

I am committed to promoting diversity, equity, inclusion, and belonging. To be effective, I first recognize my privilege: I am white, heterosexual, cisgender, and male. Additionally, I am a United States citizen from an upper middle class family. I have rarely felt isolated from my peers or instructors due to differences in the way I look, speak, and act. Unfortunately, the same cannot be said by many students from underrepresented groups.

To counter systemic inequities, I have sought to actively create an inclusive environment during my time as a graduate student.

In each of my second through fifth years, I served as a mentor to a different first-year student. In this capacity, I helped each student cope with the stresses of the PhD, including coursework and faculty interactions, but also the non-academic stresses of moving to a new city. During many of these meetings, I simply listened, reassured the students that their stresses were normal, and provided encouragement that they were going to be okay. I commit to continuing to provide encouragement, especially to the most discouraged.

I have served in multiple teaching positions, which have provided opportunities for me to support students beyond simply clarifying course content. Once, while I was a teaching assistant, a student came to me in tears. They were concerned they would be unable to pass the course, and unable to pass their first year exams. I asked them if they were still excited to study economics, and they said they were, it was just this course that was a roadblock. I told them the worry was normal, but that they were admitted to the program, *they belonged there*, and they would make it through (and they did!). I commit to continuing to emphasize a sense of belonging, especially to those most worried they do not belong.

For two years, I was an instructor of the “Math Camp” for incoming PhD students. In building the curriculum, the top priority of the course was to decrease inequality in mathematical preparedness for the first year. To achieve this, I constructed a set of self-contained notes and lectures which were accessible to the least prepared students, but which contained ample challenge problems for the more advanced students. I also lectured in a nonstandard collaborative teaching format, in which I would explain a concept, then pose a problem and ask the students to work together, with me, to solve it. This approach helped the students realize they were an active part of the class, and not merely observers. At the end of the course, the students were given an *anonymous* feedback form, which included a question I believe should always be asked: “Did I ever do anything to make you uncomfortable or unwelcome?” While I was proud of the other feedback concerning course content, I was most proud of the unanimous “No” answer to this question, with one response going so far as to say, “On the contrary, the environment felt very inviting, open, and encouraging.” I commit to continuing to foster a collaborative environment where all voices are heard.

I am committed to providing the equitable opportunities to students and coworkers regardless of color, class, creed, or identity. This does not mean I pretend to ignore differences, but instead that I recognize differences in experiences students have had, and *actively* seek to empower those who have had fewer opportunities. This commitment includes championing the work of disadvantaged students and directly providing opportunities however my role allows me. Lastly, I commit to listening and learning from others so that I can continue to grow as a researcher and person. I will surely make mistakes, but I will use those mistakes as opportunities for improvement, hopefully making the world a little better each day.