

I believe in the importance of assessing and working on the needs of underrepresented minority groups in mathematics. My efforts are a work in progress. As a graduate student, I have made efforts in the areas of service, teaching, student well-being during the pandemic, and other activities to educate myself and try to improve these conditions.

Service. At Iowa State University, I participated in several groups which address the needs of underrepresented minorities. Through our Co-EDGE program (Enhancing Diversity in Graduate Education), I served three times as a peer mentor for incoming graduate students from underrepresented backgrounds. Mainly, I helped them settle into Ames, Iowa and the mathematics department. This included move-in help, offering advice, and regularly checking in with them through the semester. I also heavily participated at our our Co-EDGE panels where older graduate students answer questions from younger graduate students about specific monthly topics. As a member of the Association for Women in Mathematics, I also attended much of our department's AWM-MOCA (Mathematicians of Color Alliance) speaker series and panels, and participated in AWM fundraising and outreach.

Teaching. I actively try to create a teaching environment where students of different backgrounds and learning styles can engage and learn mathematics. Twice as a Sole Instructor for a Summer course, I chose to split the 80-minute lecture period lecture time by including a 20-minute group worksheet. This allowed students to practice new material with peers. It also gave me direct engagement with students' different needs and allowed me to quickly assess and adapt my teaching styles. In one such Summer class, one student from an underrepresented group started engaging with me regularly on mathematical topics outside the scope of the course, and then later went on to learn proofs and to minor in mathematics.

Student well-being amidst the pandemic. The pandemic has affected every aspect of students' lives and this semester as an online TA and recitation instructor, I do the best I can to keep my students engaged and open to communication. Every recitation, I take time to "read the room", learning what students are going through, what they have done to maintain a healthy lifestyle as students. Students have been surprisingly upfront about their well-being. Both in recitation and privately, I have had several students share with me that they look forward to coming to my recitation. The course is organized to allow students to choose their recitation instructor each week and so far this semester, I have maintained the highest attendance among other graduate TAs.

External activities. Outside of the department, I have other worked to serve students and underrepresented minorities by addressing housing needs. As a leader in a student-run tenants union, I helped teach renters, especially students, about their rights. This included documenting inequitable living conditions, writing demand letters, attending an eviction hearing, and engaging with undocumented workers.