

Evidence of Teaching Effectiveness & Impact

Evaluations

The following qualitative and quantitative evaluation evidence includes online courses taught over the most recent semesters. Please note that some of my online courses may not have Blue evaluations available if the response rate was too low to generate. The following evaluation summaries may be out of order in order to utilize the best arrangement of space.

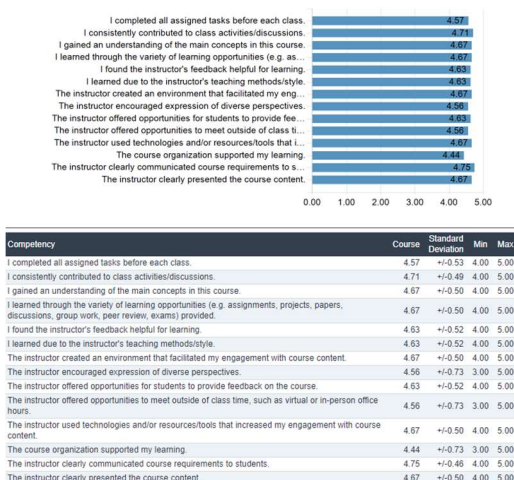
GCH 376 DL 1 F2023. Enrollment 37.



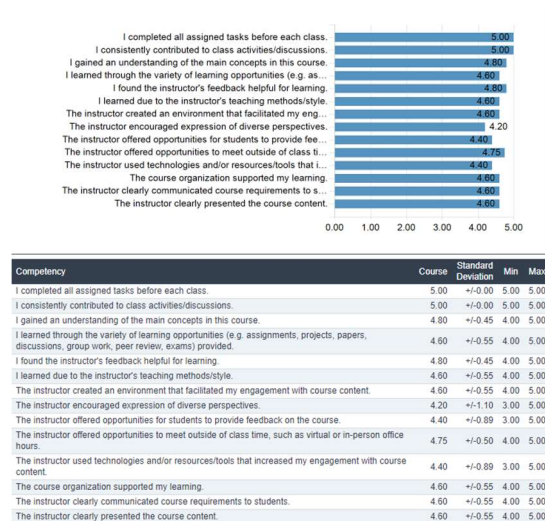
What 2-3 aspects of this course were most valuable to your learning experience?

Comments
I like how she was understanding and would allow late work to be submitted and how fast she responded to emails.
1) I found it most valuable to learn the different leadership styles and made me more confident in how to become a better leader.
2) I also found valuable how this class was mainly working in groups and it made me improve in my communication.
planning
One valuable aspect was the module of Public Health Advocacy, because I learned how to create an infographic along writing a legislative letter and the legislative process. The second aspect that was most valuable to my learning experience was the professor using LinkedIn courses for Emotional Intelligence and building teams. The most valuable aspect for me was being able to turn assignments late without penalty. This made a great difference in my case, because I have many different responsibilities that are a priority before schoolwork. Yet, I turned most of my assignments on time.
variety of assignments to learn from, teacher encouraged success by giving ample opportunities to turn in work/extra credit
Group assignments and journals.
The group work and the LinkedIn learning segments.
1. allowed us to make corrections
2. very nice on late work.

GCH 360 DL1 Spring 2023. Enrollment 43.



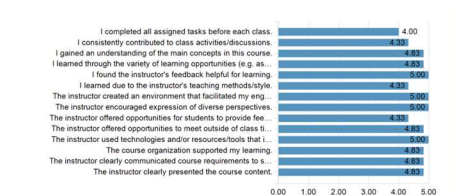
GCH/SOCW 445 A01 Summer 2022. Enrollment 39.



The evaluation ratings and comments from students are measurements which I strongly consider as I build each iteration of the course, looking at what students feel went well and what they particularly enjoyed. The descriptions and student work presented in my Evidence of Teaching Excellence & Innovation

demonstrate the students' understanding of the material and their critical thinking used to follow what they have learned in the classroom to complete the activities or assignments. Additional ratings are as follows:

GCH 360 C03 Summer 2023. Enrollment 29.

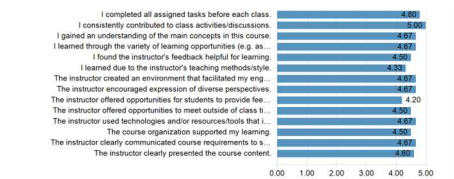


Competency	Course	Standard Deviation	Min	Max
I completed all assigned tasks before each class.	4.00	+/-1.20	2.00	5.00
I consistently contributed to class activities/discussions.	4.33	+/-1.21	2.00	5.00
I gained an understanding of the main concepts in this course.	4.63	+/-0.41	4.00	5.00
I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.	4.63	+/-0.41	4.00	5.00
I found the instructor's feedback helpful for learning.	5.00	+/-0.00	5.00	5.00
I learned due to the instructor's teaching methods/style.	4.33	+/-1.63	1.00	5.00
The instructor created an environment that facilitated my engagement with course content.	5.00	+/-0.00	5.00	5.00
The instructor encouraged expression of diverse perspectives.	5.00	+/-0.00	5.00	5.00
The instructor offered opportunities for students to provide feedback on the course.	4.33	+/-1.63	1.00	5.00
The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.63	+/-0.41	4.00	5.00
The instructor used technologies and/or resources/tools that increased my engagement with course content.	5.00	+/-0.00	5.00	5.00
The course organization supported my learning.	4.63	+/-0.41	4.00	5.00
The instructor clearly communicated course requirements to students.	4.63	+/-0.41	4.00	5.00
The instructor clearly presented the course content.	4.63	+/-0.41	4.00	5.00

What 2-3 aspects of this course were most valuable to your learning experience?

Comments
I found the zoom recordings very enlightening and the way the professor tries to connect the information with in real life situations really helps enrich what is being taught and put into perspective the topics.
The structure of classes setting
lots of material in different formats to suit our learning styles
interesting assignments that make you apply your knowledge
how helpful the professor was
-The breakdown and explanation of each topic provided by my instructor. The fact that it was a compressed class due to it being given on the summer semester was no deterrent to the delivery and effectiveness of the class.
-The fact that there was constant engagement through the week on my terms because all the information was available for the week.
This weekly videos were always available and the assignments were always due on set days, which made them impossible to forget or miss. I really appreciated the fact that the due dates for assignments were stationary and not random, it provided a stability that ensures consistency in students.
it teach us how to research in different cases and writing.

GCH/SOCW 445 DL1 S2023. Enrollment 39.

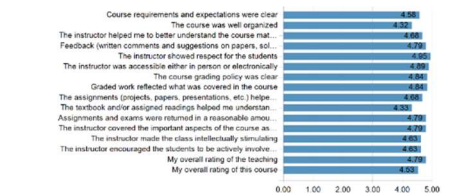


Competency	Course	Standard Deviation	Min	Max
I completed all assigned tasks before each class.	4.60	+/-0.45	4.00	5.00
I consistently contributed to class activities/discussions.	5.00	+/-0.00	5.00	5.00
I gained an understanding of the main concepts in this course.	4.67	+/-0.52	4.00	5.00
I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.	4.67	+/-0.52	4.00	5.00
I found the instructor's feedback helpful for learning.	4.50	+/-0.58	4.00	5.00
I learned due to the instructor's teaching methods/style.	4.33	+/-0.52	4.00	5.00
The instructor created an environment that facilitated my engagement with course content.	4.67	+/-0.52	4.00	5.00
The instructor encouraged expression of diverse perspectives.	4.67	+/-0.52	4.00	5.00
The instructor offered opportunities for students to provide feedback on the course.	4.20	+/-0.84	3.00	5.00
The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.50	+/-0.58	4.00	5.00
The instructor used technologies and/or resources/tools that increased my engagement with course content.	4.67	+/-0.52	4.00	5.00
The course organization supported my learning.	4.50	+/-0.55	4.00	5.00
The instructor clearly communicated course requirements to students.	4.67	+/-0.52	4.00	5.00
The instructor clearly presented the course content.	4.60	+/-0.58	4.00	5.00

What 2-3 aspects of this course were most valuable to your learning experience?

Comments
the course content, including articles and videos provided by the instructor, the discussion boards which provided opportunities for critical thinking about important topics related to the course
1. Use of various learning materials such as TedTalk videos, articles, and documentaries were helpful in learning about each concept.
2. Different types of assignments – issue brief, discussion boards, thought papers, jamboard – prevented repetitiveness and kept the learning experience interesting.
I appreciated the multiple links for each week, and the weekly emails from the professor.

GCH 360 DL 1 F2021 – course taken over halfway through the semester for an instructor was unable to complete the semester. Enrollment 42.



Competency	Course	Standard Deviation	Min	Max
Course requirements and expectations were clear.	4.58	+/-0.84	2.00	5.00
The course was well organized.	4.32	+/-1.06	1.00	5.00
The instructor helped me to better understand the course material.	4.68	+/-0.56	3.00	5.00
Feedback (written comments and suggestions on papers, solutions provided, class discussion, etc.) was helpful.	4.79	+/-0.42	4.00	5.00
The instructor showed respect for the students.	4.68	+/-0.53	4.00	5.00
The instructor was accessible either in person or electronically.	4.68	+/-0.52	4.00	5.00
The course grading policy was clear.	4.68	+/-0.57	4.00	5.00
Graded work reflected what was covered in the course.	4.68	+/-0.58	3.00	5.00
The assignments (projects, papers, presentations, etc.) helped me learn the material.	4.32	+/-1.06	1.00	5.00
The textbook and/or assigned readings helped me understand the material.	4.79	+/-0.42	4.00	5.00
Assignments and exams were returned in a reasonable amount of time.	4.79	+/-0.42	4.00	5.00
The instructor covered the important aspects of the course as outlined in the syllabus.	4.63	+/-0.60	3.00	5.00
The instructor made the class intellectually stimulating.	4.63	+/-0.60	3.00	5.00
The instructor encouraged the students to be actively involved in the material through discussion, assignments, and other activities.	4.63	+/-0.60	3.00	5.00
My overall rating of the teaching.	4.79	+/-0.51	3.00	5.00
My overall rating of this course.	4.63	+/-0.56	1.00	5.00

What aspects of the course and the way it was taught helped you to learn?

Comments
Slide presentations and the professor's optional zoom meetings. She also was very understanding and gave us more time to complete assignments. And another thing that was helpful was that she opened all the modules so we can work ahead in case we had a busy week coming up. Professor Snyder was great.
The writing assignments certainly helped me learn the material. I also really enjoyed the infographic assignment.
Professor Snyder took over this course midway through the semester from another instructor. She quickly re-organized the weekly assignments to make them more meaningful and communicated expectations to us clearly.
I really enjoyed this course. Although Professor Snyder took over the course halfway through the semester, it was a very seamless transition between professors and Professor Snyder was very understanding. Prof Snyder was very kind and her feedback was very helpful. Instructions for assignments was very clear. Overall I very much enjoyed class with Prof Snyder and look forward to more in the future!
The fact it was self paced
There was less discussions and more self work which I appreciated
All the assignments helped you prepare for the big project
Professor gave well written instructions and interesting assignments
Creativity
The writing assignments really helped me in reflecting on the week's lesson.
I really liked the writing assignments and the disaster activity. I feel that both of these things stimulated my brain and really made me think about the topics at hand.

As stated in the Evidence of Teaching Excellence & Innovation, students, staff, and faculty have shared their support and acknowledgment of my teaching methods and style, a few of which I share via screenshots below. In addition, my letters of support for this award come from a dean-level mentor and a former student, which I also hope demonstrates the range of recognition for my unique instruction style and professional growth.

From: Kelly A Beckwith <kbeckwi2@gmu.edu>
Sent: Wednesday, September 20, 2023 1:41 PM
To: Shannyn R Snyder <ssnyder7@gmu.edu>
Cc: Carolyn Drews-botsch <cdrewsbo@gmu.edu>; Jessica Pope <jpope15@gmu.edu>
Subject: UG student survey comment

Hi Shannyn,

I'm looking at our undergraduate student exit survey and when asked this question: **In what ways do you think the Department of Global and Community Health was successful in addressing diversity and inclusion? Please be specific**, a student wrote:

Professor Snyder. POINT. PERIOD. BLANK. The best teacher this department has and has the best methods of including all students into the activities. She genuinely listens and wants to help out in whatever way she can. The rest of the department should take notes from her.

Thought you'd want to know!
All my best,
Kelly

 Dean, College of Health and Human Services
To: Kim Winnard; Suzanne C Carmack; Danielle Catona; Lisa L Lindley; Sara Hoffman; Kristen Vlaun; Virginia S Blair; Margaret Slavin; +2 others Sun 5/24/2020 7:42 AM

Start reply with:

Everyone,

Just a short note of **congratulations** for such excellent teaching ratings from our students. After all, they are the reason we are all here – to help them achieve their dreams and to be career ready.

Thanks,
Germaine



Hello Shannyn,

Thank you for your referral to the Student Support and Advocacy Center for your student [REDACTED]. I will be contacting the student this morning to offer resources and support. If you have any further questions, please let me know.

Sincerely,
Michele Song

Michele Song, MA
she/her

Assistant Director for Student Support and Respondent Services
[Student Support and Advocacy Center](#)
George Mason University
Student Union Building I, Suite 3200



Maria Perez

To: Shannyn R Snyder

Cc: Brian K Gillette



W

Wonderful, thank you!

Great, thanks for letting me know!

Great news! Thank you!

Hi Shannon,

It looks like [redacted] met with Troy. He is great advisor and will help her as needed.

Thanks for being a faculty who cares about her students.

Best,
Maria

Maria Perez
Associate Director, Undergraduate Student Success
Office of Student Affairs
College of Public Health, MS 6C4
Peterson Family Health Sciences Hall, Ste 1000
mperez7@nmu.edu

Thank you for making the class so fun! This was my favorite class this semester. I got an awesome job helping and advocating for teens with eating disorders, and I start this month after graduation. This class helped me see my desire to advocate for those in need. Your passion for people in similar areas shows!

God bless you and yours,
[redacted]

From: [redacted]
Sent: Monday, February 5, 2024 11:05 AM
To: Shannyn R Snyder <ssnyder7@gnu.edu>
Subject: Leadership Case Study Interview

Hi Professor Synder!

I trust this email finds you in good health and high spirits! I am currently reviewing an assignment for the GCH 376 course, and it requires me to interview a public health professional who I would want to become in the future. As I review the prompt, I instantly thought of you and how much of an impact you'll made on myself and my professional public health journey. I also have watched while in your class how you impact so many around you, and how many look up to you as a person aside your profession. Therefore, it would be an honor to ask you for an interview discussing your experience as a public health professional. The assignment is due on February 25, 2024, at 11:59 p.m. If I could interview you one day next week upon your availability that would be great! I thank you again for all you do the community inside and outside of the public health profession.

Sincerely,
[redacted]

Good Evening, Professor Snyder,

My deepest gratitude for being such a great person checking up on her student's well-being. I enjoyed our conversation last night and am determined to finish this semester strong. Please look at the attachments to this email for the documents I will need for our meeting on Thursday.

Warm Regards,
[redacted]

Hi Professor,

Although I am not fully able to express my gratitude in words, I just wanted to say thank you so very much. Through all the ups and downs I had to face with my health and my academics this semester, I appreciate that you were always motivating, helpful and understanding. Thank you for being such an amazing professor, the best! I definitely learned a lot in 360 and it opened my eyes to many environmental issues that I was not aware. It's made me a better student, person and informed world citizen. For everything I've said above and much more, I will be forever grateful to you. Thank you so much. I truly appreciate everything you have done for me.

I look forward to learning more from you through the research for the website and in 376 (I think I might push it to next fall :).

At the end of every semester, I always try to ask my professors one thing they believe I should improve upon for the next semester. I always try to implement that recommendation the following semesters and it has helped me so much. I was wondering something that you noticed that I could work on would be.

Happy Holidays! I hope you and your family have a wonderful holiday and a very prosperous and happy new year!

Your forever grateful student,
[redacted]

Hello Professor Snyder,

I would like to take this time to thank you for everything that you have done for me this past semester. In the beginning, when I was unable to register for courses you had understood my situation and not only allowed me in your class but also worked with me to access the materials/assignments that I could not view in Blackboard. At the time, there was a physics lecture that was open at a conflicting time as your lecture, but it was full, and I couldn't join even if I wished to. After having met you in person for the first time during syllabus week, however, I decided I wouldn't have done so even if there was a spot available.

I turned in the first few assignments towards the beginning of the semester, but then I began missing assignments which slowly started to pile up. After a point, I had felt too embarrassed to come to your office or to even attend class until I caught myself up with the assignments after which I told myself I would come to you and apologize in person and explain that I got overwhelmed and that I wouldn't let it happen again. It then reached the point where I began to receive your emails in which you attempted to reach out and help me succeed in the course which made me feel further ashamed in myself for having allowed myself to fall so far behind. The reason I did not drop the class when the drop deadline came was because I had convinced myself that I would eventually get to all my outstanding work and complete it in time to receive a passing grade. When the deadline for all the assignments came I was not prepared and was unable to complete all of them on time which is when I decided I would do my best on the paper and hope for the best. Towards the end of the semester, I got caught up in all the projects, assignments, and exams for other courses and did not allow myself adequate time to complete the paper which is why I was left with no choice but to submit my paper incomplete for partial credit.

I could have done many things differently to ensure I received a good grade in this class as you were not only very generous in your extension of the assignment due dates, but also offered extensive extra credit opportunities throughout the duration of the course, I simply failed to take advantage of these resources/opportunities. I was too scared to come and speak with you in person for fear of sounding like I was making excuses or seeming out of line for asking for help when I was at fault. It was my responsibility to complete the assigned coursework within the allotted time period and submit it by the given deadline which I failed to do along with my failure to attend the lecture which is why I received the grade that I did. I do not have any complaints as I am receiving the grade that I deserve so I hope you do not read this email as a complaint towards you or a request of any sort. Rather, I was very surprised on numerous occasions of your willingness to help me when I was not reciprocating those efforts. I am sending this email to genuinely thank you for putting aside any judgment you may have had towards my behavior and actions (or lack thereof) and providing chance after chance for me to get back up and do well in the course.

I will definitely take this course again, but I hope to be able to take another course with you sometime before I graduate from George Mason and demonstrate my true academic skills as a student.

Thank you once again and happy holidays!

Letters of Support

The following letters of support from a) Catherine J. Tompkins, PhD, MSW, FGSA, FAGHE, Associate Dean for Faculty and Staff Affairs, Professor, Social Work, College of Public Health, George Mason University and b) Allison Miles, BS, CHES, Community Health Graduate, Department of Global and Community Health, College of Public Health, George Mason University, Class of 2023 are offered for your consideration.

[Remainder of Page Intentionally Left Blank]



CPH Office of Faculty & Staff Affairs

4400 University Drive, MS 2G7, Fairfax, Virginia 22030

Phone: 703.993.2838; Fax: 703.993.1622; Web: ohhs.gmu.edu

February 9, 2024

To Whom it May Concern:

It is my sincere pleasure to recommend Shannyn Snyder for the 2024 Online Teaching Excellence Award (OTEA) for adjunct faculty. Shannyn is a superstar in the College of Public Health! She has been an adjunct faculty member for many years and provides great support to students, other adjunct faculty and full-time faculty within the Department, College and across the University.

Shannyn has shown great growth and dedication as an online educator. One of the courses (an online course) Shannyn taught during the Fall, 2023 semester (an ethics and leadership course) enrolled 37 students. She is creative in how she engages students online as well as her expectations of students in her class. Shannyn is appreciative of the diverse backgrounds of students and works to meet their needs. A few comments from students include:

"I like how she was understanding and would allow late work to be submitted and how fast she responded to emails."

"One valuable aspect of the course was the module of Public Health Advocacy, because I learned how to create an infographic along writing a legislative letter and the legislative process. The second aspect that was most valuable to my learning experience was the professor using LinkedIn courses for Emotional Intelligence and building teams. The most valuable aspect for me was being able to turn assignments late without penalty. This made a great difference in my case, because I have many different responsibilities that are a priority before schoolwork. Yet, I turned most of my assignments on time."

The impact Shannyn continues to have on both students and faculty is remarkable. For example, she developed the *Water Health Educator* as an education forum to connect college students and public health professions, as well as the general public with news of community, regional, and global issues concerning water. Shannyn was the recipient of the University's 2018 Adjunct Teaching Excellence Award by utilizing Facebook to establish communication and community among her students.

Shannyn is currently overseeing the adjunct faculty evaluation process and building community among the adjunct faculty in the Department of Global and Community Health. In addition, she is helping me with establishing a mentoring program among adjunct faculty in our College. At the University level, Shannyn was active with the Adjunct Faculty Committee since 2019 and chairing the committee for 2 years (2021-2023).

Shannyn Snyder is incredibly well deserving of this award. If I can be of further assistance, please do not hesitate to contact me: 703-993-2838; ctompkin@gmu.edu.

Sincerely,

A handwritten signature in blue ink that reads "Catherine J. Tompkins".

Catherine J. Tompkins, PhD
Associate Dean for Faculty and Staff Affairs

January 31, 2024

Dear Awards Committee,

My name is Allison Miles, and I'm a recent Community Health graduate from George Mason University. I am writing to you because I wanted to write a letter of support expressing just how extraordinary a professor and mentor Shannyn Snyder has been to me for the past two years.

Throughout my college career at GMU, I have had many wonderful professors who work in the Global and Community Health Department. However, I can confidently state that Professor Snyder is the best instructor I have ever had, not just at GMU but throughout my entire college experience. Her research, personal anecdotes, and teaching assignments are inspiring and thought-provoking. Additionally, she was one of the only people in my life who truly fostered my desire to eventually pursue a career related to health research, advocacy, and policy, specifically tackling issues related to the social determinants of health in Indigenous and Native populations in the U.S.

Professor Snyder also helped me get my first internship in the summer of 2022 at the International Association for Indigenous Aging, where I learned so much about the ins and outs of basic health research and how to effectively collaborate with others in a professional, remote setting. This opportunity eventually led to me becoming the first author of a literature review involving social media as a tool for health behavior change and education in American Indian and Alaska Native adults, which is currently under review by the CDC.

Professor Snyder has always made time for me, even during her busiest days. Over these past two years, she has continuously motivated me to be the best student (and now, the best future health researcher) that I can be. Now, she even goes above and beyond the expectations of a mentor by always enthusiastically providing me with opportunities to further my career. Therefore, I wanted to emphasize just how much her support, patience, and guidance have meant to me as a student who is now finding their way in the complex, yet rewarding world of academia.

In my opinion, Professor Snyder is an invaluable professor at GMU, although any university would be lucky to employ her. She is incredibly passionate about the social issues and history related to community and public health, and she genuinely cares about the well-being and career goals of her students. All that is to say: I am truly honored to be a mentee of hers.

If you would like to further discuss any of these points with me, please feel free to contact me at this email address at any time.

Sincerely,

Allison Miles
Community Health Graduate
George Mason University

Email: amiles7@gmu.edu

Closing Statement

For my conclusion, I would like to share my diversity statement which I feel is an integral part of my teaching excellence, as I strive to teach my students in inclusive and innovative ways so that they may feel included in academia rather than inferior to it and to encourage them to take up space in our University and as citizen of their communities and the world. Students need to be assured that the instructors they place their confidence in understand equity and divide and will work alongside them towards social solutions that will have a great bearing on their health and wellbeing and those they may advocate for in the hopeful future they envision. Along with professors in many other disciplines, we instructors in public health hope to impart our students with the foundational knowledge to critically connect theory and praxis for population-centric, real-world solutions that are sustainable and encompassing, while remaining aware of potential blindness that may inhibit true health equity is recognized and considered. Finally, thank you for your consideration of my portfolio for the 2024 Online Teaching Excellence Award.

Diversity Statement

In thinking about diversity, I recall an impressionable book from my graduate studies, *The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality* by Walter Benn Michaels. I keep this work on my shelf and mention it to students, when I am teaching on topics of population-centricity, office culture, or minority health, as it is a reminder that while we may *understand*, *accept*, or *support* diversity, we may actually only be referring to a person's visible identity, such as their [assumed] gender, race, or ability, and not the complex, layered, seen and unseen, intersectionality that inhibits social and structural equality or health equity. I have an academic interest in this genre, thus I am passionate about discussing these constructs with students, as we think for example, about organizations that are explicit in their diversity statements but have no minority representation at the management level, or when medical practitioners make *stereotypical* assumptions based on appearances or health behaviors, but ignore the potential barriers of access, language, literacy, or socioeconomics.

As a teacher, I know that I must be intentional about how I *show up* in the classroom, particularly when I not only educate about the concepts of color- and gender-blindness, but I must also acknowledge our different learners in a meaningful way as part of teaching pedagogy, especially by not making classroom-wide assumptions about their health literacy or life course. I encourage students to share stories and personal examples, reiterating the confidential and safe space of our classroom, especially as an environment where we can learn from the experiences and stories of others, as a way to think about those who need to be included in population health. I also share reminders that one student's story is not representative of all students from their ethnic background, nor can we assume that all experiences are shared. However, it has been equally powerful when students are able make connections to theory and each other, based on similar experiences. It tends to be affirming.

I am grateful that teaching at George Mason University has enabled me to collaborate with a diverse community of students, including those who have personally made me aware of their challenging social determinates, such as immigration status or experiencing housing or food insecurity. From ensuring that students recognize, not just from what I say but how I express this understanding through teaching, I convey that I am accessible, approachable, and non-judgmental. I try to get to know my students, even if it is just to make a few mental notes about potential obstacles to their success during that semester, which may then later prompt me to check in after a string of missed assignments or if they stop attending class. My connection with students enables me to recommend them for scholarships and awards or encourages them to mentor others through first-year or first-generation challenges.

I have also connected students with resources within and outside of the University, as well as helped them brainstorm through problems which may be impeding their academic success. For example, one student who was feeling pressure to support her family through a sibling's mental illness and her mother's physical

disability, felt lost as to how she could continue her studies and be the sole driver, translator, and caregiver for her immigrant family. In addition to connecting her to Student Advocacy, we verbalized that her course work was not only time she needed to invest in herself, but also through college graduation, she may be better able to support herself and her family in the future. Another student shared that I was one of the few people that he was “out” to as a gay man, stressing over the potential rejection of his family, if they were to find out about his sexual orientation. He was too worried to connect with GMU’s LGBTQ Resources and Advocacy Center, for fear that his name or photo could cause him to be outed in some way, so we spent time focusing on how he could take care of his mental health and other potential resources for support, such as NovaSalud for inclusive housing options. Another student who was sponsoring both of her parents’ immigration through two full-time jobs was having difficulty meeting assignment deadlines, so we worked together on reasonable extensions. I have also learned how to be inclusive when instructing students with disabilities, such as hearing impairments, and have tried to make it a matter of habit to use transcribed or closed-captioned resources when possible, or to work with Assistive Tech ahead of schedule, so that the students have the same experience as those without hearing impairments, such as by not having delayed materials. When I taught a student using a wheelchair, I made sure that active and experiential learning opportunities included accessible options that would result in the same learning outcomes. Since that semester, my experiential learning assignments have always offered a range of options that all students can choose from, regardless of abilities. In addition, both of my BIS mentees were from racial or ethnic minority backgrounds, and their public health focuses for their interdisciplinary degrees centered on issues important to them, such as Head Start access for Hispanic children and Black Veteran health. Thus, it was interesting to help them research and navigate a health topic that was also personally or culturally meaningful to them.

As part of a tuition benefit of adjunct teaching, I have also completed a graduate certificate in Women and Gender Studies, focused on health equity and women, and I have taken stand-alone courses in topics such as LGBTQ obstacles in education, and disability and equity. These have heightened my awareness of the barriers that students face in education and have enhanced my own lesson plans in these topics, particularly in GCH 445: Social Determinants of Health. I have also shared lesson plans and activities at the Stearn’s Innovations in Teaching and Learning Conference on topics of creating inclusivity in the classroom, and I have welcomed fellow faculty to engage with my students, such as inviting Dr. Lisa Lindley to do an interactive lecture with my students on cultural competency, or former classmate, Tresa Welch, to share her lived experiences with disparities in D.C.’s Wards 3 and 8. Thus, I greatly acknowledge that it could be misconstrued as privilege to only share my interpretations of diversity within the classroom, so I continually strive to invite those with authentic experiences to enhance student learning. This will also be my third year as the Learning Partner for GMU’s Social Action and Integrative Learning Alt-Break for “It’s Not Them but Us, Turning the Tide on *HIV* and *AIDS*.” Not only has it been a valuable opportunity for me to learn more about STDs and STIs, as we understand the barriers faced by those living with HIV and AIDS, but I am also there to support the trip leaders and participants, as they navigate through what can often be new or uncomfortable conversations.

Through these experiences, I also learn more about the importance of inclusive vocabulary and meaning, and how *not* being intentional in what I say or how I say it can be exclusionary to students or the community. For example, I recently volunteered to be tasked with coordinating a more deliberate committee search for Adjunct Faculty Committee members who better represent a diverse college. As it is the University’s intention to recruit a more diverse University faculty, by acknowledging the barriers that teachers who identify with a minority may face, we can seek to understand why certain candidates may not be applying to the committee or, potentially, to the school. Thus, I hope that my mindful teaching practices, inclusive behaviors, and ongoing proactivity will help me continue to evolve my own understanding of diversity and be instrumental in GMU’s commitment to equality.