

# Inclusive Excellence Statement

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I consider fostering diversity and inclusion within the profession to be a high priority. This priority has been demonstrated through my actions in my roles as an educator and as a researcher.

As an instructor throughout the COVID-19 pandemic, I saw first-hand how important it was to foster an inclusive community in the classroom. For a wide range of legal, socioeconomic, and personal reasons my students were spread across the globe. I worked hard to find ways to make each student feel engaged with the material, and to give each student a sense of belonging in the course. I made myself accessible via Zoom and e-mail to give students access to direct instruction and opportunities to learn who may otherwise feel marginalized by virtue of being on another continent. I also used the very content of my teaching to foster a more inclusive environment. For example, as an instructor of intermediate microeconomics I could explain the roles socioeconomic mobility plays in economic outcomes. Including such topics can make those from underrepresented backgrounds feel more engaged with the broader concepts of the course.

As an experimental economist, I have the unique opportunity of engaging with undergraduate students, especially those who may not have other points of access to the world of economic research. This is particularly true for research subjects because those who participate in paid economics experiments typically come from less economically advantaged backgrounds. I often receive e-mails and questions from subjects interested in the research's questions and methodology. These questions have been great opportunities to engage with undergraduates who may have previously not seen economic research as something they could directly participate in and learn from.