

Diversity, Equity, and Inclusion Statement

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Growing up in a middle-class family in Vietnam, surrounded by communities facing economic hardship, I witnessed firsthand the challenges that limited resources impose on individuals' opportunities. I feel incredibly fortunate to have had access to quality education, which later opened doors to studying in diverse environments across the United States, the United Kingdom, and Canada. These experiences introduced me to people from vastly different cultures and backgrounds, sparking a lifelong passion for learning about various histories and traditions. Through these experiences, I've gained a deep empathy for the challenges faced by international students, including language barriers, cultural adaptation, and the resilience needed to navigate unfamiliar settings. Working with students and colleagues from diverse backgrounds, I've also come to understand the unique struggles faced by minority groups and those from low-income families, which has only strengthened my commitment to fostering inclusivity in my own academic and professional circles.

At the University of Toronto, where students come from diverse cultural, linguistic, and socioeconomic backgrounds, I aim to create an inclusive classroom where all voices are valued and supported. In my teaching, I work to accommodate students with a wide range of needs. For example, I ensure that students with disabilities have equal access to resources, whether by sharing lecture notes or arranging for additional note-takers when necessary, and I personally reach out to ensure they have what they need to succeed. Recognizing the hesitation some international students face, especially those for whom English is not a first language, I encourage an environment where every student feels safe and respected. I model patience and understanding, helping other students to do the same by allowing time for all to share and by affirming their contributions. I also make a concerted effort to support minority students, such as women in male-dominated classes, students of color, or those from regions impacted by conflict, like visiting Ukrainian students. I personally reach out to listen to and understand their unique needs, showing them that they are valued members of our classroom community.

In my research and collaboration with colleagues, I am committed to fostering a professional and inclusive environment where everyone feels respected and valued. I prioritize constructive feedback, always being mindful of others' feelings, especially for colleagues from underrepresented backgrounds who may feel hesitant to share their ideas. I believe it's essential to establish a culture of inclusivity, so I actively intervene if I notice any inappropriate comments or behaviors, even when no minority group members are present. This reinforces our collective responsibility to maintain a respectful environment. I'm also careful with the language I use in research discussions and writing, ensuring that my words are considerate of diverse perspectives and sensitive to how language may impact different groups. Additionally, I support mentoring students, creating an open space where they can freely share their challenges and seek advice. I also help organize student-led seminars and reading groups, which provide a supportive platform not only to discuss research but also to voice opinions and ask questions in a welcoming setting.

Looking ahead, I am dedicated to addressing the underrepresentation of women and people of color within the field of economics—a disparity I've seen persist among faculty, graduate students, and in conferences worldwide. To create lasting change, I aim to foster an environment that respects and sup-

ports individuals from diverse backgrounds, ensuring they feel valued and included within academic spaces. Equally important is understanding the challenges that prevent young, underrepresented students from pursuing research careers. Through mentorship, outreach, and creating welcoming learning spaces, I want to encourage more students to enter and thrive in our profession. While barriers and biases still exist, I am optimistic about the field's progress in embracing diversity. Conversations around inclusivity, university diversity objectives, and initiatives like mentoring networks for women and underrepresented groups in economics are all positive steps. By contributing to these efforts, I hope to help build a more equitable and diverse community within the discipline.

I believe that diversity, equity, and inclusion are not only fundamental moral principles but also essential for fostering a thriving and innovative academic community. When talented individuals are discouraged from pursuing higher education or research careers due to barriers related to their background, our field loses invaluable perspectives that could drive new insights and discoveries. This lack of diversity represents a substantial cost to the collective quality and impact of research. I am dedicated to promoting diversity, equity, and inclusion in academia by advocating for inclusive policies, mentoring underrepresented students, and actively supporting initiatives that foster equal opportunity. I aspire to help create a more welcoming and representative academic environment, one where all voices are valued and research benefits from the diversity of human experiences and perspectives.