

Statement of Diversity and Inclusion:
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I feel blessed to not teach in large lecture halls because it affords the opportunity to develop meaningful relationships with students. But, with that privilege comes a moral responsibility--as one of the few professors my students can converse with freely, I place great importance on developing an open, safe line of communication. This often means inviting uncomfortable questions and giving honest answers: *Yes, I was temporarily homeless. Yes, I have used SNAP to purchase my family's Thanksgiving the year they could barely make rent.* With the growing numbers of food or housing-insecure college students, it's important to remember that while many attend class seeking our content knowledge, many others simply need our help.

My experiences as a first-generation college student, an embodiment scholar, and a teacher at universities large and small has shown me that fostering diversity and inclusion on college campuses is one important way that I can help. No person pursuing a better life through education should be made to feel ostracized, unwelcome, or burdensome. My training in Rhetoric has conditioned me to see communication as a powerful problem-solving tool. So, in my classrooms, I take a threefold approach to implementing an antiracist, accessible, and culturally-sensitive pedagogy designed to inspire students from all walks of life. This includes:

- Developing case studies that navigate discrimination, harassment, or power differentials
- Teaching usability and accessibility as fundamental components of information design
- Facilitating opportunities for students to engage with marginalized communities

In my Professional and Technical Communication (PTC) courses, I incorporate a problem-based learning approach which puts students in simulated workplace situations. Often, these contexts include issues of systemic racism like discriminatory hiring practices. Students must apply their genre knowledge and understanding of purpose, audience, and design to take action. This approach not only helps elucidate contemporary workplace issues but illustrates how Professional Writing is action-oriented and can be used to solve complex problems.

Students also come to understand usability as a problem in need of solving, one that a variety of people with disabilities struggle with every day. Using my research background in embodiment theory, I help students realize the importance of human-centered design as they produce closed-captioning, accessible instruction sets, and web pages suitable for screen readers. I'm grateful to work with so many students who need various learning accommodations as they remind me how vital these principles are and help me continue to grow as an educator.

It's not enough for me to teach these skills in a vacuum, however. I encourage my students to put their knowledge into practice in spaces that are meaningful to them. This has ranged from service-learning courses dedicated to raising funds and awareness for Children's Home Network (a non-profit for displaced children in Tampa Bay) to demonstrating how PTC skills can aid causes like Black Lives Matter in the form of letter-writing campaigns and public-facing data visualizations. Collaborating with community groups is one of the best ways to help students put theory into practice while simultaneously dismantling biases by developing empathy.

I can't identify with every perspective, but I can try my best to listen closely and act accordingly. I trust my students to help me see the world differently, and they trust me to provide an inclusive space for learning so we might all grow together and find new ways to be more helpful citizens.