

I firmly believe in the missions undergirding diversity, equity, and inclusion. My commitment to diversity means that I respect and value different perspectives, and that I fight to increase and amplify their presence in the spaces I inhabit or influence. My commitment to equity means that I own my responsibility to educate myself about and acknowledge the many forms and consequences of systemic inequality, and that I am intentional to use my voice and power to fight for equal dignity and opportunity. In this statement, I describe how I enact these commitments toward more diverse and equitable inclusion in my research, service, and teaching.

I envision my research as applied sociology. It is my hope that my findings will help individuals, policy makers, and institutions of work, education, and advocacy identify and mitigate the ways in which work and working conditions are central contributors to stratification and social inequalities. In my research, I analyze how an individual's ability to pursue work that they love and live up to moral prescriptions at work vary by a host of visible and invisible identities. I am specifically concerned with individual adaptation and well-being in an economic and social context in which there is both an increased expectation of self-determination and an increased experience of precarity. Individualistic conceptions of work further obscure structural sources of unequal access to good work, which leads to unequal financial, emotional, relational, and moral outcomes. My current research focuses specifically on the ways in which gender and family status shape the experiences of professional work, and in my future work I will investigate the ways in which racism, classism, ageism, ableism, and heteronormativity effects individuals' perceptions of power and their experiences of well-being at work.

In addition to my research, I also demonstrate my commitment through university service. In every role I have inhabited in the context of the university, I have been committed to diversity, equity, and inclusion. In my role as Senior TA, I led two workshops following the 2016 election on how to preserve commitments to diversity and inclusion on campus, trained student educators on DI practices, and participated in efforts to improve support for International Students and English as Additional Language Learners. As Senior TA I was also committed to listening to and advocating on behalf of graduate student concerns, including sexual harassment, breach of employment contract, workplace hostility, and discrimination due to family status. In my current role as a Graduate Writing Consultant, in which I work one-on-one to support graduate students across the University, I continually learn how varied student experiences and needs are. This work has made me keenly aware of how often individuals feel uninformed, unseen, left out, overburdened, powerless, discouraged, or confused, and I am deeply passionate about building institutions of education that work better for *everyone*. I look forward to continuing this work as a member of the faculty.

I am personally and professionally committed to challenging racism by contending with my white identity. I aim to participate in and advocate for anti-racist causes, whether I am at a dinner table, a hiring committee, or my classroom. I have served on several panels for and mentored undergraduates and graduate students on the topics of professional development and graduate school. Two undergraduate programs which I have volunteered with are STARS and McNairs; both are prep programs for students interested in higher education who are either (or both) first-generation students from low-income households and/or members of under-represented racial groups in American higher education. Service work in my community responds to calls from critical race scholars who urge white people to educate others within their groups about race, taking the burden of education off people of color. I have partnered with a local social worker to start a book club to talk about race and what it looks like to be anti-racist. I am also a part of organizations dedicated to community peacemaking between religious groups, and between refugees or immigrants and their new San Diego community. We organize shared meals, support local restaurants owned by immigrants, and distribute food, clothing, crafts, books, and knowledge resources to immigrant and refugee families.

Finally, I am particularly passionate about the classroom as a platform for promoting inclusion and diversity. I was curious about the topic of systemic oppression when I first encountered it as a student, but I found it difficult to see. Part of my difficulty was acknowledging my own white, cis-gendered, heterosexual, middle-class, able-bodied privileges. For students who struggle to see systemic oppression and structural inequalities—as I did—I extend goodwill and accountability, and for those who are structurally marginalized, I hope to reduce the undue and unequal burdens that they often carry and help facilitate their power. I have experience teaching at a large diverse public institution where students sit in heterogeneous company and are challenged to renegotiate their beliefs and behavior. My goals are to foster an environment where individuals improve their ability to respect, communicate with, and listen to others, in order that we may see our common humanity, value our differences, and promote equal welfare, even in cases where we disagree. I pursue these goals by 1) equipping students (and myself) with cultural and social capital 2) encouraging students to use their voice through participation and 3) communicating that I am a humble ally.

First, I equip myself by reading on my own, pursuing professional development opportunities, and engaging regularly with colleagues who also care about diversity, equity, and inclusion. These practices keep me up to date on respectful terminology, encourage me to include diverse authors on my syllabi, grant me insight into diverse life circumstances, and train me in subtle but meaningful practices such as using closed captions on videos, including punctuation in posted slides, and selecting media that represents diversity. I equip my students by making them aware of all available resources. For example, I've had representatives come in to discuss free writing tutoring, introduced our helpful librarians, toured online journal search engines and outlined resources in my syllabus. In addition, I have shared information on available psychological services, tips for coping with stress, scholarship opportunities, and encouraged students to pursue our honor's program. I distribute extra handouts on how to read academic texts, how to take notes, how to study for an exam, and how to write an essay.

Second, I begin every course with community standards which state that everyone's voice matters and that I expect to hear from everyone, whether they share a comment or a question. I explain how advantageous participation and questions are to the learning process and I also tell my students that the best education comes from group wisdom, not from the experience and knowledge of the instructor (and a few outspoken students). By varying instruction and activity formats, I aim both to help students who learn in diverse ways to thrive and to help quieter students find a space that they feel comfortable using their voice in.

Finally, through acknowledging that students can teach one another, and that students can teach me, I practice humility. I am careful not to place the burden of education on minorities and I work hard to build a rapport with my students so that they see me as a humble ally. When I blunder, I apologize. When I am ignorant, I pursue knowledge. For example, I am thankful for a gracious LGBTQ student who asked that I stop using the phrase "you guys." When I acknowledge my mistakes or ignorance, I help de-stigmatize them in my classroom and provide an alternative to shame or anger. A good rapport is important for all students to feel respected and included. Students describe that I teach "*like I am conversing*" and "*in a very personal manner*," to the extent that I "*make it easier to understand*." Establishing a rapport is also critical for communicating that I know each of them are facing unique barriers to success. In my office hours students have shared a broad range of struggles, from students of color feeling isolated because their faculty are white, to first generation students feeling overwhelmed by familial pressure to succeed. The more I hear from my students, the more convicted I am to assume the best of them. I have high expectations for them, but I want them to know that I am on their side, and will do what I can to empower them to succeed.