

## Statement of Diversity and Inclusion in Teaching & Mentoring

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As a person of Chinese descent born in Malaysia and educated in the US, I am very aware of the power of diversity, equity, and inclusion (DEI). Growing up in Malaysia, I learned to speak three languages: Malay as the national language, Mandarin as the language my family speaks, and English as our British colonial history. The experience of learning multiple languages/cultures during my childhood had a profound impact on my cultural identity, which continued to evolve with a more complex sense of DEI when I went to college and graduate school in the US, and now in my teaching as explained below.

First, I incorporate readings and course materials from a diverse range of authors, including from non-US sources. I find that textbooks and readings in the field assigned to students are usually quite US-centric. This is understandable because the US is leading the field of Communication in the world. However, I strive to present to my students a more global view of the field, by including readings from non-US researchers whenever possible and appropriate. For example, in my *Research Methods* class, which is relatively neutral and technical, I included example papers from European, Canadian, and Asian researchers. When I introduce them in my classrooms, I will intentionally explain to my students that I am exposing them to the global conversation on a class topic.

Second, while I was a master's student at San Diego State University (SDSU), I taught a section of COM 103 Public Speaking for English-as-a-Second-Language (ESL) students. I then also taught a section for Equal Opportunity Program (EOP) students, who were first generation college students. In the EOP section, I partnered with Ann Johns, now Professor Emerita of Rhetoric and Writing Studies. She taught the students how to prepare their speech outlines/scripts, and I taught them how to present and delivery their speeches in class. Together with Johns, we partnered with Hoover High School, a Title 1 school in City Heights, San Diego, to create a serving learning project. In this project, our EOP students at SDSU partnered with Hoover High students in a mentoring arrangement. The students met in person three times during the semester, and the EOP students mentored the high school students about going to college. Not only did their examples inspire the high school students, their mentoring also deepened their own commitment to their own college education. I was too, inspired by what I witnessed. I believe these examples demonstrate my teaching and mentoring of underrepresented students.

Third, I mentored diverse students in my research group outside of my classroom. I am currently the faculty lead of my research group – the *Innovation Diffusion Lab* (IDL, IDLResearch.org) at Texas Tech University (TTU). IDL is the reinvention of the *Organizing, Communication, & Technology* (OCT, OCTGroup.org) group at Chapman University (CU), where I taught for 9 years. At IDL, I am currently mentoring seven PhD students and four master's students in various projects. As you can see from the home page, these students are diverse in terms of race, ethnicity, gender, age groups, etc. By scanning further down the page, you will meet my former students/alumni from OCT at CU, and a similar pattern can be detected. Since I started my PhD studies at the University of Texas (UT) at Austin in 2006, I have mentored 12 undergraduate students at UT, 50 students at CU (including 28 who received research assistantships through my external research grants), 12 graduate students at TTU (including 6 that I serve as chair of members of their dissertation/thesis committees). I should note that I served as committee members on a master's thesis in Amsterdam, the Netherlands, and another one in Hong Kong. All their names are listed in my CV. I believe this track record shows that I can attract diverse students in working with me. Moreover, my students at IDL also co-authored a diversity statement that we proudly post on the IDL homepage for recruiting future students. I believe these examples demonstrate my expertise and demonstrated commitment to developing expertise in cross-cultural communication and collaboration.