

Throughout my childhood, my parents pushed me to prioritize education above everything else. They hoped to give me educational opportunities that were impossible for them as both children of impoverished families and Vietnam War refugees. Despite doing their best to set me up for success, my parents could not mentally prepare me for the difficulties of being a first-generation Asian American student at a predominantly white university. I encountered obstacles including but not limited to racial microaggressions, the lack of cultural competencies in university counseling services, and the absence of diversity in course content. These experiences taught me, and many other students of color, that we did not matter. To ensure that the next generation faces less challenges, I use these experiences to inform my approaches to teaching, service, and scholarship with the goal to become a professor who can both advocate on the behalf of students of color and mentor them on the hidden curriculum of higher education.

I have had multiple opportunities to integrate inclusion in teaching as a graduate teaching associate with six combined years of experience at Minnesota State University, Mankato and The Ohio State University. I teach courses like American Racial Minorities and Introduction to Gender. These general education courses attract a diversity of students from different backgrounds. To ensure a meaningful learning environment, I frequently use anonymous surveys to learn about specific course aspects that students find helpful and/or unhelpful. In one course, some students felt that one student of color spent too much time sharing in discussion. I rephrased the feedback so that student did not feel targeted when sharing the results in class and changed my approach so that other students had more time to prepare for discussion. This change helped the student of color and the other students feel welcome and valued, as noted in messages from students after the course ended. I am also mindful of accessibility in my teaching as a disabled person myself. I structure my courses to be as accessible as possible like providing no-questions-asked extensions and creating success plans

with students who need more accommodations to complete the course. In 2020, a student with a disability recognized me as an Access All-Star for promoting access and creating an inclusive environment.

I am also committed to mentoring and providing resources to other graduate students of color. As the current POC caucus leader for my department's graduate student organization, I build community with other graduate students of color and advocate for our needs. For example, graduate students of color in our program often feel isolated and desire community with each other. I relayed these concerns to our department and was able to procure funds to host retreats for our graduate students of color. As a graduate consultant at the Drake Institute for Teaching and Learning, I developed a workshop series for graduate students of color to prepare teaching portfolios for a predominantly white job market. I guided participants into drafting portfolios that strongly demonstrate their capabilities and invited newly hired tenure track faculty of color to converse with participants about the application process. I have currently facilitated two rounds of this series with most of the participants feeling more confident in entering the job market.

In my pedagogical scholarship, I advocate for the importance of diversity and inclusion in teaching practices at national conferences. At the 2019 National Women's Association conference, I presented on how course design can maintain ideas of diversity as "boxes to check" and offered strategies on genuine inclusion like structuring a course to be mindful of various marginalized groups from the start rather than limiting each group to a week. At the 2021 Professional and Organizational Development Network in Higher Education conference, I facilitated a discussion on how most programming centers whiteness in teaching like how teaching portfolios workshops do not acknowledge racism in the job market process. I also guided participants in compiling a resource list together on how to support graduate students of color in their teaching. I am proud of these efforts thus far and I look forward to continuing my commitment to diversity and inclusion in teaching, service, and scholarship in the future.