

Diversity Statement

My commitment to promoting diversity, equity, and inclusion (DEI) is rooted in my belief that everyone should have an equal opportunity to succeed in their chosen pursuits. Historically marginalized groups, including people of color, women, persons with disabilities, and those from socioeconomically disadvantaged backgrounds, are underrepresented in the field of economics ([Bayer and Rouse \(2016\)](#), [Schultz and Stansbury \(2022\)](#)). By increasing diversity among economics students, we not only promote upward economic mobility for historically marginalized groups ([Bleemer and Mehta 2022](#)), but also broaden the scope of intellectual debate by diversifying the pipeline of future faculty members ([May, McGarvey, and Whaples 2014](#)) and by fostering deliberation on group-based decisions ([Levine et al. \(2014\)](#); [Sommers \(2006\)](#)).

Through my research with Prof. Oreopoulos, I gained greater insight into the barriers faced by students from historically marginalized and socially disadvantaged groups in college ([French and Oreopoulos 2017](#)). Our research highlights how seemingly small differences in the college application and matriculation process can significantly impact the enrollment and persistence of low-income and otherwise disadvantaged students. While low-touch initiatives can improve college matriculation and persistence rates, our research emphasizes the effectiveness of personalized assistance and counseling for disadvantaged students during the application process (e.g. [Bettinger et al. \(2012\)](#), [Avery \(2010\)](#), [Avery \(2013\)](#)). Given that cumulative disadvantages hinder careful decision-making, high-touch interventions like counseling and mentoring can significantly alter the professional trajectory of historically marginalized students.

My research on the importance of personalized assistance and counseling for disadvantaged students has influenced my approach to promoting diversity in economics. Upon joining Harvard in 2017, I enrolled as an economics tutor and mentor in Harvard's Research Scholars Program (RSP), which provides opportunities for pre-doctoral students from underrepresented minority backgrounds to attend classes, work with faculty, and receive personalized tutoring. As an RSP mentor, I came to recognize the unwritten professional norms in economics. Alongside tutoring microeconomic theory, I thus engaged in candid conversations with students on how to navigate the economics profession strategically.

My commitment to diversity and equity influences my research today. Indeed, understanding the disparate impacts of public policies and market forces is the central focus of my research. My job market paper examines the heterogeneous impacts of neighborhood change on incumbent residents. Recognizing that these effects likely depend on both the race of the incumbent resident and the racial composition of the gentrifiers, my analysis carefully considers the interaction between these two facets of neighborhood change. Upon immersing myself in qualitative research and philosophical writings by and on behalf of those subject to gentrification pressures, I believed that centering race in my analysis would not only increase my model's

explanatory power, but was the appropriate way to advance a rich line of research by Black and African American sociologists and urban scholars. That the welfare effects of gentrification vary substantially depending on the race of the incumbent resident suggests I made a prudent decision.

In my role as a teacher and mentor, I will actively promote inclusion by embodying humility and designing syllabi that resonate with a diverse student body. My deep reading in urban sociology and contemporary philosophy has acquainted me with a large body of Black and African American scholarship that I am excited to share with my future students. I will also encourage students to attend office hours at least once per semester. I will provide students with clear expectations and information about the purpose and structure of these meetings to make them as welcoming as possible. These meetings are designed to help students become comfortable approaching and working alongside economics Professors. To demystify the path to success in graduate school, I will consider organizing an annual workshop tailored to early-stage graduate students addressing the hidden curriculum of economics (e.g. informal networking on the job market, gaining coauthorships and data access). That I have demonstrated the potential to foster an inclusive environment as a faculty member is evinced by my students' [feedback](#) during my times as a Teaching Fellow at Harvard. Students consistently comment on my "patience", "kindness", and "dedication" toward them.

Lastly, as a colleague, I am committed to treating all faculty and staff members with the utmost respect and creating a supportive environment for future junior faculty members to thrive.

References

- Avery, Christopher. 2010. "The Effects of College Counseling on High-Achieving, Low-Income Students." Technical report, National Bureau of Economic Research.
- Avery, Christopher. 2013. "Evaluation of the college possible program: Results from a randomized controlled trial." Technical report, National Bureau of Economic Research.
- Bayer, Amanda, and Cecilia Elena Rouse. 2016. "Diversity in the Economics Profession: A New Attack on an Old Problem." *Journal of Economic Perspectives* 30 (4): 221–242.
- Bettinger, Eric P, Bridget Terry Long, Philip Oreopoulos, and Lisa Sanbonmatsu. 2012. "The Role of Application Assistance and Information in College Decisions: Results from the H&R Block FAFSA Experiment." *The Quarterly Journal of Economics* 127 (3): 1205–1242.
- Bleemer, Zachary, and Aashish Mehta. 2022. "Will Studying Economics Make you Rich? A Regression Discontinuity Analysis of the Returns to College Major." *American Economic Journal: Applied Economics* 14 (2): 1–22.
- French, Robert, and Philip Oreopoulos. 2017. "Behavioral barriers transitioning to college." *Labour Economics* 47: 48–63.
- Levine, Sheen S, Evan P Apfelbaum, Mark Bernard, Valerie L Bartelt, Edward J Zajac, and David Stark.

2014. "Ethnic Diversity Deflates Price Bubbles." *Proceedings of the National Academy of Sciences* 111 (52): 18524–18529.
- May, Ann Mari, Mary G McGarvey, and Robert Whaples. 2014. "Are Disagreements Among Male and Female Economists Marginal at Best?: A Survey of AEA Members and Their Views on Economics and Economic Policy." *Contemporary Economic Policy* 32 (1): 111–132.
- Schultz, Robert, and Anna Stansbury. 2022. "Socioeconomic Diversity of Economics PhDs." *Peterson Institute for International Economics Working Paper* (22-4).
- Sommers, Samuel R. 2006. "On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations.." *Journal of Personality and Social Psychology* 90 (4): 597.