

Teaching brings me joy. When my to-do list is getting overwhelming, I always check off the teaching-related items first. Whether it is preparing a lesson, working with students to solve problems, or even grading assignments, I find teaching tasks energizing and rewarding. In the classroom, I try to convey that I not only find the material interesting and important, but also that I find the act of teaching to be important. In a research environment I am most rewarded by mentoring undergraduate and Masters students as they discover how to use engineering tools to solve problems in healthcare. As I envision myself making an impact in others' lives, it will largely be as a teacher.

In this role, it is my goal to guide students to become resourceful, ethical, forward-thinking, and empathetic problem-solvers in both their professional and personal lives. For this to be possible, I need to structure my classroom so that all students feel part of the community. When a course is beginning, I picture myself in the students' shoes and try to organize aspects of the class so all students can access the content. This includes captioning video lectures, using inclusive example problems, and establishing course policies that accommodate students' needs as much as possible.

I have taught or assisted in largely quantitative courses, primarily in Masters of Public Health/Masters of Health Services Administration graduate programs. Teaching in these programs can be challenging because students' undergraduate and professional experiences are extremely broad. When teaching such a range of backgrounds and learning styles, I try to follow a few principles. First, I explain concepts, especially the most challenging ones, in multiple ways. I outline the theory behind complex concepts, use examples from real-world settings, and show how new ideas connect to larger course objectives. Next, I balance the instructional style between lecture/presentation, discussion, and student practice. This balance is necessary for students to have positive and meaningful experiences during class sessions. Finally, I establish various assessment methods so students can demonstrate their learning in at least one way that reflects their strengths. I particularly emphasize real-world context for assessment, including team projects, written assignments, and take-home examinations, all of which permit students to utilize many resources and do not require unrealistic time constraints.

Many students in my classes tend towards introversion and often prefer working alone using whatever learning methods they have previously found effective. Of course, in their professional lives, success often comes through working in interdisciplinary teams and there is no singular way to solve most problems. To accommodate these disparities, I assign term-length team projects with a variety of roles - data manager, communicator, analyzer, etc. Each student rotates through the different roles over the course of the term and is responsible for at least one deliverable while in each rotation. This structure encourages students to better understand how different team members contribute to complex projects. Further, this structure gives students opportunities to both flex their strengths when they are in more comfortable roles but push themselves when they take on unfamiliar duties. Project teams are organized to be as

experientially diverse as possible, so students can leverage their team members' expertise as they develop their own skills.

When a course term ends, I want students to leave my classroom with an understanding of how to structure problems, how to apply tools and models to approach those problems, and how to communicate their approach to a range of audiences. I want my students to see how course content fits into their own "big picture," so they can apply their skills to whatever domains they find exciting and important and to understand how they can make positive contributions in these domains. Further, my students should comprehend and prioritize the human-level implications of quantitative decision-making so they can exercise humility and empathy when developing and communicating solutions.

My role as a teacher extends beyond the classroom to mentoring students. I was rather lost early on in my undergraduate studies, but later found incredible mentors who have guided me to and through graduate school and professional opportunities. It is my primary commitment outside the classroom space to mentor students and ensure they have the resources and skills they need to discover and achieve their goals. I have mentored student and co-worker peers consistently throughout my academic and professional experiences, including initiating a peer mentoring program in my MPH department, and serving as a mentor during my PhD studies for undergraduate and graduate students. An additional commitment outside the classroom is communicating research with individuals outside of the university. I particularly enjoy engaging with K-12 students and educators to share research updates and introduce new concepts and subjects to this audience.