Diversity Statement
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As a Hispanic female in STEM, my personal and professional experiences have reinforced the importance of diversity and inclusivity for both individuals and the community. At my previous employment, I was the sole female in an otherwise white male-dominated mathematics department for two years. Currently, I am one of five females within a group of nineteen first to fourth-year postdocs. Although women have been historically underrepresented in STEM, I am committed to rewriting this message and more, as I strongly believe that a diverse community is the source of innovative ideas and creative accomplishments.

To that end, I am committed to cultivating positive and encouraging learning and research environments where everyone feels accepted and motivated to explore mathematics, or any field of their desire. Specifically, I believe that all students should be mentored to explore research experiences and careers relevant to their true interests and should be supported to overcome challenges and succeed in their endeavors.

As I do with all my courses, I look to foster inclusivity and motivate students to pursue fields of their dreams. I believe that each student should feel noticed within the classroom, be treated fairly, and with respect. As a teacher, I look to support my students in whatever capacity necessary to get them to “own” the material and feel that sense of competence and belonging. Each student learns differently, which is why I incorporate various teaching mediums, such as technology, collaborative learning techniques, and hands-on activities, into each course meeting.

The learning experience and understanding of each student is of the upmost concern, which is why I look to connect the concepts and skills learned within the course to the world around them in order to make the material more tangible and applicable. As an example, I have modified the final project for my Mathematical Principles of Numerical Analysis course to include topics related to ethical and legal implications of different algorithms and tools. Currently, I am working with a female student who is interested in connecting algorithmic bias and neural networks. By encouraging students to think critically and providing them with the necessary tools to solve problems, students can more confidently work to make a difference within the world.

Beyond the classroom, I have actively worked to promote underrepresented minority in STEM fields. In past years, I have helped recruit a number of female students for a two-week summer programming course. I have helped to foster students’ enthusiasm for mathematics by arranging for their participation in numerous mathematics competitions. Presently, I volunteer with the Tucson Math Circle to help develop interactions between secondary school students and mathematicians through weekly problem-solving sessions.

I am eager to inspire the next generation of mathematicians and get them ready and motivated to learn more. To be successful in this goal, it is imperative to continue to foster a positive and inclusive classroom and research environment where everyone, regardless of their background, is encouraged. As an educator, I will continue to look for opportunities that promote diversity, foster relationships, and recruit underrepresented students, but most importantly, that show students that I care about their learning and their future.