

# Diversity Statement

As I move into this new stage of my career, it is clear to me that I must play a role in extending the opportunities I was given to a broader set of people. Research has shown that inequality is persistent and that discrimination is acutely real in many contexts. I hope that my future research and teaching, informed by evidence and past experiences, can help alleviate these issues and decrease barriers that different groups face in their journeys to flourish.

I am a first-generation high school and college student. On my path from public grade school in a small Brazilian town to night classes in undergraduate Economics, and then to UBC today, I observed and felt the weight and consequences of inequality -- in privileged and underprivileged positions. The sense that contexts and opportunities varied widely (e.g., by gender, race, wealth, or where you grew up) without correlation with any sensible fairness standard became a central motivation for my research agenda and teaching philosophy.

In my job market paper (co-authored with classmates Ieda Matavelli and Fernando Secco), we study the role of expected discrimination (with respect to home address) against jobseekers living in Rio de Janeiro's favelas. We find that jobseekers expect substantial anti-favela discrimination, and that anticipated discrimination hurts their job interview performance. This is not to say that jobseekers should not expect discrimination or that discriminators are not to blame. But it does say a lot about the importance of creating environments where people who might expect discrimination feel valued and treated fairly. It also tells us that forcing individuals to disclose information they are uncomfortable sharing is a bad idea. I will take these research findings to my day-to-day work, implementing policies to ensure that students can see me as approachable and fair.

This same research shows that one needs to pay attention to the overlap of multiple stigmas (marks of negative stereotypes, that other can use to discriminate). Our experiments made certain jobseekers expect to have their addresses hidden at some stages of the job application process. We find that only white jobseekers benefit from these interventions, possibly because, with their address hidden, they can "pass" for non-favela residents. This speaks to the importance of being mindful of all the dimensions of disadvantage that might affect each student: each case might require a different level of attention and treatment.

In another research project, with Matt Lowe, we explore what students can learn from academics' social media statements on matters of social justice. Can students from underrepresented minorities trust that they will be treated fairly by possible mentors, and are these academics' statements on social media informative about their offline behavior? Our audit study with Twitter users finds no racial discrimination on average, but this masks substantial heterogeneity: those who do not tweet in favor of racial justice tend to discriminate against Black students and those who do tweet in favor of racial justice compensate for that, bringing the average discrimination rate near zero. In a survey, graduate students generally overestimate how much discrimination we would find in our audit study. On the other hand, they underestimate the correlation between supporting racial justice matters on Twitter and discriminatory behavior. If this is the case among current graduate students, students who decided to leave academia earlier probably had even more pessimistic beliefs. Hence, this result also speaks to the importance of

having explicit diversity, equity, and inclusion policies and our individual responsibilities to be mindful and follow them.

I wish to continue researching the barriers that underrepresented minorities might face. For instance, my job market paper leaves open some questions about exactly which factors in a face-to-face interview lead to the harmful effects of expected discrimination. Is it social pressure, time constraints, overt stigmas, or something else? In the realm of the science of science, I have work in progress with Matt Lowe exploring the effects of social media use on scientific production. We hypothesize that researchers from underrepresented minorities may have been able to have more reach and form more collaborations once they have access to a long-range social media platform. Testing that hypothesis is important for learning efficient ways through which representation can be improved.

In my future interactions with students, I will welcome and make an effort to include students of all backgrounds, races, sexuality, gender, or other marginalized groups. Many students also require accommodations, perhaps because they are dealing with disability or mental health issues. I hope to be able to provide them or, at the very least, connect them with the right university resources.