
Diversity Statement

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While promoting diversity is a goal shared by many, actually achieving this goal is often difficult to do. Based upon my experiences, I believe that addressing inclusivity and equity are the first steps in creating a diverse environment both within academia and the community.

1 Teaching

When I was assigned to teach a computer science course, I was discouraged to inherit a curriculum whose audience historically consisted of primarily male, tech-oriented students. In order to attract a more heterogeneous group of students, I restructured the curriculum to stress the importance of developing ideas to solve problems, rather than focusing on learning a particular language.

As a result, the class size steadily increased each year, growing from an initial size of 8 to 16+ students. Additionally, 63% of the students, on average, were female, and there was a consistent increase in the enrollment of non-STEM students. For further illustrations on how I incorporate diversity into the classroom to create a more accessible learning environment, refer to my teaching statement.

2 Mentoring

As a hispanic woman in mathematics, I have been fortunate to have been in supportive environments with strong female role models. Unfortunately, the resources and opportunities made available to me are ones not shared by many women and underrepresented groups in mathematics. To that end, I am committed to cultivating welcoming environments and a culture of support.

While I have experience with advising undergraduate students in teaching and research, this year I became involved with the Association for Women in Mathematics (AWM) Mentor Network, a program designed to mentor women interested in mathematics. Having been matched with a graduate student, I provide advice on things related to her mathematical career, such as maintaining a healthy work-life balance and networking with other mathematicians. I would like to continue serve in positions that promote culture of mentoring.

3 Outreach

Nevertheless, it is important to promote diversity in mathematics both in academia and the community. Consequently, I have actively worked to promote underrepresented minority in mathematics. During my time as a high school mathematics teacher, I helped recruit a number of female students for a two-week summer programming course. As the advisor to the school's math club, I helped foster students' enthusiasm for mathematics by arranging for their participation in numerous mathematics competitions and promoting club-sponsored activities across the campus.

Presently, I volunteer with the Tucson Math Circle, a program aimed at teaching secondary school students about mathematical concepts not found within the standard curriculum. The students attending the Math Circle have a variety of backgrounds in terms of age, race, ethnicity, gender, and socio-economic status. As mentioned in my teaching statement, I am interested in developing a program that excites the curiosity of the young students within the community.

4 Conclusion

Although I have found success in promoting diversity through various strategies, I am committed to staying informed of the best practices on cultivating diversity, equity, and inclusion. Therefore, I will continue to look for opportunities that promote diversity, foster relationships, and recruit underrepresented students.