

## Statement on Diversity, Equity, and Inclusion

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Scholarship in the social sciences is inherently related to issues of diversity, equity, and inclusion. It is my responsibility as a researcher and educator to recognize how my work is predicated on systems of marginalization and perpetuates existing inequity. As I work to uphold this responsibility I actively seek feedback for how to improve representation and accessibility in my work and attempt to be gracious when faced with criticism.

I work to increase diverse representation in research and class materials. For example, I recognized that although a shared video corpus of natural language used a diverse sample of subjects, our presentations and papers predominantly used white families as examples, implicitly reinforcing the racist belief that Black children learn “incorrect” English. To address this, I work together with a team of colleagues to maintain a collection of media from the corpus reflecting the diversity of our families that researchers may draw from when disseminating our work.

I take a student-guided approach to identifying learning barriers and addressing individual needs and invite my students to co-create an inclusive classroom community. I provide concrete tools students can use to actively participate, like using “step up, step back” guidelines, encouraging both calling out and calling in, and offering specific strategies enabling productive and respectful discussion. My classes are designed with an infrastructure of accessibility, unambiguously providing avenues for students to request accommodations and express concerns. Attending to the individual needs of students has, for one thing, led me to notice knowledge gaps related to the implicit expectations of college classes. In response to students’ quiet frustrations trying to figure out new social norms and academic lingo, I created a document of “The (Un)written Rules of College Classrooms” which I distribute along with my syllabus and update each quarter.

I am committed to continuing these efforts promoting diversity and inclusion. Diverse representation in research begins with the diversity of work students are exposed to in the classroom. I am grateful to the many psychologists and other researchers who maintain databases of work from BIPOC authors, creating an invaluable resource for diversifying my instructional materials. I hold “state-of-the-room” meetings in classes and other group settings where I hold a leadership role, allowing all members of a community to recognize areas for improving inclusion and create implementable strategies to address these concerns. I continue to produce and distribute materials like the “Unwritten Rules” document that give students practical steps toward taking agency in their education.

As an assistant instructional professor at the University of Chicago, I strive to support, develop, and be an active participant in efforts to recruit BIPOC students the university and MAPSS and advocate for research opportunities for students from marginalized communities. Coming from an interdisciplinary background, I encourage all students to explore coursework in departments across the university to complement psychological frameworks with alternative perspectives on identity, learning, and systems of socialization.

I recognize that I still have much to learn from my students, colleagues, and communities in the way of actively promoting antiracist and inclusive scholarship. As a white, educated, cisgender woman, I commit to listen, to act, and to create space for empathy.