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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 inclusivity 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. This statement begins with how I pursue diversity and inclusion in my research, followed by service, ending with the space I feel particularly committed: my classroom.

My research is intended as applied sociology. It is my hope that it will help individuals, institutions of work and education, and career counselors and others who advise individuals on work identify and remedy the ways in which emphasizing fit and work passion exacerbates inequalities and makes individuals vulnerable to exploitation and discontentment. I analyze what it means to pursue good work, do good work, and be a good worker in the new economy. I am 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. An individualistic conception of work obscures the ways that economic and psychological insecurity affect individuals unequally, rendering unequal access to work that one loves, as well as varying financial, emotional, relational, and moral outcomes. My current work analyzes how an individual's freedom to pursue work that they love and live up to moral prescriptions in the workplace are unequally affected by gender and family status. In future work I plan to explore how class and race intersect with these questions, with an eye towards how the do-what-you-love mantra may belittle less lovable work (and its workers), as well as how the desire for passionate employees adds new institutional barriers to entry and unequal emotional burdens on individuals who do not feel passionately about their work.

I have also demonstrated my commitment to diversity and inclusion through university and community service. I have served on several McNair Program panels, which is a prep program for undergraduates interested in higher education who are either (or both) first-generation college students from low-income households and/or members of under-represented ethnic groups in American higher education. In addition, I always welcome my students to come talk with me about their career aspirations and encourage them to take advantage of the social capital they have access to (e.g. me!). As the Senior TA in my department I led two workshops following the 2016 election on how to preserve commitments to diversity and inclusion on campus and I participated in efforts to improve support for International Students and English Language Learners. I was also committed to being a safe middle person whom graduate students could voice their concerns to. I advocated to the university or our department on behalf of individuals who perceived sexual harassment, breach of employment contract, workplace hostility and discrimination due to family status.

In the broader public I am part of an organization dedicated to community peacemaking between religious groups, and between refugees or immigrants and their new San Diego community. One way this group builds relationships between diverse religious institutions is by orchestrating events where members from both attend and mingle with diverse company. Another initiative identifies and encourages members to regularly patronize restaurants owned and run by immigrants. In fact, most meetings are held in one of these restaurants after leaders have built relationships with the owners! I am also part of a local organization that serves local low income immigrants and refugees by providing a weekly foodbank, clothing supply, and craft/activity for families to come enjoy. I have participated in a book-drive on their behalf, helped fundraise, and helped families with their unique needs such as finding free citizenship classes, helping with homework, or furnishing a living room. Finally, over the past year I partnered with a local social worker to start a white women's book-club to talk about race. My objective in starting the group is to initiate conversations about race and racism in my broader community, and to help hold myself and others accountable to the task of education and making an active contribution to the struggle for racial equity.

Finally, my biggest platform for promoting inclusion and diversity is my classroom. 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 contending with my own white and middle class privilege. For students who struggle to see systemic oppression—as I did—I extend goodwill and accountability, and for those who are oppressed I hope to reduce the undue and unequal burdens that they often carry and activate their power. This is my positionality in the classroom, and it motivates me to take advantage of the rich opportunities that a college classroom provides. 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 with cultural and social capital 2) encouraging them to use their voice through participation and 3) communicating that I am a humble ally.

First, I equip myself by learning and by engaging regularly with like-minded colleagues. These 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 resources available to them. I've had representatives come in to discuss free writing tutoring, introduced classes to our helpful librarians, toured online journal search engines, and outlined resources available to students with disabilities. In addition, I've 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, 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 learning 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. Though I am careful not to place the burden of education on minorities, 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 practice humility by acknowledging 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 to do what I can to empower them to succeed. I am myself a work in progress, and I work hard to encourage my students to join me on the journey towards a more diverse and inclusive, and therefore more equitable, dynamic, and vibrant society.