I care deeply about equitable access to education, mentorship, and teaching, and I am devoted to making the field of machine learning—and STEM fields more generally—more accessible and more representative of society and the world.

I have been involved in Diversity, Equity, and Inclusion (DEI) activities for over seven years, in three different countries, inside and outside of universities, and **my approach to DEI is in part informed by my lived experience as a first-generation university student from a low-income background**.

As a faculty member, I will promote diversity at every academic level, and I will help ensure that every member of our community is represented and included—no matter their socioeconomic status, gender, race, disability, sexual identity, or any intersection thereof. It is my goal to create a welcoming and inclusive research group with a diverse set of views, identities, abilities, and socioeconomic backgrounds.

Diversity: Promoting Participation in Research

At New York University, I served as a faculty mentor in the *Center for Data Science Undergraduate Research Program* (CURP), which was launched in partnership with the National Society of Black Physicists and aims to provide talented undergraduate students from underrepresented and under-served communities exposure to a rigorous research environment. As part of the program, I mentored three undergraduate students over the course of the summer of 2023. As their mentor, I helped them formulate a research question, provided guidance and resources for learning how to code, helped them troubleshoot coding problems, and provided research and career advice. It was a very rewarding experience, and I look forward to next year's program.

At the University of Oxford, I served as an *Equality, Diversity, and Inclusion Fellow*. In my role as a Fellow, I acted as a mentor and advisor in programs for first-generation and lower-income college students, spearheaded DEI initiatives in my department, and founded, organized, and led a *Pre-doctoral Research Opportunities Program* (PROP) in the Oxford Department of Statistics for students from underrepresented and under-served communities. For the inaugural program in 2021, I was awarded a grant from the UK Engineering and Physical Sciences Research Council (EPSRC), and in 2022, my advisor, Professor Yee Whye Teh, and I received additional funding from Google DeepMind and the EPSRC to resume and expand the program. As part of the program, I also mentored two students, with one of whom I continued to work for another year after the end of the program and supervised her MSc thesis for which she received the equivalent of an A+ in the US system.

Future Plans. I hope to establish a pre-doctoral research opportunities program for students from underrepresented and under-served communities. I have seen the success of pre-doctoral research opportunities program at Oxford and at NYU, and I believe it is an effective way to create a more diverse field.

Equity: Offering Tailored Mentorship

My efforts to promote diversity, equity, and inclusion go back to my undergraduate studies at Yale University, where I was a mentor and advisor to incoming first-year students from low-income and working-class backgrounds as part of the *First-Year Scholars at Yale* program. As a mentor, I gave lectures to groups of 2–3 students to prepare them for Yale's mathematics curriculum and provided advice and guidance on academic and non-academic matters throughout their first year at Yale (and, in several cases, beyond). Since returning to the United States, I have also mentored students at Yale College as a First-Year advisor and offered mentoring sessions for first-generation, low-income students at Silliman College, my undergraduate residential college at Yale.

Outside of the university setting, I have been a mentor for *Arbeiterkind*, a German initiative that facilitates mentorship opportunities for high school and university students with a working-class background As part of this initiative, I also engaged in outreach activities at high schools with a high percentage of students with working-class backgrounds to share information about financial aid options for college. As

part of this effort, I have given yearly talks about attending college and financial aid programs at my high school, where 30–50% of the student body have a low-income or working-class background.

Future Plans. I hope to bring to a faculty appointment my extensive experience in facilitating mentorship opportunities and outreach activities at various academic levels (high school, undergraduate, and postgraduate), as well as my experience in fostering diversity, equity, and inclusion in three different countries, inside and outside of the university setting. As faculty, I will offer regular office hours and mentoring sessions for first-generation, low-income students.

Inclusion: Creating a Welcoming Environment and Fostering a Sense of Belonging

At New York University, I taught *Data Science for Everyone*, NYU's flagship introductory course on statistics and machine learning, designed to be accessible to all. I specifically sought out this course because the group of students taking this course is particularly diverse, and for many students, it is their first exposure to data science. Teaching *Data Science for Everyone* is, therefore, a unique opportunity to directly contribute to broadening our field by working towards ensuring that all of my students feel included in class discussions, office hours, and by their peers.

In my research group at the Oxford Department of Computer Science, I initiated diversity, equity, and inclusion efforts, like inclusion-focused discussions for internal seminars, outreach to underrepresented communities, and an internal workshop on how to make academic spaces more inclusive.

Future Plans. To promote inclusion, I hope to design and teach a course similar to NYU's *Data Science for Everyone* course, with the explicit goal of not only teaching students the fundamentals of data science but also creating a sense of belonging that will encourage students to explore further classes in computer science and data science. To achieve this, I will supplement conventional teaching assistant recitations with weekly "problem-solving sessions" where we encourage students to work on homework problems together. The teaching assistants and I will be available for help and to answer questions at these sessions with the goal of creating a judgment-free learning atmosphere where there are no "stupid" questions and learning is fun.

Finally, in my own research group, I will lead by example and facilitate respectful and kind research discussions to create a welcoming environment where everyone feels included and can be at their best.