

My educational experience has come at large public universities, where I have interacted with a variety of people. Everyone attending a university deserves to feel welcome in that space, and many students have individual needs requiring accommodation for them to feel included. It is the responsibility of faculty and staff members to ensure the culture of the institution provides the resources that students require to play an active role in their education. Some areas of diversity and inclusion I have experience with are accommodating students who: speak English as a second language, have heterogeneous educational backgrounds, or have disabilities.

One requirement for accommodating a diverse student body is overcoming language barriers. I have taught many students who speak English as a second language who sometimes struggle not with the economics content of assignments but with the English content. I try to ensure the language I use in my notes and assignments is both simple and precise. I also post my lectures and other educational materials in advance of class meetings so students who need some extra time can still actively participate in class.

Another requirement for accommodating a diverse student body is teaching to heterogeneous educational backgrounds. Much of my teaching experience is in intermediate microeconomics; while many students take principles of economics at UCSD, a sizeable proportion are transfers from local community colleges who typically have less rigorous principles-level classes. Consequently, these students struggle with the technical components of intermediate microeconomics. To accommodate this, I post a 'math review' sheet with important concepts at the start of the quarter. I also typically write out all of the computations/algebra somewhere in my slides so that students have access to that as a resource.

An important requirement for accommodating a diverse student body is accommodating students with disabilities. These students are particularly vulnerable, as disabilities can be invisible or result in the student being invisible (unable to attend and participate in classes/events). When I served as an instructor this summer, I posted audio and video recording of my lectures in addition to my lectures slides. The class was designated as in-person and I taught it as such, but I wanted to be able to accommodate students who occasionally needed to miss class (especially with how much material we have to cover in a given lecture during the fast-paced summer session). I also have a policy of making accommodations available to all students whenever I receive a reasonable request. I received a few requests for a homework extension from some students who were planning to leave San Diego to dodge Hurricane Hilary, and I ended up extending the deadline for all students.

In addition to experiences inside the classroom, I believe that creating a welcoming and inclusive academic space requires work in the broader university community. I have been a part of two mentoring programs in the economics department; COMRADES (for first year PhD students) and ECONnected (for undergraduate students). In addition to these formal roles, I also served as an informal mentor to an undergraduate student I met while I served as a TA for several of her intermediate microeconomics classes. We met several times to discuss her senior research project and her potential interest in graduate school, and she is now working on her PhD in economics. Given the role of mentorship in student success, especially for students from marginalized groups, I would be excited to continue my mentorship activities as a faculty member.