

Diversity Statement

Hannah Alpert-Abrams
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I am committed to working towards representation, access, and equity across the arc of the academic experience, from undergraduate education to graduate, postgraduate, and professional lives. I demonstrate this through research, teaching, and advocacy.

I have made improving the diversity and accessibility of digital scholarship central to my practice as a digital humanist, which has been motivated by the need to correct for the anglocentrism of digital humanities and its consequences for the field. By building multilingual collections and tools, and by drawing attention to the importance of multilingual discourse in corpus creation and interface design, I have sought to make digital humanities more representative of the national, racial, and ethnic diversity of scholarship, and more relevant to scholars working in Latin American, Latinx, and Indigenous studies. I extend this work to my citation practices and course syllabi, and to my role as the moderator of reading groups in archival studies and book history, and of open-access bibliographies such as the crowdsourced “Diversify Your Book History Syllabus.” Through these efforts, I collaborate with my research community to undo our common biases and establish more equitable standards for research and citation.

My priorities when working with students are promoting inclusion by improving the transparency of academic systems and teaching multiple forms of scholarly communication. Higher education operates according to unspoken rules of engagement that can exclude or derail first generation students, English language learners, and those entering a U.S. educational institution for the first time, as well as those occupying other marginalized positions. For this reason, I speak and write explicitly about topics such as finding funding for internships and education, applying to and attending conferences, and searching for jobs. In line with the theory of a scholarly “community of care,” I have invested in establishing open lines of communication with students in order to learn about and provide support across regional and institutional contexts, from Texas to New England, and across public and private institutions.

Within academic institutions, I have advocated for a more inclusive environment. At the University of Texas, I argued for graduate student research appointments to include tuition and benefits, recognizing that these positions are otherwise inaccessible to international students, students with families, and students with debt. As a graduate student, I built a digital repository for doctoral students designed to demystify the graduate school processes by providing access to comprehensive exam reading lists, sample fellowship applications, and job market materials. As a postdoctoral fellow, I founded the Postdoctoral Laborers, an informal community establishing standards for postdoctoral positions. This advocacy work seeks to improve working conditions for everyone in the academy. In doing so, we hope to create more accessible and equitable conditions for those who have actively been excluded from academic institutions.

In my work I seek to embody the practice of radical empathy described by Michelle Caswell et al., joining with the scholarly community, from students to contingent workers, tenured faculty, and administrators, to build a more equitable environment for research and teaching.