Course Instruction. "*The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.*" To be human is to have natural curiosity about people. As a teacher, I capitalize on this curiosity, knowing that all students can learn to appreciate social science because it provides a systematic, data-driven way to satiate their natural desire to know why people behave the ways that they do. In my courses, I galvanize students to think deeply in order to apply learned concepts to the world around them. Since 2016, I have taught four offerings of Cross-Cultural Psychology (PSY 3450), an undergraduate honors seminar in Social Cognition (PSY 4963), and a graduate seminar in Intergroup Relations (PSY 7964). Based on the success of PSY 4963, I successfully developed and taught a new course, Social Cognition (PSY 3415), which is now a core course for the undergraduate psychology major.

The course that I have taught most frequently is Cross-Cultural Psychology. Teaching Cross-Cultural Psychology at Utah, and in the current political context, has certain challenges. Because it fulfills a diversity GE requirement, the enrolled students have varying levels of interest in the material and disparate levels of preparation. Furthermore, we discuss sensitive material, such as the perpetuation of stereotypes and the political biases of conservatives and liberals, in a politically polarized classroom. I have developed several strategies to address these issues and provide engaging, meaningful learning experiences. Specifically, I developed scaffolded assignments, varying in difficulty, in order to consistently engage students across all levels of preparation. First, students participate in Canvas Discussion Boards and submit Written Reflections that ask them to connect the course material to their personal lives or current events. Second, on Discussion Boards, I require that students respond to prompts *and* reply to posts by classmates. By doing so, I aim to leverage the diversity within the classroom and increase students' exposure to the different and diverging perspectives of their classmates. Moreover, in Fall 2018, I collaborated with Prof. Kim Bowen (Asia Campus) to combine our PSY 3450 courses in one Canvas Discussion Board where we prompted students to exchange questions and answers, facilitating a genuine cross-cultural exchange that capitalizes on the University's global infrastructure. Third, I provide supplementary material on Canvas for advanced students seeking to dive deeper into the course concepts. These materials include academic podcasts, research articles, and links to news articles about current events that can be understood using a cross-cultural perspective.

Moreover, I have devised specific strategies to create a classroom environment of respect and intellectual empathy. For example, in the unit on Racism in the U.S., I discuss the psychological origins of intergroup bias and emphasize that having some degree of ingroup favoritism is natural. I underscore that no one is immune to these tendencies and urge students to earnestly consider the reasons why someone could disagree with their political views. Building on these ideas, in the unit on Morality and Religion, I assign a "Moral Humility" exercise in which I challenge students to write about a moral issue (e.g., abortion, gun control) and to apply moral psychology concepts learned in class to explain why a person on the *opposite side of the issue* could believe that their point of view is the "right" one. The strategies and activities that I have employed have been effective in creating a classroom environment that challenges students on ideological terms without making them feel threatened. I have received high ratings for creating a classroom that is sensitive and respectful (avg 5.82/6), and students have commented that I was "*very respectful to others' opinions*" and created an atmosphere "*of respect and dignity.*" It is particularly rewarding for me as a teacher when students cultivate an understanding and appreciation of diversity, for example: "*I now understand why there's a diversity requirement for pursuing a bachelor's degree. I learned a lot in this course.*" For this course, I have received consistently high ratings in teaching effectiveness (avg 5.69/6) and course effectiveness (avg 5.61/6).

I taught my newly developed PSY 3415: Social Cognition course in Spring 2020. I used a class structure that emphasized active learning through structured small group activities and discussion. A student commented, "*The lectures were so engaging! I really loved the activities that were presented in class, and the application of material to real world events made this class feel so relevant.*" Unfortunately, the semester was interrupted by the COVID-19 pandemic, forcing me to rapidly transition the final 33% of the material to an asynchronous online format and facilitate students' learning under less

than ideal circumstances. In future semesters, I aim to build on the positive feedback that I received from students.

Student Mentoring. As a mentor, my goal is to discover the unique talents and motivations of each student and to foster their growth as researchers. I am heavily involved in service and outreach activities that provide professional development and mentoring for trainees of all levels, from undergraduates to post-docs who are preparing for their first faculty positions.

I am primary advisor to four doctoral students: Daphne Castro Lingl, Rebecca Neufeld, Jasmine Norman, Yeseul Nam. Ms. Castro Lingl and Ms. Neufeld are first-year students, and Ms. Norman and Ms. Nam are doctoral candidates who are on track in their progress to degree. Both Ms. Norman and Ms. Nam recently received Clayton Awards to support their research projects under my supervision. Ms. Norman has also received numerous departmental recognitions for her research, teaching, and service. I schedule weekly meetings with my early career graduate students in order to provide consistent guidance and feedback to support their socialization and transition to research independence. As students advance, I provide them with opportunities for professional growth through peer mentoring and leadership opportunities on research projects.

In addition, I have supervised eight UROP/SURP students and three undergraduate honors theses to date. One of these students was Ms. Castro Lingl, then a recipient of the prestigious SPUR award funded by SPSP, an undergraduate summer program to increase diversity in the pipeline to academia. Ms. Castro Lingl had such a positive experience in my lab that she is now pursuing graduate studies in our Social Psychology PhD program. In total, I have supervised over 30 Research Assistants at the University of Utah. I am proud that my research program and commitment to diversity and inclusion have attracted many students from underrepresented backgrounds to my lab. Through my mentoring and service activities, I seek to support underrepresented minority students to foster more diverse perspectives in the field and in academia more broadly.

My lab group is highly collaborative and productive. I hold a biweekly lab meeting in which we discuss ongoing research projects and provide feedback in a constructive and friendly climate. The meeting is attended by my graduate students, graduate students with shared research interests from other labs and departments on campus, and my undergraduate honors students and research assistants. Since my arrival at Utah in 2016, I have published six articles with graduate students, including Ms. Norman, Ms. Nam, Dr. Danielle Geerling (a recent graduate of our program), and three doctoral students from the Department of Management, Michelle Chambers, Rachael Goodwin, and Samantha Dodson. Beginning in Fall 2020, my lab meeting is jointly held with Dr. Paul White's Persuasion, Prejudice, and Performance Lab group. With Dr. White, I am excited to build an energetic and collaborative group of diversity science researchers who strengthen our department's and University's inclusive excellence.