

Statement on Diversity, Equity and Inclusion

My commitment to the importance of diversity, equity and inclusion equality has been built on a multitude of personal and professional experiences. As a woman, Latino and international scholar, I understand that many dimensions influence our place in society, such as race, ethnicity, gender and gender identity, sexual orientation, socio-economic status, culture, religion, age, (dis)ability status, among many others. My objective is to implement teaching, research and academic service practices that mirror those dimensions, in the hope this will result in equitable opportunities and outcomes for my students, colleagues and community.

In teaching, I consider diversity, equity and inclusion in all states of class planning and execution. There are two general practices that I incorporate in my classes. First, I make sure my curriculum incorporates diverse perspectives in cases, real-world examples, and a written commitment to diversity. For example, my Research Methods students craft a PR campaign for student challenges based on research they conducted during the semester. They read from a list of recommended journal articles, where women and scholars of color make up 50% of it (photographs are included to highlight achievements and positive role models, and diverse names as employed in guidelines and case examples). Students are also advised to consider these aspects when they search for new journal articles. In my Culture, Gender and Strategic Communication, students analyze a variety of international campaigns from Asia, Africa, Latin American in addition to American and European campaigns, before deciding on messages that represent groups in a stereotypical manner and create an ethical more inclusive way of representation. For instance, they may choose to redesign a cosmetics' whitening campaign from South Korea or create messages that portray Black experiences in a positive light, instead of a suffering one. In my Senior Project class, a capstone course for senior students, I organize career workshops and invite speakers from professional national organizations, such as the Black and Hispanic Public Relations Associations, to make sure students understand the importance of diverse perspectives in our industry, see others like themselves and discuss common fears as recent graduates entering the job force. Equally, I include a written commitment to diversity in my syllabi, by adding my preferred pronouns (she/her/ella), a linguistic diversity policy (diverse languages and dialects are welcome in the classroom) and a list of school resources for students (technology, psychological services, basic needs initiative, etc.).

Second, I follow the Universal Design Guidelines recommendations by providing multiple means of engagement and expression to students. For instance, in the Learning Management System, material is accessible for different type of learners, with captioned videos, audio transcripts, text description of images, etc. This is particularly important for online classes, where students may not have the opportunity to instantly verify information. Likewise, students have several options to submit an assignment (a written paper, a reflection video, a

podcast, etc.) and depending on the assignment objective, students may also choose the topic as well. In doing so, students have the possibility to show their knowledge in a matter they feel more comfortable with. For example, in the Senior Project class, students select what material they will include in their e-Portfolio, in line with their own personal, academic and professional goals. They also decide how to submit their final self-reflection for the class (where they connect the project findings to the class objectives and their future careers), either through a video recording, a blog entry or a podcast recording.

This commitment to diversity has also shaped my research, as it is oriented into understanding the media representation of minorities and investigating topics of underserved communities, such as vulnerable women in Asia, Mexico and the U.S., immigrants in the United States and Mexico, sexual minorities in Asia, and to what degree they or their representatives get to influence their portrayal. My publications have been about the cultural explanations of domestic violence in the Hong Kong press, the use of minority and citizen voices in international broadcasting (Spain, Iran and Russia), and how political knowledge is gendered through social media and families. My next project will consider the voice of advocacy organizations fighting gender-based violence in the U.S. and Mexico in creating and contesting digital messages with the press, the community and the government. These papers are part of a larger perspective that tries to challenge the underrepresentation and misrepresentation of minorities and women, by mapping out the traditional and digital news narratives in different contextual, geopolitical and cultural contexts.

Lastly, to continue enhancing my cross-cultural involvement, I serve in different committees both at the university and professional level. My participation at my current university is related to my research interests of increasing attention to minority groups and in service of the student community. I am a member of the Women's Studies Council and the Gender Equity Task Force to continue advancing best practices, in order to achieve gender equity at the university level. This year, I am the chair of the Diversity committee, and we intend to produce an actionable map of assessing the equity, diversity and inclusion goals of the department. In the academic profession, I have served in the Ethnicity and Race in Communication Division of the International Communication Association since my PhD. I am currently its international liaison officer, seeking to improve the recruitment of underrepresented scholars from non-western countries, thus increasing the diversity of ICA and bringing a decolonizing perspective to our review/recruitment process. I have also been the social media coordinator and newsletter editor of the Minorities & Communication Division of the Association for Education in Journalism and Mass Communication. In my position, I disseminate the division's news, members' publications and conference events through our media, and seek to increase engagement among our MAC members.

To continue my growth, each semester I seek to participate in a variety of faculty and professional development courses to better implement equitable pedagogies and equity-based assessments in my classroom, maintain my training in service learning philosophies and apply Antiracist Writing pedagogies to intensive writing courses and my own research.