Ana Bracic
Diversity statement

For me, inclusion is a core value. Here are some of the ways in which it has impacted my work. First, my scholarship focuses on anti-discrimination and social inclusion. Second, I practice and write about community inclusion in research. Third, I not only teach on issues of diversity in the classroom, but also strive to expose students to diversity in the field. Finally, drawing on my experience as a woman, a first-generation college student, and a foreigner—I grew up in Slovenia and moved to the US for college—I seek out and mentor students of traditionally underserved backgrounds.

My scholarship engages with discrimination against and inclusion of ethnic minorities, migrants, and women. A large portion of my work examines the social exclusion of Roma (derogatively "Gypsies") in Central and Eastern Europe, and the effectiveness of institutional strategies that aim to promote inclusion. I study host-society reactions to refugees and migrants who traveled through Europe along the Balkan route in Serbia and Hungary, with the aim of identifying interventions that curb xenophobia. With co-authors, one of them a Roma scholar, I examine the relationship between sexism and political attitudes and behaviors both in the United States and among Roma and non-Roma in Slovenia.

I include members of the researched community in my research process. While such inclusion can substantially improve our science (which I discuss in *PS: Political Science & Politics*), I view it as an ethical imperative, especially in the context of studying the disenfranchised. Far too many researchers extract what they need from the communities they study, never to return. I endeavor to consult with community members as much as I can while ensuring that my experiments are not compromised; this sometimes involves seeking advice from community members from localities that are not included in my sample. Before fielding my projects, I sought advice from Roma on whether the games I use properly capture the discrimination they experience, and included Roma as well as non-Roma in my development of the game delivery protocols. I consulted Roma community members on whether it would be appropriate to pay study participants a nominal fee. I received unequivocal support for compensating my participants for their time, and have since heard from many Roma that I am the only researcher to do so. They see it as a sign of respect. I also hire and train research assistants from the Roma community. And, I discuss my findings and their implications with members of the Roma communities that participated in my study. In addition to practicing inclusive research, I endeavor to give back to the communities in a way that is most useful to them; this year, Roma communities in Slovenia have asked me to present my findings to community members and government stakeholders.

A number of my courses, most notably Human Rights and Contentious Politics and Ethnic Politics, address issues of diversity directly; in others, I integrate these concepts into course content whenever possible. A number of statistical analysis examples for Introduction to Political Analysis involve inequality and discrimination; students learn how to code data using State Department human rights reports. Student projects from my NGO course, in which students create a simulated "dream" NGO, have variously grappled with challenges in immigration, education, health, and police violence; one such project has grown into a functioning student organization that partners with local prisons in Oklahoma to provide sanitary products

to inmates who need them.

Through my work with the Community Engagement + Experiments Lab (CEEL), which constitutes a part of my service to the department and which I co-lead with two other tenure-track women professors, I systematically expose undergraduate and graduate students to diversity in the field. In our Exit Polling course, students conduct surveys across 12 diverse precincts in Oklahoma City. The random selection protocol forces the students to interact with every second voter exiting the polling place. This is a seemingly irrelevant technicality, but numerous students have singled it out as both the most challenging part of the experience (most would prefer to approach their peers) and the most rewarding, as they bear witness to so many different people coming together to vote.

In addition to providing research training and experience to over 100 undergraduates, CEEL prepares graduate students for field research and provides them with opportunities for collecting their own data. We have created space for women and graduate students of color to learn and work on their dissertations in an academy that is not always welcoming. First, our Exit Poll includes majority Latino precincts and we conduct surveys in English and Spanish. This creates an opportunity for bilingual graduate students to participate meaningfully in the research process, not only by working on survey content but also by leading research teams of bilingual undergraduates on election day. Second, our graduate lab research assistants have been diverse; the first was a student of color, and the second a woman. Finally, Sarina Rhinehart is the first graduate student to co-author with the three PIs, using data collected by the lab.

Other work by CEEL further reflects my core value of inclusion. In 2016, CEEL partnered with OU's Carl Albert Congressional Center to collect oral histories of first time voters in Oklahoma. Every year, CEEL works with Dr. Joy Pendley's community engagement course and local nonprofit organizations to conduct community-based research projects. One such project sought to improve emergency (tornado) weather preparedness for Oklahoma City's non-English-speaking population; another polled Oklahomans about the possibility of expanding license laws such that undocumented immigrants could obtain drivers licenses. All of these projects have involved engaging with and providing a voice to communities that have traditionally been underserved.

Finally, my personal experience as a woman, a foreigner, and a first-generation student orients me in my mentoring work: I seek out mentees from traditionally underserved backgrounds. Of the eleven students I have mentored so far, ten are women, six are people of color, two are members of the LGBTQIA community, and two are McNair scholars (recipients of scholarships awarded to students from economically disadvantaged backgrounds). I am particularly committed to mentoring students who show an affinity for quantitative research. Tellingly, most of my mentees did not recognize their own potential and very few approached me on their own. As a first generation student, I understand that approaching a faculty member can be very challenging; I therefore try to remove that barrier by reaching out to potential mentees first. Under my guidance, five undergraduates have applied for and received the Carl Albert Research Fellowship, which compensates them for assisting me with research. Of those who have graduated, one attends medical school at the University of Michigan; another, a woman of color, has joined the U.S. Air Force. I am currently co-authoring work with Sarina Rhinehart, a graduate student; and Soraya Sadik Peron, Thomas Larkin, and Jill Menke, all undergraduates.