

EQUITY, DIVERSITY, AND INCLUSION STATEMENT  
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Throughout my life, I have actively worked in the pursuit and promotion of equity and diversity. In the classroom, where I run a discussion-oriented class, I do my best to create a comfortable environment for everyone to feel included and participate. I explicitly consider gender and cultural biases that may exist, making students aware of them and tackling the issues together as a group throughout the term. I can provide three examples.

In my course, I ensure that we have topics originating from our international students' countries in the news articles and cases we study throughout the term. A second example is an award I created to foster high-quality contributions. At the end of each term, students vote for the classmate who contributed the most to their learning. I noticed that despite having spectacular female students, they got undervoted. I looked at the research and learned that people are biased toward men when choosing leadership positions. Now, before the vote, I discuss this bias with students and ask them to think twice if they realize they are only considering men. Since then, the students' votes and my perceptions have aligned more. Students (both male and female) have approached me to thank me for bringing a new perspective on gender bias and explicitly tackling it in the classroom. Third, as a first-generation immigrant who learned English in my twenties, I understand how difficult it could be for ESL students to participate and express themselves in front of the class. I have taken actions, such as pre-assigning questions I will ask in class, to help ESL students gain the confidence to contribute to class discussion in a participation-based course.

In my academic life, I have been trying to fight the stark gender disparity in our field. I have advocated for increasing the number of female colleagues at the SBE group at Sauder. I took active action to emphasize and consider female candidates when I was on the recruiting committee. In addition, I have actively mentored and welcomed the colleagues we have hired.

I twice had the responsibility of organizing the Vancouver IO conference. My co-organizer and I made sure to have a gender-balanced number of speakers, covering both the junior and senior levels and alternating the gender of the main policy speaker.

Lastly, I devoted much of my undergraduate extra-curricular efforts to overcoming the socioeconomic disparity in the Chilean higher education system. My work was academic and political. On the academic side, I worked with a team of other students to provide robust empirical evidence showing that the Chilean university selection system was biased toward selecting high-income students. We strongly believed talent and passion for knowledge exist at any income level; the selection system was unfair and inefficient, and we made evidence-based proposals to correct this inequity. On the political side, I ran for the highest political/academic student position at my university to make public opinion aware of this disparity and the solutions we proposed. After the campaign, the issue became present in every public debate about higher education. In August 2012, the Chilean government

approved and implemented the changes promoted by our team. The policy has significantly impacted the socioeconomic diversity of the Chileans accessing higher education.

Although my current research is not directly linked to promoting diversity and inclusion, my interest in competition policy stems from my strong desire to work towards more equal and fair societies. I intend to keep learning how to promote better racial, cultural, gender, and socioeconomic diversity in the classroom and academia. The positive impact of my past experiences and efforts motivates me to find new ways to improve equity and unveil diversity and inclusion issues.