Diversity statement
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I have come to learn that a commitment to diversity, equity, and inclusion requires an active approach as well as humility and willingness to always continue learning. This view really started in my Black Politics class as an undergraduate. While I had always thought of myself as someone committed to equity, this class showed me just how little I really knew about the wealth of views and insights among Black activists and scholars on Black political issues. Aside from the valuable information I gained in the class, it sparked a still growing appreciation for the importance of continually learning how to be an effective ally to underrepresented groups as well as the importance of actively seeking diverse voices.

As an instructor, one way I try to make my class accessible, especially to first-generation students, is to shine a light on the hidden curriculum of college. For example, I don't assume students know what office hours are for, especially in introductory classes. I make sure they know how to access class materials and I walk through expectations for in-class discussions and assignments. Beyond the logistics of the classroom, my commitment to diversity, equity and inclusion also impacts the content that I teach. As an undergraduate I was presented with a dichotomy between "statistical" and "taste-based" discrimination and statistical discrimination was framed as "not real discrimination" because it was "rational". I knew right away that this didn't make sense. Statistical discrimination is literally illegal, and where did the systemic problems and theories I had learned about in other disciplines, for example, fit in? I walked away discouraged, and I often think about how the way this was taught harms our field. I have since learned there is, in fact, a wealth of thoughtful and interesting work in the field of stratification economics that takes a broader and more thorough look at discrimination. When I was given the opportunity to teach a reading that presented the classic "statistical" and "taste-based" discrimination dichotomy, I was sure to include additional discussion of and references to work in stratification economics and by Black scholars. I also made it clear that a particular type of discrimination being profit maximizing doesn't make it ethical, fair, or legal.

Seeking out a broader range of research and challenging entrenched ideas that seem incorrect has been helpful in my research as well. Much of my research agenda focuses on the implicit normative assumptions that can bias standard metrics towards certain groups. My job market paper started from a motivation to take measures with opaque normative implications, like economic surplus or the consumer welfare standard, and make it clearer what exactly we are measuring. Public policy analysis should consider a wider set of concerns and goals, and we should work to find policies that best fit the ethical considerations people actually have. This idea can be seen in my education paper. Rather than using value added to increase mean test scores, we recognize that a commitment to equity may mean focusing more on struggling students. We present a set of teacher reassignment simulations that show how, depending on how much emphasis you want to put on low scoring students, test score gains can be shifted towards low scoring students. We are sure to also consider how these reassignments would impact racial disparities. Assessing the impact on racial disparities should be standard practice for any policy analysis whenever it is feasible.

An essential part of a diverse, inclusive, and equitable department and university is hiring diverse faculty and staff. However, it's not right or realistic to expect marginalized workers to shoulder the entire

burden of building a more welcoming and accessible environment. Doing this takes an active and committed approach from all faculty. I am committed to actively working towards this goal.