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Diversity Statement

In Teaching

I am committed to teaching and learning practices that are accessible to all my students, that value diversity, and that emphasize social justice. I understand DEI beyond a neoliberal or token application as interrogating pedagogical methods, curriculum, and as moving beyond the classroom to engage in public advocacy and provide mentorship for at-risk students and marginalized students.

I utilize student-centered, interactive learning strategies to reach all of my students and to develop an atmosphere that is accessible to a diversity of learning types. By de-centering my own authority, I give students opportunities to develop their own, employing collaborative learning techniques to maximize participation. I am committed to using a diversity of presentational techniques and communication methods, inviting visual, kinesthetic, and aural learners in my classroom by incorporating multimedia, hands-on activities, informal discussion, group work, and lectures in my courses. In terms of assessment, I utilize anti-racist, labor-based grading practices (Inoue) that provide students a safe environment to take risks and that value students' linguistic and cultural differences. In line with translingual pedagogies (Canagarajah), I see linguistic and cultural differences as assets in the English classroom.

In both undergraduate and graduate teaching, I provide students an opportunity to practice transmodality (Shipka) via assignments that engage multimodal composition within narrative and public genres that allow for voices, dialects, languages, and forms beyond SAE. One of the major projects in my Composition I course is a multimodal social advocacy campaign that engages students in writing for online activism via the creation of public websites that work towards a particular ethical social goal. My graduate course in digital rhetoric begins with a project that enables students to process their academic journey using transmodal strategies in a multimodal memoir.

As graduate faculty, I make a point to collaborate and co-author with students, especially women and students of color. In the past five years, I have co-published peer-reviewed works with over a dozen students matching this demographic (not to mention multiple conference presentation collaborations). Additionally, my research supervision record demonstrates that I have successfully mentored nearly a dozen women and students of color to successful thesis and dissertation defenses in the past five years. To be an effective mentor, I practice patience, humility, and

humanity–making connections with mentees that demonstrate honesty and acceptance regarding the challenge of writing a thesis or dissertation as well as the social, emotional, and material hardships that students often face in graduate school.

In Research

In my scholarship, I am committed to projects of social justice. I am especially interested in critical-cultural study of new media and digital communities and the recognition of how these communities often marginalize or omit certain identities or types of knowledge. This is especially evident in my work on Wikipedia's systemic and epistemological biases. Despite Wikipedia being "the encyclopedia anyone can edit," its policies are truly part of a larger history of knowledge production, and in particular, follow the larger (western) project of encyclopedias in general. Wikipedia is a mirror of society's biases, and nowhere are these biases more visible than the much-discussed gender gap. The fact is that less than 20% of Wikipedia editors identify as women. This leads to all kinds of issues related to content gaps, policy biases, community climate, and harassment, all of which I address in my recently published book *Wikipedia and the Representation of Reality.*

I go beyond scholarly interrogation of these kinds of issues, however, by organizing critical interventions that directly address the encyclopedia's gender gap. To date, I have facilitated and led four major campus-wide events, an annual Art+Feminism Wikipedia Edit-a-thon in the spring of 2017, 2018, and 2019, and the fall of 2020. The Art+Feminism Edit-a-thon is a response to Wikipedia's gender gap which invited the IUP community to help improve coverage of interdisciplinary subjects related to women's representation in the encyclopedia across intersections of race and art. Over the course of the four events, 223 University community members (including students and faculty across disciplines) made improvements to 169 Wikipedia articles, resulting in a total of 33,000 new words added to the encyclopedia.

In Service

My service sexperience further demonstrates a dedication to diversity and mentoring of marginalized and at-risk students. For the past four years, I have served as the faculty advisor for the Composition and TESOL Association (CTA) – a student organization representing graduate students in the Composition and

Applied Linguistics PhD and MA TESOL programs. In this role, I have mentored and assisted graduate officers in the development of programming that seeks to provide social, academic, and professional support for all students in these programs. Such events often involve bringing in visiting scholars, organizing conferences and more informal research workshops, as well as more social and recreational events. This type of work isn't often formally validated, but I see it as significant in terms of providing students with the socialization and community-building necessary for successful professional growth.

In my service to the discipline, I am a co-editor of the open access textbook series *Writing Spaces.* In this role, I spearheaded the creation of an <u>anti-racist commitment</u> statement in Summer 2020. While the statement acknowledged that our project still "has a long way to go to become a collection that actively promotes anti-racist literacy learning and curriculum diversity," it also made some significant and active commitments to anti-racist publishing practices. Perhaps the most important of these are our commitments to publishing 1) black and minority authors in future volumes, instructional material that rejects stand English ideologies and promotes understanding in regard to the centrality of identity in language and writing, and the instructional material that promotes racial literacy.