-up Internet, a good public library, and a community college. During middle school, I took part in a program where I was paired with a special education teacher, Bill Kruschel, as my academic advisor. Mr. Kruschel made me aware of the physical and mental challenges affecting students. He inspired me to challenge norms such as using the r-word and fight hard for my own education. I realize that was easier to do as a white, able-bodied male because I had privilege and prejudice in my favor. My time with Mr. Kruschel made me more aware and open to include people whose diversity presents roadblocks in their quests for academic success.

My experience at Reed College also heightened my awareness of my privilege and of the different lived experiences of others—around the world as well as across the United States. For most of my undergraduate studies, I lived with three other housemates: An affluent Chinese exchange student, a middle class transfer student from West Virginia, and an adopted upper class Native American from Oklahoma. I realized quickly how different their experiences were from mine, and I learned a great deal from them—not just how to make paella. They each provided a unique perspective and impacted who I am today; I still say y'all.

My goal is to serve as a researcher and a teacher. Statistical education is an increasingly important field for everyone. The topics detailed in *Data Feminism* and *Automating Inequality* influenced my direction and beliefs a great deal. People (and not just those who identify as a mathematician or statistician) need to be equipped with the skills to critically engage with data. I want to be part of the research and teaching necessary to that future. A vital part of that equation is the inclusion of all peoples.

In teaching statistics, I hope to raise awareness of the racist, xenophobic, and sexist history underpinning statistical and mathematical studies. The field has motivated policies that have disproportionately hurt people of color; redlining—the systematic denial of services by federal government agencies—is one example. However, statistics can also shed light on the disparities between groups of people; one example is the higher mortality rates for African American women. The same tools used for redlining can and have been used to empower others and subvert power structures.

In teaching, researching, and being of service to others, I want to improve inclusivity, encourage diversity, and empower historically marginalized groups of people. In doing so, I recognize the privilege I have as a white male-bodied person, and hope to use my privilege to improve the lives of others. As a graduate student at the University of Washington, I would contribute to the development of a diverse and inclusive learning community through teaching, research, and service.