**Diversity Statement Jennifer Falcón**

In my teaching I continually strive to promote diversity by creating an environment in my classroom that recognizes the value in students’ individual experiences and assets. This process establishes agency while students capitalize on the multiliteracies they bring from racial, gender, cultural, academic, and professional experiences. This allows me to break away from the universal experience myth, which helps me to establish a platform within the classroom for marginalized voices of students of color and non traditional students.

My experience as a member of an underrepresented group has taught me the importance of valuing a student’s unique experiences and individual backgrounds, both inside and outside of the classroom. In my administrative role, establishing and promoting departmental collaborations and creating peer support workshops were essential towards coalition building for graduate instructors each semester. Networking and peer support extended past my administrative role.

As a leading member within the UTEP chapter of the Rhetorical Society of America, Frontera Retorica, I was involved in implementing workshops and brought Latinx scholars outside of UTEP. These experiences opened conversations and reflection regarding multiculcultural pedagogies within the classroom. Teaching first-year composition at a Hispanic Serving Institution (HSI) helped me to understand the importance of embracing diversity through a collaborative, student-centered learning approach so that students have the opportunity to assert their own agency while analyzing what is included and excluded in theory and practice of multimodality.

As an instructor, I maintain my commitment to diversity by actively reflecting on the response to classroom activities and student-driven goals to better serve the needs of my students. This allows me to open discourse on how diverse experiences foster a positive and engaging learning environment.