# Diversity and inclusion statement

None of my grandparents went to college. Only one finished high school. Instead, they were busy surviving 1940s Europe. Despite these lost opportunities, and to a great extent because of them, education has always been important in my family. It was always a given that us children would get an education, and its importance was instilled in us from a very young age. My family's history has often made me reflect on the difficulties of being a first-generation student, and on the importance of having the support of family and teachers. My father, for example, never knew that one should study for exams; instead, he believed that exams test what one *knows*, not what one *memorizes*. No one ever thought to tell him otherwise. This anecdote and others like it remind me how important it is for educators to make themselves available to students who are just beginning their educational path—and how many things they may not know, and may not have anyone to tell them about.

As a graduate student at MIT, I taught linguistics courses to middle school and high schools students from the greater Boston area, free of charge, as part of the MIT High School Studies Program. These courses made education accessible to anyone who was able to use public transportation to reach MIT. Together with colleagues, we developed a curriculum to introduce students to various aspects of the study of language. We furthermore ensured that students from the MIT Linguistics department would continue teaching these courses even after the original group who started this project graduated and moved away. I am happy to say that five years later, these and other courses are still being taught. I would look forward to implementing a project of this sort at ▨; it is an easy way for students to obtain more teaching experience and for the local community to be exposed to quality, accessible education.

I am very passionate about diversity and inclusion in linguistics. Since graduating with my PhD, I have been serving as a member of the Linguistics Society of America (LSA)'s Committee on the Status of Women in Linguistics (COSWL). Together with several colleagues, we are leading a large-scale data-mining initiative concerning gender distribution in classrooms, linguistics faculties, shortlists, talk and poster presentations, invitations to contribute to handbook articles, journal authorship, and invited talks. We are currently in data analysis stages, and we are already noticing some concerning trends both within the field as a whole and in some specific subfields in particular. This data was reported at the LSA annual meeting in 2017. We plan to compose a report of this data as a journal submission, and to additionally to generate a report to the field, sponsored by the LSA, which will provide some suggestions for addressing and improving the situation.

In the past year, together with a subgroup of other COSWL members, we established a new Pop-Up Mentoring initiative. PUM is an event that travels around from conference to conference, giving anyone who is interested a chance to have a one-time, no strings attached, meeting with a mentor outside of their official support system. The event is open to all, regardless of gender or career stage, with the goal of helping more junior colleagues with a variety of potential questions that arise in a professional context, such as work/life balance, international student/faculty, publishing, and racial/ethnic minority

status. To date, we have organized 8 events, with over 100 participants, which have proved popular and helpful for everyone involved. In January 2019, PUM will be featured by, and sponsored by, the LSA Annual Meeting. More information on PUM events can be found at: `https://womeninlinguistics.com/pop-up-mentoring/`.

Other projects which I have been involved with as a member of COSWL have included co-organization of the LSA special session "Our Linguistics Community: Addressing Bias, Power Dynamics, Harassment" in the 2018 Annual Meeting; an initiative to nominate more women for LSA awards (which culminated in the Early Career Award being awarded to a woman for the first time in the history of the award in 2016, with a second award given to a woman in 2018); co-organization of two Wikipedia 'editathons' whose goal (among others) is to add entries for prominent female linguists which have been absent so far; and co-organization of professionalization workshops at the LSA summer institute in 2017 and the planned institute in UC Davis in 2019.

Finally, in an ongoing collaboration with several COSWL members, we evaluate the representation of women in example sentences in syntax textbooks, replicating and extending the research in Brice & Macaulay (1997). We find several worrisome trends, reflecting the over-representation of men and the marginalization of women in example sentences, along with stigmatization of all genders. This work was presented in the 2018 Annual Meeting of the LSA, and we are currently drafting a journal paper submission based on our results. This work has already sparked unofficial debates about gender representation in linguistics on Twitter and Facebook, and has led several prominent book authors in linguistics to re-evaluate and rewrite some of their example sentences — in some cases in consultation with us, and sometimes on their own.

In a current continuation of this work, I am leading a group of five Yale graduate students in two related projects building on the results of the survey of syntax textbooks described above. We examine course syllabi for representation in terms of gender and race, as well as perform a comparative study of journal articles. We are using computational tools to mine data to allow us to compare articles over time in major journals (*Language, Linguistic Inquiry, Natural Language & Linguistic Theory*; *Language Documentation & Description, Language in Society*), as well as across subfields, including in particular studies where corpus data is used more often than constructed examples, to test the effect of this variable on our results. This work is supported by Yale's Women Faculty Forum.

These are activities that I plan to continue pursuing throughout my career as a linguist. I would look forward to making myself available as a mentor, and to provide guidance in professionalization and career planning. I believe that my experiences and my presence at ▨ will help make the campus a more diverse and inclusive place.