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## Diversity Statement

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I am committed to promoting diversity, equity, and inclusion. I will contribute in two ways. First, I will create an inclusive classroom and promote a professional environment with equal opportunity and fair treatment. Second, I will engage in outreach and mentoring services, especially for those underrepresented.

From my educational background and personal experiences, I believe that I have a deep understanding on difficulties that minorities face.

First, I am the first family member to pursue a Ph.D. and the first to attend a U.S. university. I first came to the U.S. as a Ph.D. student and was able to successfully integrate different views in two different cultures. I have also learnt through my teaching experience and communication with other students that students are diverse in many aspects: gender; race; cultural and religious backgrounds, socioeconomic background, skills and experiences related to a course; and proficiency in English, among others. This experience, combined with my historical and educational background, led me to have a deep understanding of diversity. I seek a professional environment with equal opportunity and fair treatment.

To achieve this, as an instructor, I am committed to creating an inclusive learning environment. I make my classroom a safe space to speak up and ask questions. One way to achieve this is to show appreciation whenever students ask questions or raise discussion points. Another way is to motivate discussion by making my class interactive with regular Q&A sessions and in-class exercises. Meanwhile, I also understand that some students may still be nervous about speaking up in the classroom. To alleviate this concern, in addition to regular office hours, I prepare a variety of communication tools, including a common discussion board that all students can follow, e-mails to answer individual questions, and an anonymous mid-term survey.

Second, I grew up in a remote town in Japan, received my bachelor's degree in agriculture from a university far from Tokyo, and changed my career to economics from graduate school. I had mental and informational barriers against application to and success at the master program in economics at the University of Tokyo.

In addition, I studied abroad at the University of Delhi as a one-year exchange student when I was an undergraduate student. I was the only international student in classrooms there and had a hard time making friends and participating in classroom discussions. At that time, one lecturer talked to me and helped me overcome my hurdles. His support greatly reduced my mental stress and gave me more confidence in myself. We still keep in touch with each other from time to time, 10 years after my days at University of Delhi. I learnt from this experience that a good educator can have a significant impact on a student's later life.

These experiences led me to seek opportunities to advise underrepresented groups and international students to enhance their confidence in pursuing their academic goals. As a faculty member, I intend to be an active participant of outreach and mentoring services for these students.