

# Diversity Statement

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My approach to diversity and inclusion begins with a practical responsibility: students should have a fair opportunity to participate, understand what is expected, and demonstrate what they have learned. My education and professional experience across Nepal and the United States have made me attentive to differences in preparation, language, and familiarity with university life. These experiences do not allow me to assume what another student needs. They remind me to ask questions, make expectations explicit, and avoid treating confidence in a classroom as a measure of ability.

I have taught at Kathmandu University and Clemson University, working with students in different educational settings. In my economics courses, I have sought to make participation possible for students who are uncertain of an answer or uncomfortable speaking in front of others. I encourage questions and treat mistakes as opportunities to examine reasoning. In the Fall 2023 Money and Banking evaluation, a student specifically noted that I encouraged students to join discussion even when they were unsure whether they were right. Such participation matters because a classroom can appear engaged while leaving less confident students unheard.

Availability outside class has been another part of my teaching. Students have described my willingness to explain concepts during office hours and work with them on questions they had not resolved in lectures. Individual conversations can reveal difficulties that are easy to miss in a large class, including uncertainty about instructions or a missing prerequisite concept. My Fall 2021 Student-Nominated TA of the Semester award at Clemson is a meaningful recognition of my teaching, but I place particular value on feedback that helps me understand which practices students find useful.

Inclusion also requires examining my own teaching critically. Some students have found the pace of my explanations or the organization of materials difficult to follow. I take this feedback seriously. In future courses, I would use consistent weekly modules, provide key terms and learning objectives in writing, and connect board work clearly to posted materials. Short written responses or anonymous questions would give students additional ways to identify confusion. These practices would support students with different language backgrounds and learning needs while making the course easier for everyone to navigate.

My goal is to combine accessible instruction with clear academic expectations. I would use transparent grading criteria and explain what successful reasoning looks like before an assignment is due. Opportunities to revise work would require students to identify an error and demonstrate improved understanding. Students should know how to seek help without having to infer unwritten rules about office hours, extensions, or feedback. Where accommodations are needed, I would work with the relevant university office and implement them respectfully.

My research interests also influence the perspectives I would bring into the curriculum. Work on agricultural technology in Nepal, skilled migration, and AI governance raises questions about who can access a technology and who benefits from its use. In teaching innovation or public policy, I would include cases from different institutional and national settings and ask students to evaluate when a policy is likely to travel well across contexts. This would help students understand that differences in resources, administrative capacity, and local knowledge can change which choices are feasible.

In discussions of contested policies, I would expect students to support claims with evidence and engage respectfully with competing arguments. I would make room for disagreement while intervening when discussion becomes personally dismissive. Students would not be expected to speak for a country, community, or social group because of their identity. Cases and written analysis can provide a common basis for discussion, allowing students to contribute without disclosing personal experiences they would prefer to keep private.

My mentoring extends beyond the classroom. I have mentored undergraduate students who have gone on to postgraduate study at institutions including the London School of Economics, Central Michigan University, and Old Dominion University, as well as an Erasmus Mundus program. I have also served as a mentor in Nepal's Daayitwa Policy Fellowship. These students' achievements are their own. The experience has strengthened my commitment to making academic and policy pathways more understandable. As a faculty member, I would discuss students' goals and preparation, agree on manageable research tasks, and explain conventions around seeking advice, presenting work, and sharing credit.

I would also seek to make research opportunities visible beyond students who already know how to approach a professor. Where feasible, I would advertise openings, state the skills required, and distinguish essential preparation from skills that can be learned on the project. I would seek funding for student research assistance and avoid making unpaid availability an implicit test of commitment. Structured introductory tasks could help students build confidence before moving toward greater independence, with recognition of their contributions made clear from the beginning.

The growing use of AI creates additional questions of access and fairness in teaching. I would avoid requiring students to purchase a particular AI service unless access is provided through the institution, and I would provide an alternative where appropriate. Clear rules would explain permitted uses, disclosure requirements, and students' responsibility for their submitted work. In evaluating these practices, I would use early feedback and brief midsemester check-ins to identify barriers while there is still time to respond. My contribution to an inclusive academic community would rest on this continuing work: listening carefully, making participation more accessible, and taking responsibility for changes within my role.