

Diversity statement

None of my grandparents went to college. Only one finished high school. Instead, they were busy surviving in 1940s Europe. Despite these lost opportunities, and to a great extent because of them, education has always been very important in my family. It was always a given that we would get an education, and indeed all us grandchildren have at least a BA. My conversations with those in my parents' and grandparents' generations, whose educations were not secured, has taught me how important it is to support young students who are just beginning their education—how many things they may not know, and may not have anyone to tell them about. As a professor at [REDACTED], I hope to be able to provide at least some of that support to my students.

At MIT, I was involved in teaching linguistics courses to middle school and high schools students from the greater Boston area, free of charge, as part of the MIT High School Studies Program. These courses take place one day a week over the weekend, and thus make education accessible to anyone who is able to use public transportation to arrive at MIT. Together with colleagues, we developed a curriculum to introduce students to various aspects of the study of language. We furthermore ensured that students from the MIT Linguistics department would continue teaching these courses even after the original group who started this project graduated and moved away. I am happy to say that three years later, these and other courses are still being taught. I would look forward to implementing a project of this sort at [REDACTED]: it is an easy way for students to obtain more teaching experience and for the local community to be exposed to quality, accessible education.

I am very passionate about mentoring minority students and women. In the past year, I have been unofficially mentoring two female PhD students. I created a diversity statistics page for NELS 45, which can be found at: <http://nels45.mit.edu/diversity.html>, and I am currently assisting the organizers of NELS 46 and WCCFL 34 in creating similar pages. I hope that this will be continued in future years and that the practice will spread to other major conferences as well. Since January 2015, I have been serving as a member of the LSA Committee on the Status of Women in Linguistics. As a member, I helped organize professionalization workshops at the LSA Summer Institute at the University of Chicago, and contributed to an initiative to increase the number of women nominated for the LSA early career award. I have also recently joined a European initiative to establish a summer school led entirely by female faculty. We are currently in the early stages of identifying potential instructors and an appropriate location for the school.

These are activities that I plan to continue pursuing at [REDACTED]. I hope to make myself available as a mentor, and to provide guidance in professionalization and career planning. I hope that my experiences and my presence at [REDACTED] will help make the campus a more diverse and inclusive place.