

As a researcher and educator, my commitment to fostering diversity and inclusion in academia is deeply rooted in my background as an immigrant from Syria and my diverse educational and professional experiences in the United States. These experiences have shaped my perspective on the importance of inclusive practices in research and teaching, driving my research agenda in applied microeconomics, particularly in labor, education, and health economics. My work focuses on issues affecting minoritized groups, immigrants, and low- and middle-income communities, with the goal of contributing to policy-relevant research that can improve outcomes for diverse populations.

In the classroom, I am dedicated to creating an inclusive and equitable learning environment that supports all students. I strive to cultivate a safe and comfortable atmosphere where everyone feels empowered to ask questions and participate in discussions. To achieve this, I establish clear ground rules for respectful communication and promptly address any exclusionary behavior.

My course content is carefully selected to represent diverse perspectives and experiences. I incorporate materials from authors of various backgrounds and use case studies that reflect diverse cultures and contexts. By highlighting contributions to the field made by underrepresented scholars, I aim to broaden students' understanding of the discipline and its relevance to different communities.

To accommodate diverse learning styles and needs, I employ a range of teaching methods, including lectures with visual aids, small group discussions, and hands-on problem-solving exercises. I also provide online forums for asynchronous participation, ensuring that all students have multiple avenues to engage with the material and contribute to class discussions.

Recognizing research on racial and gender gaps in classroom participation, I implement strategies to encourage equitable engagement. These include using a mix of cold-calling and voluntary participation, implementing think-pair-share activities, and providing various options for participation, including written responses and online discussions. I also practice culturally responsive teaching by learning about my students' backgrounds and incorporating relevant examples and applications of economic concepts.

Outside of class, I make myself available to students who may need additional support or guidance. I hold regular office hours with flexible scheduling options, offer to connect students with resources and opportunities in the field, and provide mentorship, particularly for underrepresented students in economics.

I am committed to continuous improvement in my diversity and inclusion practices. I regularly attend workshops and training sessions on inclusive teaching, stay updated on best practices through professional organizations and academic literature, and carefully consider student feedback on the classroom environment and course content.

By implementing these strategies, I aim to create a learning environment where all students can thrive, regardless of their background or identity. I believe that a diverse and inclusive classroom not only benefits individual students but also enriches the field of economics as a whole by fostering a wider range of perspectives and ideas. Through my teaching and research, I strive to contribute to a more inclusive and equitable academic community and society at large.

Finally, I will continue to pursue knowledge that will allow me to improve diversity and inclusion in economics. I stay updated with methods other academics have used and shared on Twitter, AEA guidelines, subcommittees and books, and academic research on inclusion and diversity. I hope that I, along with my experiences and background, can improve inclusion and diversity.