

Statement of Diversity, Equity, and Inclusion

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I am committed to achieve diversity, equity, and inclusion (DEI), which are distinct concepts. Diversity is the presence of differences of members within a group regarding different characteristics such as race, gender, sexual orientation, ethnicity, nationality, socioeconomic status, disability, religion, and culture. Equity is an approach that guarantees all members access to the same opportunities. Inclusion is the condition where members of the group feel valued, leveraged, and welcomed.

It is well-known that in higher education, DEI are an urgent issue that needs to be addressed and corrected. For example, the distribution of characteristics is skewed to a particular group in higher education (Quintana and Mahgoub, 2016), meaning the absence of diversity. Within the classroom, even the most equity-minded teachers have subtle inequalities in the treatment of students. (Brannon and Murdock - Perriera, 2018), which potentially leads to the scarcity of equity and thus that of inclusion.

As a person with congenital sensorineural hearing loss in one (left) ear, I have encountered DEI issues through my experience. For example, as a student, I experienced difficulty following the class when an instructor uses blackboard from different angles because I do not tell the source of sounds. In such a case, I felt the environment deprived me of equity in the classroom and excluded me.

Given this knowledge and experience, I have committed to achieving DEI when serving as a teaching fellow at Yale for two years. First, I created a safe space to ask any question, which guarantees people with all characteristics or diversity. Second, I made clear the rules in my classroom (see the teaching statement for detail). This strategy helps avoid that a student does not feel evaluated on an equal scale and feel discriminated against, thus achieving equity. Finally, I listened to my students and show that I care about them as individuals and not only about their exam scores, contributing to inclusion in my classroom.

In the next stage of my career, I expect to play a more central role in designing classes (e.g., as the primary instructor instead of a teaching fellow), laboratories, and conferences. Therefore, the responsibility to assure diversity significantly increases as well as to ensure equity and inclusion since the design directly affects the characteristics of members. To this aim, I plan to do two things. First, I will keep performing the Best Practices for Diversifying Economic Quality compiled by the American Economic Association. Second, I keep recognizing the implicit biases and remediate my illiteracy about different characteristics of people.

I believe that DEI are essential for our profession to thrive, not only from a moral perspective but also from an efficiency perspective. Those traditionally underrepresented in economics will bring a new dimension to how a community functions because we can only recognize ceilings and walls when we confront them. Such perceptions are invaluable to understand better society, which is the ultimate goal of the social sciences. We all benefit from the diversity of thinking from people with

different backgrounds, interests, and expertise, and such benefits can only emerge from an equal environment and members' sense of inclusion.

References

Brannon, T. N., Carter, E. R., Murdock - Perriera, L. A., & Higginbotham, G. D. (2018). From backlash to inclusion for all: Instituting diversity efforts to maximize benefits across group lines. *Social issues and policy review*, 12(1), 57-90.

Quintana, S. M., & Mahgoub, L. (2016). Ethnic and racial disparities in education: Psychology's role in understanding and reducing disparities. *Theory Into Practice*, 55(2), 94-103.