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Gretchen L. Sneegas
Post-doctoral Research Associate
Department of Geography
Texas A&M University
College Station, TX 77843-3147
gsneegas@tamu.edu
317.332.4221

My least favorite class of all time – high school geography – started and stopped with rote memorization: every week I committed a list of countries and capitals to memory, took a quiz, and promptly forgot everything. I resolved never to take another geography class again, certain that it was the dullest subject in existence. Now as a geographer and teacher myself, I seek to cultivate what L. Dee Fink calls "significant learning experiences": transformative encounters that connect students with content in ways that excite and galvanize them to participate in knowledge-building in an inclusive classroom setting. Students are not 'empty vessels' waiting to be filled with content to be memorized and recited. They arrive in class with a wealth of lived experiences and knowledge. My goal is to introduce course material in ways that build from these experiences, while supporting students to feel respected and valued for their contributions and become active, empowered partners in the classroom. I develop my teaching and mentorship through the following six pedagogical principles.

First, I am committed to fostering diversity, equity, and inclusion across classroom, university, and disciplinary scales. I recognize that my assumptions of what education and research should entail are shaped by my own situatedness within deeply uneven social and power dynamics, and that these relationships continuously shift. I am committed to continue developing my awareness of how the axes of privilege, difference, and oppression operate, and to putting this knowledge into practice as a teacher, mentor, researcher, and colleague. I constantly seek to improve my anti-racism awareness and practice in these spaces. For instance, I completed a 2018-19 Diversity and Inclusion Graduate Fellowship at the University of Georgia. Based on the National SEED Project (Seeking Educational Equity and Diversity), DIG promotes inclusive teaching and research by engaging graduate students across intersecting axes of privilege and diversity. I have also taken part in the Academics for Black Wellness and Survival training, and continue to develop my understanding of white supremacy and social justice through self-directed reading, research, and service. I welcome the opportunity to implement these or similar anti-racism curricula and to help coordinate comparable professional development opportunities for students, staff, and faculty.

Second, I seek to cultivate an inclusive classroom centering students with legacies of marginalization in higher education. College is a key transformative experience as students are introduced to new ideas, spaces, and people. I therefore view my role as one of supporting students from different backgrounds through this time of transition, rather than imposing expectations that may be difficult or culturally inappropriate for students with varied identities, experiences, and skill-sets. I also aim to guide students from more privileged circumstances to critically situate their histories within uneven landscapes of power. To strike this balance, I approach teaching as both "window and mirror," to use Emily Style's metaphor. Students with a range of experiences see themselves mirrored in the teaching materials and methods, while also being exposed to novel perspectives through new windows. Illustratively, students in my introductory Resources, Society, and the Environment class complete a series of Photovoice-inspired photo diaries over the semester: students take a picture illustrating a key course concept, then respond to a prompt about how that concept relates to their lived experiences. I show the class three to four examples of student work, highlighting both the breadth of experience among their peers and high-quality examples of critical analysis. Students thus see their experiences "mirrored" by completing the assignment, while also viewing other students' experiences through the assignment "window".

Third, I share power and control over the learning process with students. In the first week of every class, the students and I co-design the participation policy, generating a list of criteria for best and worst classroom cultures and teacher/student behaviors. We synthesize these lists into an actionable class policy emphasizing the needs of students who may not feel comfortable with traditional participation measures such as class discussion, often due to histories of marginalization in the classroom. I also deploy alternative course design elements such as a 'Choose Your Own Adventure' structure where students select their own assignments and grade distributions. I am eager to experiment with other 'ungrading' approaches – for instance, assigning learning portfolios for students to reflect on their learning trajectory, course objectives, and instructor feedback throughout the semester, before meeting with me to collaboratively determine their final grade. I also welcome the opportunity to apply Team-Based Learning, an evidence-based method focused on collaborative student-led instruction, which I see as uniquely suited for maintaining peer interactions and community-building in online contexts.

Fourth, I support diverse learning needs with active learning methods. For example, the photo diary project engages students who prefer visual and/or experiential learning, provides a medium-stakes writing outlet, and supports critical thinking as students apply foundational concepts to their day-to-day lives. This project is also easily transferred to online courses, facilitating active learning for students working remotely. When in-person activities are not feasible due to remote learning, I encourage asynchronous online engagement with such methods as written response prompts, class

blogs, discussion boards, and crowdsourced visuals (e.g. maps) or other artifacts (e.g. Wikipedia entries). I also use collaborative role-playing games such as *Reacting To The Past (RTTP)*, where students research and role-play key figures during historical events like the 2008 Copenhagen International Conference of Parties climate change meeting. I am currently developing my own *RTTP* module based on my dissertation research, with students role-playing the environmental justice controversy over banning hydraulic fracturing in New York State. Role-playing games like *RTTP* can also be easily shifted online using Zoom or similar software.

Fifth, I structure what Ken Bain calls a natural critical learning environment where students engage real-world tasks that require deep analytical thinking, effective communication, and critical self-assessment. For instance, students completing the Climate Change Symposium capstone project work in groups to develop and present multi-scalar climate change policies from diverse political perspectives. Scaffolded project stages (e.g. division of labor plans and timelines, guided peer assessments, annotated bibliographies, etc.) develop proficiencies in time management, team-based collaboration, verbal and written communication, and critical analysis. I also include students in my own research to provide training across stages of research design, implementation, and reporting. For example, the student research team I supervised as part of the Texas A&M *Pathways to Sustainable Urban Water Security* project is developing skills in literature searches and reviews, qualitative content analysis, project management, and academic writing. Such projects also create opportunities for student co-authorship and publication. In addition to incorporating students into ongoing research activities, I am committed to bridging my teaching and research by working with local community organizations to develop participatory, community-based research and service learning opportunities for students.

Sixth, I provide numerous opportunities for students to provide and respond to formative feedback. For example, students may complete an annotated bibliography on an environmental topic of their choice. In class, I provide students with sample annotations drawn from previous assignments, illustrating a range of characteristics. Together, we grade these annotations and generate a list of grading criteria for the project. Students may also complete structured peer evaluations of their work with a partner, and/or revise their final annotated bibliography in response to formative feedback from me. I also provide multiple opportunities for students to submit their own formative feedback for my teaching, such as a mid- semester evaluation which I summarize and discuss with the class to determine potential solutions.

Through the six pedagogical principles outlined above, I aim for every student entering my classroom to feel supported throughout their educational journey. Attending college – and later, graduate school – were transformational experiences that not only broadened my educational horizons, but also helped me understand how my own intersecting axes of privilege and oppression are embedded within structural systems of power and knowledge. My goal for every student I teach and mentor is to not only develop their own awareness of these systems, but to guide and encourage students through navigating them.

Resources, Society, and the Environment (GEOG 1125, 3 credit hours):
Role: Instructor of Record
Semesters taught: Fall 2016 (1 section, 79 students), Spring 2017 (1 section, 74 students), Spring 2018 (1 section, 87 students)
Student profile: Undergraduate students, majors and non-majors
Course description: Introductory course on the interactions between physical systems and human activities, and their implications for environmental quality and sustainability.

Teaching Responsibilities: I designed the course to examine human-environment interactions across four biophysical domains, with each unit featuring a mixture of lecture, discussion, case studies, and active learning activities. I assisted students in building their critical thinking and writing skills through in-class and out-of-class assignments. The course included a variety of instructional technologies, including an online photo diary, eLC (the UGA online learning management system), and multi-media lecture formats such as PowerPoint, Top Hat software, and video.

Introduction to Physical Geography Laboratory (GEOG 1111L, 1 credit hour)
Role: Lab Instructor
Semesters taught: Fall 2015 (2 sections, 52 students), Spring 2016 (2 sections, 42 students)
Student profile: Undergraduate students, majors and non-majors
Course description: Laboratory section examining physical Earth systems, including climate, vegetation, soils, rocks and minerals, and water resources.

Teaching Responsibilities: As Lab Instructor, I guided students in completing a weekly, hands-on lab assignment. I introduced students to basic physical geography concepts including latitude/longitude, map projections, distance units and conversions, temperature concepts, tectonic and rock cycles, geomorphology, and biomes. I assisted students in building their critical thinking skills by guiding them through lab exercises which asked them to apply information in new settings. Although the labs and tests were provided by our department, I also introduced an extra credit essay assignment which asked students to analyze a current event using concepts learned in class.

Introduction to Human Geography (GEOG 1101, 3 credit hours)
Role: Teaching Assistant, Guest Lecturer
Semesters taught: Fall 2014 (1 section, 263 students), Spring 2015 (1 section, 87 students), Summer 2016 (1 section, 12 students)
Student profile: Undergraduate students, majors and non-majors
Course description: Introductory class examining global and spatial patterns of population, cultural, economic, resource, and political systems.

Teaching Responsibilities: As Teaching Assistant, my responsibilities consisted of grading student work, working with students one-on-one to address concerns and go over material, proctoring exams, and providing assistance to the instructor of record when necessary. I also acted as a guest lecturer for classes when the instructor of record was unavailable. Topics for which I guest lectured included introductions to human-environment relations, political geography, semiotic and discursive analysis, sports geographies, and geographies of food and agriculture. In one section (Summer 2016), I was given significant responsibilities by the instructor to select readings and develop in-class activities and assignments (e.g. online class blog prompts, “Jeopardy”-style test review).

Each question was rated on a scale of 1 – 5, with 1 meaning "Strongly Agree" and 5 meaning "Strongly Disagree". Lower values indicate more positive responses.

GEOG 1111L (Lab Instructor)

Term	**Fall 2015**		**Spring 2016**	
Number of Students	30	22	30	13
1. Preparation: My instructor was well organized and prepared for the course.	1.23 Mean 0.54 SD*	1.20 Mean 0.40 SD	1.37 Mean 0.55 SD	1.08 Mean 0.27 SD
2. Instruction: The instructional methods used by my instructor helped me to understand the course material.	1.67 Mean 0.86 SD	1.65 Mean 0.79 SD	1.67 Mean 0.67 SD	1.08 Mean 0.27 SD
3. Grasp of material: My instructor appeared to be well informed about the course topics.	1.30 Mean 0.66 SD	1.15 Mean 0.36 SD	1.33 Mean 0.54 SD	1.08 Mean 0.27 SD
4. Stimulation of interest: My instructor conveyed enthusiasm for and generated intellectual interest in the subject matter.	1.56 Mean 0.68 SD	1.25 Mean 0.43 SD	1.52 Mean 0.83 SD	1.00 Mean 0.00 SD
5. Concern for students: My instructor showed respect and concern for the intellectual development of students.	1.63 Mean 0.73 SD	1.40 Mean 0.58 SD	1.41 Mean 0.62 SD	1.15 Mean 0.53 SD
6. Assignments and activities: Assignments and activities were useful for helping me learn.	2.04 Mean 0.88 SD	1.95 Mean 0.86 SD	2.00 Mean 0.72 SD	1.23 Mean 0.42 SD
7. Critical thinking: This course challenged me to think and learn.	2.04 Mean 0.88 SD	1.70 Mean 0.56 SD	1.96 Mean 0.88 SD	1.23 Mean 0.58 SD
8. Evaluation: Tests and assignments reflected the material presented in the course.	1.48 Mean 0.69 SD	1.50 Mean 0.67 SD	1.78 Mean 0.99 SD	1.31 Mean 0.61 SD
9. Overall rating: My instructor was very effective as a teacher.	1.48 Mean 0.63 SD	1.30 Mean 0.56 SD	1.44 Mean 0.57 SD	1.08 Mean 0.27 SD

* SD = Standard Deviation

Qualitative Student Feedback:

Instruction & Knowledge of Subject

- Ms. Sneegas was very informative and well prepared. I enjoyed her enthusiasm about the subject. Explained all the material concisely and clearly.
- The lab instructor was prepared for the material, enthusiastic, and was patient with the students.

Assignments & Learning Activities

- Very helpful & gave great lecture before labs to prepare us for the information on the labs.
- I enjoyed Ms. Sneegas's teaching. It was effective and interesting. I was never bored when she taught.

Student Interaction

- Ms. Sneegas was very helpful in labs and did a great job of answering questions and providing assistance when we were confused without just giving us the answer.
- Ms. Sneegas was always willing to help her students and is obviously passionate about the subject.
- Your instruction was very clear and I enjoy teachers who are enthusiastic about their instruction! It was a fun class!

GEOG 1125 (Instructor of Record)

Term	Fall 2016	Spring 2017	Spring 2018
Number of Students	79	74	84
1. Preparation: My instructor was well organized and prepared for the course.	1.64 Mean 0.83 SD	1.03 Mean 0.17 SD	1.31 Mean 0.81 SD
2. Instruction: The instructional methods used by my instructor helped me to understand the course material.	1.79 Mean 0.96 SD	1.18 Mean 0.39 SD	1.34 Mean 0.81 SD
3. Grasp of material: My instructor appeared to be well informed about the course topics.	1.49 Mean 0.71 SD	1.15 Mean 0.36 SD	1.28 Mean 0.84 SD
4. Stimulation of interest: My instructor conveyed enthusiasm for and generated intellectual interest in the subject matter.	1.64 Mean 0.94 SD	1.18 Mean 0.39 SD	1.28 Mean 0.84 SD
5. Concern for students: My instructor showed respect and concern for the intellectual development of students.	1.69 Mean 0.76 SD	1.12 Mean 0.33 SD	1.24 Mean 0.79 SD
6. Assignments and activities: Assignments and activities were useful for helping me learn.	2.15 Mean 1.04 SD	1.43 Mean 0.61 SD	1.79 Mean 1.21 SD
7. Critical thinking: This course challenged me to think and learn.	2.10 Mean 0.99 SD	1.56 Mean 0.71 SD	1.66 Mean 0.97 SD
8. Evaluation: Tests and assignments reflected the material presented in the course.	1.83 Mean 0.89 SD	1.40 Mean 0.55 SD	1.59 Mean 0.98 SD
9. Overall rating: My instructor was very effective as a teacher.	1.76 Mean 0.83 SD	1.15 Mean 0.36 SD	1.41 0.87 SD

Qualitative Student Feedback:

Instruction & Knowledge of Subject

- Ms. Sneegas is an enthusiastic, brilliant professor. She fosters good conversation and considers participating students' viewpoints. She incorporates fun, attention-grabbing activities when she can.
- One of the best things about this class was the professor. She didn't claim to know an answer to a question if she honestly didn't know it. She would research the question and come back with an answer the next class period. You can tell how much she loves her subject – it really shows.
- Ms. Sneegas was always very prepared and presented the information in an interesting way. She made the information relevant to my life and gave me a different perspective on geography.

Assignments & Learning Activities

- I like that there is a lot of class involvement even though this is a larger lecture hall class.
- I feel that the photo diaries are very beneficial in terms of applying the notes to our own lives.
- If I could change one thing it would be the climate change symposium. I thought the groups were too large and unwieldy. *In response to this and other similar comments from Spring 2017, I made the group project optional as part of a revamped "Choose your own adventure" syllabus.*

Student Interaction

- Professor Sneegas was a good teacher. She cared about her students and understand the material well. Honestly, she is one of the best teachers I've had in 5 years at UGA.
- Ms. Sneegas was very personable and enjoyable to learn from. She did a great job at letting people know that she was available for help if they needed, and went out of her way to answer people's questions.
- This was a fun class! I'm sad it's over. Prof Sneegas worked very hard to make the material engaging and relevant to us. She's an excellent teacher – organized, informed, and fun.
- Ms. Sneegas is very kind and does her job well. I can tell she loves what she does.

A. Sample Syllabus (GEOG 1125: Resources, Society & The Environment)

Course Description:
Welcome to GEOG 1125, an introductory course about the interactions and relationships between people and the environment. This course will guide you through thinking critically about your relationship to the environment, and what consequences your choices have for physical and social systems across time and space. This course aims to help improve your environmental and geographical literacy, develop an understanding of the complex relationships between nature and society, and critically analyze contemporary environmental issues and their underlying premises.

Bill Watterson: Calvin and Hobbes

Course Materials:
There is no required textbook for this course – I will make all course readings available eLC. You may need access to a digital camera (a smartphone is fine) and the ability to post pictures and assignments on the course website (www.elc.uga.edu). Please see me with any questions and/or to make alternative arrangements.

Grading System:
We do assignments a little differently in this class. You will set your own grade percentage distribution and choose which assignments to complete outside of three cumulative exams and a participation grade. Handouts with detailed instructions for each assignment are available on eLC.

Please keep in mind the following as you review your options:

1. You may turn in assignments early, but once the due date for an assignment has passed, you cannot turn it in.
2. If you do not complete an assignment you chose in the Course Builder form, you will receive a 0 on that assignment.
3. Assignments are due in the relevant eLC folder by 10 a.m. on their due date, unless otherwise indicated.
4. All readings are mandatory unless otherwise noted.

Grading Scale (points):

> 94 = **A**	87 - 89 = **B+**	77 - 79 = **C+**	60 - 69 = **D**
90 – 93 = **A-**	83 - 86 = **B**	73 - 76 = **C**	< 60 = **F**
	80 - 82 = **B-**	70 - 72 = **C-**	

Course Assignments:
Course Builder Worksheet (MANDATORY): Using the form on eLC, answer the questions and write out each course assignment you plan to complete, the percentage you assign to it (staying within the range noted on the syllabus), and its due date. This constitutes a binding agreement between you and the instructor. You will have the opportunity to revise your worksheet after the first exam. Due Tuesday 1/11. Revisions due by Thursday 2/8.

Attendance/Participation (MANDATORY): I will assign participation grades based on how the class defines participation during the first week, when we craft our classroom policy. Using the form on eLC, you will submit a participation log three times during the semester, with a 200-400 word self-assessment of your participation. **Range: 5% (Required)**

1. Participation Log 1: due Thursday, 2/6
2. Participation Log 2: due Thursday, 3/8
3. Participation Log 3: due Friday, 4/27

Exams (MANDATORY)*:* There will be three cumulative exams, each drawing on material from readings, lectures, assignments, and discussions. Tests will consist of multiple choice, matching, minimal choice, and essay questions. All three exams are required. **Range: Min. 30% (Required), Max. 95% of final grade**

Instructor Meeting: Schedule and attend a 20 minute meeting with me during office hours to discuss the course, your grade, any questions/concerns, or just to chat. You may complete this item at any time before the final exam. **Range: 5%**

Photo Diary: In this assignment, you will keep a photo diary throughout the semester to document how concepts we are learning in class are applied in your own life. There are a total of six (6) entries, each written in response to a prompt posted on eLC. Each entry is due on the date specified below. For each entry, you will take a picture that illustrates the concept, and compose a well-written 300-500 word response explaining the picture and how it illustrates the concept. You must complete all photo diary entries if you choose to complete this assignment. **Range: 15-25%**

1. Photo Diary 1: due Tuesday, 1/23
2. Photo Diary 2: due Tuesday, 2/6
3. Photo Diary 3: due Tuesday, 2/27
4. Photo Diary 4: due Thursday, 3/27
5. Photo Diary 5: due Thursday, 4/12
6. Photo Diary 5: due Tuesday, 5/1

Unit 1 Assignments (due Tuesday, 1/30, by 10 a.m. on eLC)

1. Semester Study Plan: Using the guide provided on eLC, create a semester study plan for this and your other courses. You may do this either by hand or electronically, but you will need to provide a copy to me in addition to a copy for yourself. **Range: 5%**

2. Eco-Footprint Exercise: Calculate your eco-footprint at the website indicated in the eLC handout, then answer all parts of the prompt in a 1-2 page essay. **Range: 5-10%**

Unit 2 Assignments (due Thursday, 2/22, by 10 a.m. on eLC)

1. Book Review: Complete a 2-3 page book review on a book relating to human-environment relations, interpreted through the lens of your major area of study. You may select a book from the list provided on eLC, or submit a book of your choice to me for approval. **Range: 10-15%**

2. Annotated Bibliography: Compile an annotated bibliography containing citations and descriptions of a minimum of five academic sources relating to an environmental issue of your choice. You may select a topic from the list provided on eLC, or submit a topic to me for approval. **Range: 15-25%**

Unit 3 Assignments (due Tuesday, 3/20, by 10 a.m. on eLC)

1. Exam 2 Study Guide: Create a personalized study guide for Test 2 using the handout provided on eLC. **Range: 5%**

2. Current Event Essay: Identify a news article or story on a current event relating to a contemporary environmental issue, then write a 1-2 page essay analyzing this news story through a geographic lens. **Range: 5-10%**

Unit 4 Assignments (due Thursday, 4/19, by 10 a.m. on eLC)

1. Climate Change Symposium (group project): With up to five classmates, you will act as representatives at the 2018 COP meeting, for which you have been invited to propose two related policies addressing global climate change from one of four different perspectives. At the symposium, one group from each perspective will present their policy recommendations; a panel of representatives from each group will then field questions from other students representing different stakeholder groups. This assignment option cannot be added after Tuesday, February 13. The group project consists of (a) a proposed timeline and Division of Labor statement detailing how the group will allocate responsibility and complete during the semester; (b) a summary of the group's proposed policies submitted early for feedback; (c) a 5-7 page group-authored report detailing the proposed policies; and (d) a 7-minute group presentation on the day of the assigned COP meeting day. In addition, individual group members will complete peer evaluations for their group colleagues. **Range: 20-30%**

2. CCS Stakeholder Memo: You will be randomly assigned the role of a stakeholder group present at the COP meeting where the CCS groups are presenting. You will compose a 500-700 word memo to your organization, summarizing your recommendations for which policies to support and which to oppose. **Range: 5-10%**

3. CCS Peer Review: Complete the guided peer review (available on eLC) of four group presentations during the Climate Change Symposium on Thursday, 4/19. **Range: 5%**

Counseling and Psychiatric Services (CAPS): UGA offers short-term therapy, evaluation, assessment, and referrals for students. If you are feeling anxious, stressed, or "down," you can make an appointment at CAPS, located on the 2nd floor of the Health Center.
706.542.2273
www.uhs.uga.edu/caps

Disability Resource Center: The UGA Geography department works to provide access to all differently-abled students, following the regulations outlined in the Americans with Disabilities Act. If notified, UGA and the Geography Department will work with you to provide accommodations. Please contact the UGA Disability Resource Center (contact information below) for information on registration and campus accessibility. DRC services include test accommodation, sign language interpretation, assistive listening devices, note taking, alternative text (e.g. large print, audio, and Braille), etc.
114 Clark Howell Hall
706.542.8719
www.drc.uga.edu

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Tentative Course Schedule (subject to alterations by the instructor):

	Date	Topic	Assignments due
Week 1	1.4	Course Introduction	
Week 2	1.9	What is a Resource?	
	1.11	The Biosphere: Ecological Concepts	Course Builder Form
Week 3	1.16	Access & Population	
	1.18	World Systems Theory	
Week 4	1.23	Technology & Agriculture	Photo Diary 1
	1.25	Sustainability	
Week 5	1.30	Discussion: GMOs	GMO Article All Unit 1 Assignments
	2.1	Exam #1	
Week 6	2.6	Earth-Sun Relations	Photo Diary 2
	2.8	Climate Change Science	Participation Log 1 Course Builder Form revisions
Week 7	2.13	Impacts of Climate Change	
	2.15	Climate Change Policy	
Week 8	2.20	Vulnerability, Resilience, & Adaptive Capacity	
	2.22	Discussion: Nuclear Energy	Uranium Article All Unit 2 Assignments
Week 9	2.27	Hydrologic Cycle	Photo Diary 3
	3.1	Fluvial Geomorphology	
Week 10	3.6	Hurricane Katrina I	
	3.8	Hurricane Katrina II	Participation Log 2
	3.12-16	**Spring Break! Go enjoy some insolation.**	
Week 11	3.20	Discussion: Bottled Water	Bottled Water Article All Unit 3 Assignments
	3.22	Exam #2	
Week 12	3.27	The Geologic & Tectonic Cycle	Photo Diary 4
	3.29	The Rock Cycle	
Week 13	4.3	Diamonds I	
	4.5	Diamonds II	
Week 14	4.10	Environmental Citizenship	
	4.12	**Work Day – No Class**	Photo Diary 5
Week 15	4.17	Discussion: Fracking	Fracking Article
	4.19	Climate Change Symposium	All CCS Group Project Assignments
Week 16	4.24	Last Day! Wrap-up & Review	All Remaining Unit 4 Assignments
	5.1	**Cumulative Final Exam**	Photo Diary 6

*Indicates a required assignment

B. **Sample Medium-Stakes, In-Class Essay on a Current Event** (Hurricane Matthew Essay, GEOG 1125: Resources, Society & The Environment)

Read the two attached New York Times articles about the aftermath of Hurricane Matthew from this past weekend. Remember to cite the articles when you use any quotes or information in your response.

Write a short essay (3-5 paragraphs) comparing and contrasting the **adaptive capacity**, **vulnerability**, and **resilience** of Haiti and the United States as illustrated by the aftermath of Hurricane Matthew. Back up your arguments with concrete examples.

Essays will be graded based on the correct use and grasp of the three concepts outlined above. They will also be graded on how well-written they are – do the paragraphs have topic sentences? Are the claims adequately supported with examples? Are there errors in punctuation, spelling, or grammar?

C. **Sample Rubric** (Photo Diary, GEOG 1125: Resources, Society & The Environment)

	4……3.5	3……2	1……0
Critical Thinking	Successfully applies and integrates concepts from course, contains comprehensive analysis	May mis-apply concepts from prompt/course; describes concept but leaves some ambiguities/issues unexplored	Concept to be considered critically is stated without clarification or description (1), or not included (0).
	2.5……2	1.5……1	.5……0
Concepts	Uses all terms correctly, shows solid grasp of definition with concrete examples to back up claims	May misunderstand the definition of a term; includes examples but does not explain them sufficiently	Does not use terms correctly; does not include sufficient concrete examples
Organization	Well-structured paragraph with clear topic sentence and supporting arguments	Somewhat organized, topic sentence and/or supporting arguments may not be clear	Disorganized, no topic sentence, supporting arguments unclear or missing
	1.5	1	.5……0
Picture	Subject of picture is clear, relevant, and fully explained in text	Subject of picture is unclear, not relevant for prompt, and/or explanation is somewhat lacking	Picture not included and/or is inadequately explained; picture is irrelevant for prompt; picture was not taken by student; and/or picture is inappropriate
Prompt	Answers all parts of the prompt fully	Does not answer all parts of prompt	Does not answer questions included in prompt
Tone	Complete sentences	Includes some overly casual language	Overly casual, incomplete sentences
Spelling/Grammar	No errors	A few errors	Many errors

A. **Annotated Bibliography with Formative Feedback** (GEOG 1125: Resources, Society & the Environment)

For students who choose to complete the Annotated Bibliography project, they have the opportunity to revise their final draft in response to formative feedback. Below on the left is an excerpt from one student's annotated bibliography, with comments to the right to guide the student towards improving their work if they choose to revise the assignment.

Michaelowa, Axel, and Michaelowa, Katharina. "Transnational Climate Governance Initiatives: Designed for Effective Climate Change Mitigation." *International Interactions,* 43:1, 2017, 129-155.

These authors explain the events that led to the Paris Agreement of December 2015 and what this means exactly for the countries involved, but also how they will plan to achieve the goals outlined. They go into the idea of "networking" and explain that the motives for this agreement may not have stemmed from an actual desire to mitigate climate change and mainly just to "look good" or to "network" with other countries and companies. This article outlines ways that mitigation can be brought into the forefront of these negotiations. This seems important to the authors and it's audience, and it does not appear to be bias to one side. This would be a helpful article to my group, in searching for mitigation strategies.

Squassoni, Sharon. "The Incredible Shrinking Nuclear Offset to Climate Change." *Bulletin of the Atomic Scientists,* 73:1, 2017, 17-26.

This article explains the environmental aspects that come along with the usage of nuclear power, and also the safety concerns partnered with it. The author focuses on pushing away the doubts and concerns of citizens when it comes to nuclear power, and whether or not nuclear energy advocates are just lying to make their case. Squassoni uses most of the article to persuade her audience that nuclear energy has a low likelihood of playing an essential part in climate change mitigation. She explains that the nuclear energy is in need of a "game changing innovation" that will suddenly make it much cheaper and easier to be produced. However, this article is not peer reviewed and there is not much merit that can be found about the author. Because of her persuasive nature of writing, it does not seem like this would be a good source to use for my project.

This is a very solid draft! You have a well-curated selection of sources that are relevant and credible. A few suggestions for your revisions:

1. Try to be more detailed in your writing. For example, in a few places you mention that this would be helpful to your group, but do not mention what group you belong to, or how these sources relate specifically to your group's perspective. Use concrete examples to back up your claims.

2. Why include the Squassoni article if you don't think it would make a good source?

3. You do a nice job discussing the strengths of each article, but I would like to see more critical reflection on their limitations as well. Think about what kind of a story these sources tell when placed together - and what gaps in the knowledge still exist.

B. **Climate Change Symposium Policy** (GEOG 1125: Resources, Society & the Environment)

For their capstone project, students have the option to work in groups to propose climate change solutions, submitting a group-authored paper justifying their two policies. Each group represents a different perspective on climate change. I grade each paper for content, analysis, organization, and basic writing mechanics. Below is one example of one policy extracted from a group paper, representing the perspective "Responsibility Must Be Shared By All":

The livestock and animal agriculture industry is incredibly significant on a global scale, but it has proven to show that it is one of the main sources of damage to our already declining environment. The beef industry in the United States alone is valued at more than $80 billion in 2012 (Matthews). In developed and industrializing countries alike, this commanding business holds immense political, economic, and environmental influence. With the increasing threat of climate change, this growing industry has the global potential to either significantly contribute to the mitigation of climate change, or bring the Earth one step closer to destruction. According to the Food and Agriculture Organization of the United Nations (FAO), livestock represents 14.5 % of all anthropogenic greenhouse gas emissions, which is equivalent to 1.7 gigatons of CO_2 a year ("Tackling Climate Change"). There are varying levels of emissions in different parts of the world, but working together as people of the earth to stop government subsidies, improve land administration, and solve animal waste management is the way to reduce the destructive effect that the livestock industry has on the environment. In general, different countries and regions have different priorities when it comes to livestock needs and its related policies. This would certainly affect the implementation of this global climate change policy. What is important though, is that the varying countries work together to create policy that is reasonable for all levels of economic development. (*Continued on next page*)

The US government gave over $4 billion in subsidies to the livestock industry in 2014 ("EWG's Farm Subsidy"), making government a powerful player in the climate game. One could argue that this agricultural spending and similar government spending around the world provides an atmosphere of productivity and opportunity, but in reality, it creates an incentive for farmers to invest solely on agricultural products that receive the most subsidizing (Steinfeld et. al. 233). This pattern not only further promotes the meat industry, but also seriously decreases agricultural diversity which can lead to vulnerability of ecosystems. Additionally, removing these subsidies can decrease the use of the soil degrading pesticides that they promote and moderate global economy (Clay). New Zealand is an excellent example of the success resulting from removing agricultural subsidies. In 1984, when New Zealand removed agricultural subsidies, "it turned out to be a catalyst for productivity gains. New Zealand farmers cut costs, diversified their land use, sought nonfarm income, and developed new products. Farmers became more focused on pursuing activities that made good business sense" (Ross, Edwards). The country saw a shift in production drive to the demands of consumers instead of the desire to maximize subsidies.

Land is one of the most important necessities for the livestock industry, and according to FAO, it uses 26% of it worldwide for grazing, and 33% of croplands for feed production ("Livestock and Landscapes"). One of the leading causes of deforestation in the Brazilian rainforests is land clearing for grazing. This is an enormous amount of land that could be used to produce crops for human consumption. Campaigning for less meat-intensive diets could reduce the amount of grain used for livestock and free up land to feed the hungry people of the world. Of course, this is not simple to put into action. Countries in the Global South, such as Ethiopia and Bulgaria, rely on animal agriculture and the way it provides "income, quality food, fuel, draught power, building material and fertilizer, thus contributing to household livelihood, food security and nutrition" (Raney 32). Even rapidly industrializing countries like China and India get a large number of jobs from the meat and dairy industry. This makes policy implementation difficult without hurting the economies of these countries, and their two-fold vulnerability. Developing countries are vulnerable in terms of climate change "owing to their comparatively limited ability to invest in adaptive institutions and technologies under increasing climatic risks" (Vermeulen et. al. 195), and in terms of an economy that could collapse if its livestock did. Therefore, in these emerging nations, the focus of this policy should be producing as sustainably as possible, using the existing cleared land to its maximum, until the economy is strong enough to reduce livestock production in general. Yes, this would have to take place over a time period of many years, but if the world is to work together as one, the needs of growing countries must not be ignored.

The final factor that enables the livestock industry to contribute to climate change is the manner in which agriculturalists dispose of livestock waste. "The UN [has] concluded that livestock [is] responsible for 18 percent of total global emissions, [which is] more than all transportation in the world, which only produces an estimate of 13 percent of global emissions" (Green Planet Awards). This statistic speaks volumes about the detrimental impact livestock waste is having on our environment and global climates. The main reason livestock waste is "one of the leading causes of environmental degradation on our planet" (Green Planet Awards), is because of the release of methane during the process of breaking down animal waste, such as cattle and pigs, etc. The production of methane is innately linked to livestock waste, which is one of the top three greenhouse gases that has been attributed to climate change; therefore, if a waste management policy was implemented into the agricultural industry, the reduction of greenhouse gas emissions would work to halt the increasing rate of climate change. For example, as part of the "Livestock Waste Management Project of East Asia" (Livestock Waste Management in East Asia), Thailand has implemented their own waste management regulation by developing "a Code of Good Agricultural practice[s]" (Livestock Waste Management in East Asia), for pig farms to abide by; thus, the country's greenhouse gas emissions have been reduced.

A. **Photo Diary Assignment** (GEOG 1125: Resources, Society & the Environment)

Having observed that many students struggled to apply and integrate theoretical concepts to examples outside of the examples discussed in class, I developed and piloted a photo diary assignment. I have since expanded this project into an online diary which the students keep throughout the semester. Via their photo diary entries, students:

- Are introduced to a theoretical concept in class and given a detailed prompt to complete outside class
- Take a picture of something in their life that illustrates the concept described in the prompt
- Submit a well-developed paragraph online explaining how their picture illustrates the prompt
- Improve their understanding, application, analysis, and synthesis of complex theoretical concepts

Sample Photo Diary Prompt & Entry

Photo Diary #4: Co-Production

Take a picture of something – a location, artifact, object, process, etc. – that illustrates the concept of **co-production**.

In the context of this course, we are defining co-production as the process in which natural systems and social systems shape each other simultaneously. So, for example, we can describe Hurricane Katrina's devastation in New Orleans as having been *co-produced* by both environmental factors (decreased wetlands, subsidence, the hurricane itself) and human factors (human-built infrastructure, river engineering, anthropogenic climate change increasing extreme weather events).

Write a well-developed paragraph explaining how your picture illustrates co-production. Answer the following questions:

- What is the natural system you are depicting?
- What is the human/social system?
- Describe the relationship between these two systems. How do they influence each other?
- Do you think this relationship has changed over time? If so, how?

The form of an urban landscape is a great example of co-production. This photo of Assisi, a historical town in central Italy, captures the built form of the town, with the stone buildings build in a winding fashion on the edge of a large hill. The physical geography of the region including the rivers, hills, ridges, etc. shape the way that the town grows and develops. Alternatively, the human needs of the residents also influences in what way the town will grow over time, depending on who has the most voice in the town and the desires of the people in the town. Inevitably, as the town grows and as time passes, both of those considerations will affect each other. More streets could change runoff and erosion patterns around the town, or a gradual change in the climate might lead to a change in the architecture used in the town. As time goes on, new technologies arise, and new needs of the town become apparent changing the way this relationship is balanced between natural considerations and human social considerations. nonetheless, the built form of any city will always be subject to both environmental and social concerns.

Student Feedback on Photo Diary Assignment

- I like doing the photo diaries, I think they help us better understand the info presented to us in class.
- I really enjoyed the photo diary sections of the class, they were total involvement and I learned a lot.
- I think the photo diaries are a good way to apply concepts practically.
- I would not change the photo diaries and discussions because I think they are helpful and fun ways to learn.
- I think the photo diaries encourage critical thought without being too high stakes. I like them!
- Photo diaries are fun and help apply concepts to our own lives.
- The photo diaries are fun and easy ways to earn points in this class plus it's fun to see classmates pictures and hear their opinions.
- I enjoyed the photo diary part of the class. It helped mix material covered within the class with our own experiences.
- I really enjoyed the fun activities you incorporated in with the material. The photo diaries were nice because they didn't feel like an obligation as most homework assignments.
- I enjoyed the photo diary assignments. I feel that they were engaging without being far too time consuming.
- I think the photo diaries are good because they help us to apply concepts in real life.
- The photo diaries and in class activities were fun, different and interesting to do. They made me think outside the box which was dope.
- Photo diaries are awesome – they make you think about the topics we learn about in the context of our own lives. It makes the class more interesting and relevant.

B. **"Choose Your Own Adventure" Course Structure** (GEOG 1125: Resources, Society & the Environment)

In an effort to craft a more inclusive and learner-centered classroom, I developed and piloted an innovative "Choose Your Own Adventure" (CYOA) course structure in Spring 2018 (see p. 15 for pilot CYOA grading structure). The original format of the class provided a curated "menu" of assignment options for students to choose from. No assignments were mandatory, and the students' grades were determined based on point thresholds. My objectives with the CYOA format were as follows:

- Objective 1: Transfer greater control and autonomy to students over the learning process
- Objective 2: Support diverse student learning preferences
- Objective 3: Promote student participation and interest in participatory knowledge-building
- Objective 4: Develop student proficiencies in time management and critical analysis through scaffolded projects
- Objective 5: Address uneven power relations and legacies of pervasive marginalization in higher education

Soliciting and Responding to Student Feedback:

At the end of the semester, I asked students to complete an anonymous in-class formative feedback form asking them to reflect on A) what they would not change about the class, B) what they think I could improve, and C) what they would tell a friend thinking of taking this class (see p. 16 for sample of representative student comments).

Compiling the results revealed strong support for the CYOA format, particularly relating to flexibility, freedom of choice, and accommodating learning preferences. The major themes for suggested improvements included reducing the number of smaller assignments, revising how assignments were weighted, and providing more help with organization and scheduling.

After analyzing the students' formative feedback, I re-considered my five original objectives and asked whether and how the CYOA structure had accomplished them. The student comments indicated that the CYOA pilot successfully addressed Objective 1: *Transfer greater control and autonomy to students over the learning process* and Objective 2: *Support diverse student learning preferences*. The comments did demonstrate some progress towards addressing the remaining objectives – for example, several students commented on the organizational skills needed to track their progress throughout the semester, supporting Objective 4: *Develop student proficiencies in time management and critical analysis through scaffolded projects*. However, other student comments illustrated that numerous students would have benefited from further support in that area. This in turn indicated further room for improvement under Objective 5: *Address uneven power relations and legacies of pervasive marginalization in higher education*.

Following the students' formative feedback, I revised the GEOG 1125 syllabus to retain what they saw as the best aspects of the CYOA structure while addressing its weaknesses (see p. 5 for the revised CYOA syllabus). Substantive changes include reducing the total number of assignments, setting four major due dates through the semester rather than 1-2 assignments per week, and giving students more control over allocating their chosen assignments' weight.

Pilot CYOA Grading Structure (excerpted from Spring 2018 syllabus)

We do assignments a little differently in this class: YOU will choose which assignments to complete (with the exception of two required assignments, noted below). Handouts with detailed instructions for each assignment are available on eLC. Please keep in mind the following two rules as you review your options:

- Once the due date for an assignment has passed, you cannot turn it in – no exceptions!
- All assignments are due in the relevant eLC folder by 10 a.m. before class on the given due date, unless otherwise indicated.

You may choose to complete as many assignments as you want throughout the course of the semester. However, once a due date has passed, you cannot turn the assignment in for points. Here are some tips for planning and managing your workload for the semester:

- Mark the assignments you are considering doing below, and total the possible points. Check your total with the point totals needed for each grade (see below).
- It is *highly unlikely* that you will get all the points possible for each assignment. Plan to do enough assignments to get the grade you desire in the course.
- Keep track of your points as the course progresses! Don't wait until the end of the semester – by then it will be too late to add assignments to get the grade you want.

Grading Scale (points):

> 525 = **A**	489 - 504 = **B+**	423 - 456 = **C+**	307 - 354 = **D**
505 - 524 = **A-**	473 - 488 = **B**	389 - 422 = **C**	< 306 = **F**
	457 - 472 = **B-**	355 - 388 = **C-**	

1.	Exam 1	50 points
2.	Exam 2	50 points
3.	Cumulative Final Exam	80 points
4.	Semester Study Plan	30 points
5.	Exam Study Guide	20 points
6.	Exam Study Guide Reflection	10 points
7.	Photo Diaries (7 entries, 15 points per entry) *1st Photo Diary entry is required for all students	105 points
8.	Annotated Bibliography & Revision	70 points
9.	Partner Evaluation	20 points
10.	Partner Evaluation Reflection	10 points
11.	Climate Change Symposium Group Project	130 points
12.	CCS Group Evaluations	40 points
13.	CCS Stakeholder Memo	30 points
14.	Participation	50 points
15.	Learning Portfolio *Learning Portfolio is required for all students	50 points
16.	Learning Outcome Survey	20 points
	TOTAL POSSIBLE POINTS	770 points

Sample comments from formative student feedback

Positive

Scheduling flexibility

- The "Choose Your Own Adventure" layout of the class was amazing! It fits well with the rest of my schedule. It's flexible and enjoyable and I learned a lot!
- The class is definitely flexible since there's a lot of different options and assignments to learn material. You can also pick and choose which assignments you'd like to avoid if it's a busy week.
- I think the point system allowing students to work on their own times makes this class very manageable and accommodating of their schedules.

Choice of assignments

- I love being able to pick what I want to do because I'll actually enjoy doing the assignment.
- Being able to choose which assignments to complete is an excellent feature of the course.
- I enjoy the point based system in place for the classroom. I like the ability to pick and choose assignments based off one's individual level of comfortability.

Learning preferences

- This is a great class in that it opens up room for individual responsibility and opinions. It's really informative and can appeal to all learning types.
- She was great! The format of her class allowed students to choose assignments depending on how they learn best, which I thought was AMAZING and I wish all teachers did this instead of prescribing to an (outdated in my opinion) one-size-fits all approach. She had a great variety of ways of teaching: very clear lectures, reading, class discussions, visual assignments (i.e. photo diaries), so there was really something for everyone.
- The class structure (giving students an opportunity for themselves which assignments they want to do) engages active learning and helps them learn the way that's best for them.

Constructive

Too many assignments

- It would be nicer to have fewer assignments that were worth more. Sometimes I felt like I was drowning in busy work.
- There are a lot of huge projects and when you try to figure out which assignments you want to do, you have to do multiples of them. A tad bit overwhelming amounts of work.
- My only comment on this course is that there was a LOT of work to do, more than I think is completely necessary. I felt like every week I had multiple projects due in this class, which took up a lot of my out of class time.

Uneven weighting of assignments

- The "Choose your own adventure" set up of the course is a good idea, but the points are unequally distributed toward the end of the semester.
- Maybe weighting the tests a little more because I feel like the effort needed to make well on the tests is much more than the assignments.
- I would change the weight of assignments. Now that it's the end of the semester I feel like I'm drowning in assignments to get my desired point value, because they're all worth so little.

Student organization barriers

- I like the choose your own path, but sometimes there's no work and sometimes a lot.
- The fluidity of the grading system is hard to manage when constantly weighing the choice between doing a mandatory assignment for Accounting or History and an 'optional' assignment for this class.
- The point system made it hard to be motivated to go to class or know which assignments to do.

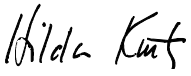
As Gretchen Sneegas' doctoral advisor, I have deep admiration for her abilities as a disciplined and systematic researcher. Her dissertation project is truly innovative, employing a difficult methodology, Q method, to examine a complex question concerning environmental subjectivities in relation to fracking and non-fracking regimes in the adjacent states of Pennsylvania and New York. She is gifted and also diligent, continuously setting a high bar for herself and meeting it with aplomb. In short, she is a true pleasure to work with, and has tremendous potential as a scholar.

Many such promising doctoral students seem to conserve their energies for their dissertation work, and take on as little new work as possible to meet their teaching assistant responsibilities. Gretchen, on the other hand, welcomed the instructor of record position for an important introductory course, GEOG 1125: Resources, Society and the Environment. While I initially had reservations about her taking on these responsibilities, she saw the position as an important opportunity to develop and test the teaching philosophy she had articulated in coursework with the Center for Teaching and Learning. In a sense, she needed this outlet to complement her primary graduate work.

As you can see from her statement, Gretchen tackled the course instruction systematically, with high creative energy, and carefully informed practices (just as she does her dissertation). I have been tremendously impressed over many conversations at how fully she integrated teaching this course, and doing it really, really well into her doctoral education. The course itself is a laboratory – she has developed and adjusted it based on material that fueled her own development as an instructor. In her creative approach to instruction, she models for her students what it means to learn together, respectfully, and collaboratively. She is not only introducing students to key content that serves as a foundation for future studies in geography and beyond, she is taking considerable time to school students in fundamental practices of critical analysis, effective communication, self-driven learning and critical self-assessment.

As indicated by student course evaluations, Gretchen has developed tremendous insight into how to create an effective and stimulating learning environment. When I observed the class, I could see that Gretchen had fostered a lively setting for students to engage in multi-faceted consideration of complex environmental issues. Students engaged readily in discussion, and considered alternative positions amicably and capaciously. That she has so quickly developed such keen ability to foster such an engaging learning environment is testament to Gretchen's intent to excel at instruction, and her ability to synthesize and implement innovative approaches to learning. I would add that she wrote two articles now published and a dissertation proposal that was funded by the National Science Foundation, at the same time as she developed and refined her teaching of GEOG 1125. It is clear that Gretchen Sneegas is a powerhouse instructor and scholar.

Respectfully,



Hilda Kurtz
Professor of Geography
University of Georgia

Awards & Honors

2018-19 UGA Franklin College Diversity and Inclusion Graduate Fellow

2018 Departmental Nominee, Excellence in Teaching Award, University of Georgia

2017 Outstanding Teaching Assistant Award, University of Georgia

2017 Outstanding Graduate Teaching Award, Department of Geography, University of Georgia

Courses Designed

Note: I design courses using Fink's model of Integrated Course Design.

GEOG 1125 – Resources, Society, & the Environment (survey-level human-environment relations course integrating physical and social sciences)

GEOG 1101 – Introduction to Human Geography (survey-level human geography course)

GRSC 7770 – Graduate Teaching Assistant Seminar (required teaching assistant course)

Storytelling, 'Cli-Fi,' and Science Communication (upper division course on science communication)

Writing for Academic Publication (graduate-level course on revising and publishing academic articles)

Workshops Designed & Taught

2021 Co-organized and taught juried workshop on Q-methodology for the American Association of Geographers *Geography Methods during a Pandemic* Workshop Series

2020 Invited to teach workshop on backwards course design for faculty and graduate students at the UGA Department of Geography

2019 Organized and taught a monthly professional development workshop series for graduate students and post-doctoral researchers in the Texas A&M Department of Geography

2018 Organized and taught a two-session backwards course design workshop for faculty in the UGA Department of Academic Enhancement

2018 Designed and implemented a four-session backwards course design workshop for graduate students in the UGA Department of Geography

2016 Organized and taught a Q methodology workshop for faculty and graduate students at the UGA Interdisciplinary Research Conference

Guest Lectures

2020 "Raw milk and racial politics." GEOG 130: Food and The Environment, University of California, Berkeley.

2020 "Using critical Q methodology in dissertation research." EDIT 9990: Introduction to Q Methodology, University of Georgia.

2019 "Food Justice." GEOG 430: Environmental Justice, Texas A&M University.

2019 "Towards a critical Q methodology." EDIT 9990: Introduction to Q Methodology, University of Georgia.

2016 "Race and Food: Reproducing White Supremacy through Dairy." GEOG 1101: Introduction to Human Geography, University of Georgia.

2015 "Building Healthy Bodies: Milk and Meaning in Advertising." GEOG 1103: Introduction to Cultural Geography, University of Georgia.

Scholarship of Teaching & Learning

2018 Q methodology study on student engagement, assignment choice, and learning in GEOG 1125 for formative feedback on course

Classes

2017 Graduate Seminar: Teaching Portfolios (GRSC 7770, University of Georgia, Spring)

2015 Introduction to Course Design (GRSC 7900, University of Georgia, Fall)

2014 Graduate Teaching Assistant Seminar (GRSC 7770, University of Georgia, Fall)

Education Workshops

2021 Unlearning Racism in Geoscience (8 week remote training), Woods Hole Oceanographic Institution

2021 How to Prepare for Hybrid and Flexible Teaching, Center for Teaching Excellence, Texas A&M University

2020 Managing Challenging Situations and Teaching Controversial Topics in the Classroom, Center for Teaching Excellence and College of Geosciences, Texas A&M University

2020 Fostering Cultural Inclusiveness, Center for Teaching Excellence, Texas A&M University

2020 Diversity and Inclusion in the Classroom: Managing Challenging Situations and Building an Inclusive Classroom Climate, Center for Teaching Excellence, Texas A&M University

2018 Publishing Scholarship of Teaching and Learning, Annual Meetings of the American Association of Geographers

2018 Team-Based Learning, Annual Meetings of the American Association of Geographers

2015 Active Learning Strategies, Center for Teaching & Learning, University of Georgia

2014 Designing Rubrics, Center for Teaching & Learning, University of Georgia

2014 Introducing Low-Stakes Writing Assignments to the Classroom, Center for Teaching & Learning, University of Georgia

Mental Health & Student Support Workshops

2020 At-Risk Intervention Training for Faculty and Staff, Counseling and Psychological Services, Texas A&M University

2020 Sexual Assault, Rape, and the Cycle of Violence Introductory Training, College of Geosciences Cares, Texas A&M University