

HANNA GLENN

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Diversity and Inclusion Statement

As both a scholar and educator, I am committed to creating an environment that embraces diversity, equity, and inclusion. I believe that fostering an inclusive academic setting is crucial to generating innovative ideas and solutions, especially in a field such as economics, where differing perspectives enhances our understanding of complex systems and behaviors.

In the classroom, I strive to make economics accessible and engaging for all students, regardless of their background. Emory has an incredibly diverse student population, which has given me the opportunity to learn and grow in my ability to support and meet the needs of all students, regardless of their characteristics. As a teaching assistant, independent instructor, and mentor to undergraduate researchers, I have worked closely with students from diverse academic, cultural, and socioeconomic backgrounds. To ensure that all students feel included and supported, I make use of varied teaching methods, including interactive discussions, learning-by-doing, and real-world applications of economic theory, which cater to different learning styles. I strive to be available and approachable, maintaining high standards for my students while offering grace and understanding when they need support. My goal is to provide multiple entry points to the subject matter so that all students, regardless of prior experience, can succeed.

I also recognize that students bring unique perspectives shaped by their life experiences, which I encourage them to share in the classroom. By fostering an environment where students feel valued and heard, I aim to break down barriers that may prevent some from fully engaging with the material. For example, I actively encourage participation from students who might be hesitant to speak up, while also being mindful of balancing voices in the classroom to prevent any single viewpoint from dominating. When lecturing, I incorporate examples that highlight the ways in which economics impacts different communities and groups, allowing students to see themselves reflected in the material and understand the broader societal implications of economic decisions.

My commitment to inclusivity extends beyond teaching. As a researcher, I aim to investigate how firm leadership structures impact health outcomes in under-served populations, with the belief that understanding these dynamics can inform policies that promote health equity. I am particularly excited about the future of my research agenda, in which I hope to fully engage the potential for diversity in hospital leadership to affect hospital practices and health disparities.

I am dedicated to contributing to an academic community where all individuals, regardless of their background or identity, feel welcome, respected, and empowered to reach their full potential. I view diversity not only as a matter of fairness but also as a vital asset in academia, one that enriches the quality of our research and the experience of all students.