Diversity Statement

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My professional years of working with dedication and commitment, and as directly observed and experienced with colleagues, staff and students, have demonstrated that diverse teams working together build stronger and more effective alliances. It is important to find intentional ways to grow, to share and be humble, understand and support others. My working drive, purpose and priority have always been filled with a strong sense of deep engagement whereby motivation, responsibility, devotion and empathy enable me to effectively work within a multicultural/multiethnic environment and diverse population in an academic setting. I believe in the inextricable tie between diversity and excellence. Diversity, equality, inclusion and belonging play an essential catalytic role toward positively inspire, cultivate, and focus our vision of continuous learning and ability to create possibilities, enrich lives, meet the needs of our diverse communities and input from diverse cultures to the benefit of all individuals' greater overall human experience.

I also believe diversity drives innovation. Throughout the course of my life experiences, I shared my belief on numerous occasions of the ways that social inequities affect opportunities. I have been fortunate to work alongside talented, creative and insightful professionals, faculty, staff and students with whom I have collaborated and developed an intellectual and constructive working experience with productive and undeniable outcomes. I always value effective working relationships, especially those that embody cultural understanding and empathy. It is through an open mind that diversity, equality, inclusion and belonging contribute to maintaining a commitment of persistence, passion, focused energy, flexibility and vision that strengthen our experience, knowledge and life and enable us to provide and establish a connection between our working environment and the community.

Inclusion, in itself, provides a forum for equality and diversity to exist, to reinforce our engagement, to initiate a relational constructivism, to prompt openness to learning and depth of decisions making, and to determine methods to assess the effectiveness of inclusion initiatives. It not only presents high-involvement diversity practices, as well as, progresses from a focus on compliance to strategic-level effort with a demonstrated positive impact to organizational performance.

My motivation and commitment to work effectively with faculty, staff, and students, where diversity, equality, inclusion, and belonging coexist, acknowledges that differences are valuable assets in promoting continued learning; a foundation upon which I work relentlessly to create a positive environment with the promise to develop a higher and greater performance. My involvement serves to encourage collaboration as I share my very best work and respect diverse voices to foster a more effective, purposeful, and meaningful life. It is important that our way to grow within our common understanding and support of others inside the context of diversity extends far beyond visible differences. It fuels our learning and innovation and connects us closer to the communities we serve.

My research, *Mother and Child,* is universal in scope. It represents values instilled and influenced by notions of matrilineal family education which urges oneself to lead a purposeful and meaningful life and to defy and overcome impossible possibilities. Strengthened by women's beliefs and a maternal drive to allow inspiration, love and persistence to slip into our lives, it redefines and refines our individual role in society. It also demonstrates how changing circumstances and moving forward to a wider field, cultivate a culture that supports the awareness of diversity, equity, inclusion, and belonging, for gender's voice and family education within our society and around the globe, shape of our social and artistic values; it redefines and refines our individual role in society.

To be fully engaged entails that all individuals must feel included, equaled and valued. My experience and sensibility when working with a substantial population of students who are first-generation of their family and/or whose cultural background includes experience with systemic oppression due to race, gender, or other factors to attend a college or university, psychological safety and security are of the utmost importance. I strive to build and nurture a culture where inclusiveness is a reflex. There is a deep sense of pride, passion and belonging that transcends my communication connections, methodology and performance. My commitment to support, communicate, encourage, collaborate, be transparent and flexible, and promote learning resiliency lead me to recognize and understand their social, cultural, economical, as well as, personal, situational and academic challenges so to further provide them opportunities specific to their unique needs.

I believe to teach is to touch a life forever, and it impacts our growth, understanding, and society. My commitment to a diverse mix of minds, multicultural/multiethnic, where inclusion, equality, and empathy perspectives not only create an interactive, creative and innovative learning supportive climate but also bolster trustable relationships, self-confidence, as well as, motivated meaningful proficiency all accomplishable through constructive delivery, inspirational culturally responsive and sustaining teaching. Most importantly, I am able to respond, collaborate, share myself and contribute with the faculty, staff, department, college and University to future development.