

I strongly value diversity, and am attracted to [REDACTED] in part because of the University's strong commitment to supporting diversity. As with every institution, the University and Department have room for improvement, particularly at the graduate and faculty level, and with regards to the inclusion of scholars from racial/ethnic groups underrepresented in STEM (Black, Hispanic, Indigenous American, etc.). However, I believe that, as a whole, [REDACTED] are truly committed to increasing the representation of students from all backgrounds. I am therefore excited about the possibility of a career here, and playing my own role in supporting this goal.

Mentorship. I am committed to mentoring students, and I am proud of the fact that the majority of the students I have worked with are from groups underrepresented in STEM. Since most of my mentees first interacted with me in my classes, I feel my ability to attract a diverse group of students is a testament to the type of welcoming environments I aim to foster.

I make an active effort to provide opportunities for mentees to interact with other more senior researchers from diverse backgrounds. For example, [REDACTED]

[REDACTED]

I have also recently submitted a grant to the NSF Computational Mathematics program in order to obtain funding to support undergraduate researchers. Students from underprivileged economic backgrounds (who often have very immediate financial concerns) are less likely to be able to participate in unfunded research opportunities than students from more financially comfortable backgrounds. This in turn leaves poorer students at a disadvantage when pursuing careers in STEM after college. It is well recognized that socio-economic class is strongly correlated with race and other demographic characteristics, so students who are poor are more likely to be from the (non-gender based) demographic groups underrepresented in STEM.

Besides mentorship in mathematics, I'm currently a mentor for NYU's *Faculty Connect, Proud to Be First* program. This program is designed to develop and maintain mutually-beneficial networks between first-generation, second-year students and faculty Advocates who share academic, research, or professional interests.

Student wellbeing.

During my PhD, I was elected graduate student representative (GSR) for the 2020-2021 academic year by the department's student body. My main achievement while GSR was to organize the student body to (successfully) petition the department for increased student representation in future faculty hirings. As GSR I also requested, and helped implement, the use of gender-neutral phrasing on the department's website. While this is a seemingly minor, it's the cumulation of many similar seemingly minor aspects which contribute towards, or detract from, an inclusive environment.

I also contributed to a range of departmental events focused on student wellbeing while at

the University of Washington. For instance, I suggested and led the design/organization of the first of what has now become an annual departmental event on mental health in grad school. It's well established that grad students, particularly those from underrepresented groups, have much higher incident rates for mental illness than the general population. As such, increased awareness of mental health resources on campus as well as a decreased stigma around discussing mental health are critical in supporting graduate students. I also served as a panelist on the first seminar on department climate and regularly serve as a panelist for various sessions designed to help new students acclimate to the department.

At NYU I am actively involved in the DEI reading group and have participated in a number of events focused on undergraduate students including a Q/A session about grad school and a podcast interview.