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## 1.1 Teaching and Learning Philosophy

My teaching and mentoring activities focus on building the pipeline of scholars and practitioners who will have the foundational and practice-based knowledge, problem-solving and methodological skills, and cultural humility necessary to improve health and social systems for diverse populations. I strive to create a learning environment that facilitates critical thinking and leverages student experience, both professional and personal, to inform creative solutions to mitigate public health risks and improve equity. All my teaching and mentoring activities are anchored on Equity, Diversity, and Inclusion (EDI) principles and strategies. I have continued to attend workshops and seminars designed for faculty who want to improve EDI and accessibility in educational and mentoring activities (listed in Section 1.6). In the classroom, I facilitate EDI-focused discussions by encouraging students to think about the trade-offs of policy making, including real-life examples of the intended and unintended consequences of policies, research, and practice. Importantly, I encourage early and ongoing feedback from students through formal evaluations and casual conversations on how to best facilitate an environment in which students feel included, safe, and motivated. The student comments below (from emails) suggest that my efforts are working:

*“Dr. Santos fosters a welcoming and intellectually stimulating environment in class encouraging open expression of ideas and opinions. I feel very comfortable sharing my thoughts and offering comments in the class.”*

*“Dr. Santos is very helpful, no matter in class feedback and guidance, but also the 1-on-1 meeting, so patient and informative to provide suggestions.”*

To promote an active learning environment, I structure courses using elements of a flipped classroom design. Students are introduced to key concepts and methods during out-of-class reading assignments which allow the use of in-class time for interactive case study analysis and group exercises that require students to apply concepts and methods. I incorporate small group discussions, exercises, and assignments to leverage the benefits of group dynamics and interpersonal interactions, which can strengthen learning opportunities and keep students motivated.

Recently, I have been particularly interested in the use of generative artificial intelligence (AI) to improve my teaching approach and effectiveness with the goal of optimizing student learning. Generative AI can be used to support the design of flexible learning environments and opportunities that accommodate the wide range of individual learning styles while still challenging students to push their own boundaries. I believe that challenges in student learning are most often caused by poor design of the learning environment, and not by student ability. With this in mind, my teaching has been based on the three principles of universal design for learning, including using multiple means of: 1) representation, 2) expression and action, and 3) engagement. In practice, it is challenging to develop a course that integrates all three principles due to the large number of factors that need to be considered when designing a course that is equitably accessible, engaging, and effective for multiple types of learners. Generative AI can support the development of learning environments that tailor to the immense variety in human learning preferences.

Learning how to use AI effectively and responsibly is an important skill to develop. In my courses, students are allowed to use generative AI for some of their course work. If students use AI, they are required to provide the prompts used to complete the assignment, and a reflection on the pros and cons

of AI. To further encourage responsible use of AI, I demonstrate examples of its strengths and weaknesses, including the potential for biased output, “hallucinations”, and inaccurate output. I use in-class discussions and share current articles on the use of AI in scientific research (e.g., [JAMA](#)) to further cement the importance of responsible use of AI.

I view my teaching and mentoring activities as a continuous work in progress in which I will pilot some strategies, gather student feedback, and refine my approach. Embodying this humility will be central to training the next generation of scholars and practitioners who will improve public health systems and public policies and, ultimately, who will make lasting contributions to health and social equity.

## 1.2 Current Course

To date, I have taught one PhD-level required course because I devoted the first two years to 1) secure NIH-level funding and 2) to publish work from my post-doctoral fellowship. Within less than one year of my initial appointment in 2022, I successfully secured a 5-year NIH-AHRQ career development award (K01), and I currently have several manuscripts in different stages of submission and revision.

During Fall 2023 (i.e., at the start of Year 1 of my K01), I was asked to teach the doctoral-level theory course for our health services research (HSR) PhD students. After careful review of the syllabus, previous comprehensive exams, and meetings with the PhD program director and other faculty, I decided to substantially update the course to make it more relevant to our HSR PhD students. I collected the syllabi from other leading HSR programs which served as a reference for the new and improved theory course that I currently teach every Fall. I am confident that this syllabus update will significantly improve student knowledge, engagement, and will pave the way for stronger health policy researchers. I taught the course for the first time during Fall 2024 (HPAM8310: Theory in the Analysis of Public Health Policy and Management).

The key syllabus updates include: 1) selection of theories that are used in health services and health policy research; 2) selection of themes and research areas most salient to health services and policy research (e.g., accountable care organizations, organizational innovation, and quality of care) and the theories used to study them; 3) theoretical frameworks to study equity, intersectionality, and the social determinants of health. In addition to the signature project, I use a combination of weekly student-led discussions and discussion board posts to keep students engaged in and out of the classroom. Importantly, I make myself widely available to students as they work through their signature projects to facilitate successful completion of their work. Every time I come across an article or podcast that can be helpful for a student’s proposal, I share it with them. I treat PhD students as my (very) junior colleagues which I suspect is very helpful for their development as they build their confidence in these early stages of their academic careers. This means that I hold them to high standards with the willingness to provide all the support needed as they learn to navigate the challenging endeavor of pursuing a doctoral degree.

As evidenced through the written student feedback, I believe I am creating an inclusive and intellectually stimulating environment. Below, I provide some examples of emails received from students.

*“Dr. Santos is highly attentive to our reading reflections and puts significant effort into guiding our individual projects. She is deeply committed to nurturing our research skills and critical thinking, and I greatly appreciate her dedication.”*

*"1-on-1 meetings with Dr. Santos is really helpful for students to navigate the research proposal! Thank you Dr. Santos, for all the support"*

*"I also want to express my gratitude for your support throughout the semester. This course has been incredibly helpful in deepening my understanding of how to structure a study and develop a strong theoretical framework. Thank you again for all your patience and guidance."*

*"Dear Dr. Santos, Your support means a lot to us, and students really appreciate having an instructor who is kind and knowledgeable like you."*

*"Thank you so much for sharing these articles! These insights are incredibly valuable for me to understand broader perspectives and recent developments. I appreciate your thoughtfulness in supporting my work on this topic!"*

*"I love the one-on-one meetings, so please continue integrating them into your course curriculum."*

### **1.3 Invited Lectures**

I have also been invited to give several lectures (listed below) related to federal, state, and local policy; evidence-informed policymaking; and the social determinants of health (SDOH). These lectures have mostly been given for MPH-level courses and some undergraduate courses. For these lectures, I draw heavily on my research and that of my colleagues, as well as my practice-based experience in public health. I strive to give real-life examples that students can relate to which always helps with engagement.

One example is the lecture on SDOH for HPAM 7100 (Population Health Data Analytics). For the SDOH lecture, I drew heavily on my research focused on Medicaid reform in Colorado, behavioral health integration in primary care, and hospital community benefit research. I tied public policy efforts to address SDOH directly to each of these areas.

1. Medicaid reform: I discussed the impact of Medicaid expansion on health, costs, and experience of care (i.e., Triple Aim); transformations in the delivery of primary care through a combination of financial incentives and participation in the patient-centered care model; and continued iterations of the CO accountable care collaborative which have continued to refine and improve healthcare services for the Medicaid populations, with a more recent focus on mental health and substance use.
  - a. I talked about the origin of the policy (i.e., from ACA provisions); the implementation of the policy; evaluations; and continued improvements based on evaluations findings.
2. Hospital community benefit (CB) program: I used this federal policy talk about the incrementalist approach to policymaking in the US.
  - a. I gave a brief history of regulatory aspect of the CB program, including more recent federal efforts to improve accountability and transparency (i.e., ACA).
  - b. State-level laws that can be implemented to strengthen or weaken federal legislation
  - c. How the CB program (and Medicaid example above) help address the SDOH (e.g., current state of the literature)
  - d. Evidence-informed policymaking and the role of research

- e. I gave examples of how my work in this policy area has helped (and can help) inform policies; specifically, I talked about my ongoing work in LA, with the LA Public Health Institute, the LA Center for Health Equity, and the LA State Health Department.

#### **Invited Lectures to Date**

- 2024 Social Determinants of Health. Tulane University
- 2024 Policy Evaluation: Scientific Evaluation in Transdisciplinary Public Health Research and Practice. Tulane University
- 2023 US Healthcare System: Spending, Status, and Policy. Tulane Interdisciplinary Experience Seminar. Tulane University
- 2022 RoundTable: Research, data, policy, & more. Tulane University
- 2021 Summer Undergraduates Minority Research Program. University of Pennsylvania
- 2017 Patient Protection and Affordable Care Act and Better Care Reconciliation Act. Colorado School of Public Health
- 2018 Why Haven't We Found a Cure For Cancer? Project Bridge: Science in the News Community Presentation Series
- 2018 From Social Ethics to Public Health Ethics. Colorado School of Public Health
- 2018-2019 Patient Protection and Affordable Care Act and Implications for Health Equity. Colorado School of Public Health
- 2019 Patient Protection and Affordable Care Act and Recent Regulatory Challenges. Colorado School of Public Health

#### **1.4 Plans For Future Courses**

I am planning to teach a course in the Department of Health Policy and Management MPH program, specifically the MPH Health Policy Capstone Class (HPAM 7800). I will aim to update the syllabus to make it impactful and relevant to students. I will invite colleagues to speak with students about their work in public policy, including the senior legislative assistant to U.S. Congressman Troy Carter, and colleagues from the LA Public Health Institute, LA Center for Health Equity, LA Department of Health, New Orleans Health Department among others.

Below is a brief description of the course:

“The Health Policy Capstone course gives the graduating Master of Public Health Student the opportunity to integrate, synthesize, and apply the knowledge and skills gained over the course of the program. Students examine health policy problems and contemplate the use of tools at all horizontal and vertical levels of government. Additionally, students develop critical skills to advocate for policy changes to improve public health. This course meets the requirements for the required Integrated Learning Experience.”

I have not taught a course in the MPH program but I have maintained significant involvement with MPH students through advising both formally and informally. For instance, I worked closely with four MPH students (Crystal Dickerson (MPH), Sriti Donthi (MD/MPH), Holly Larson (MHA), and Helina Shiferaw (MPH)) to help them prepare for the Clarion Case competition during Spring 2024. They placed 3<sup>rd</sup> overall and Crystal was named the best presenter among the group of schools they faced in the first round. After

the competition, I received an email from the students thanking for the support I provided, one student wrote:

*“Thank you so much for your kind words, Dr. Santos. Words cannot express how incredibly grateful we are for all of your time and efforts. Your help outside of our large sessions was so impactful; we are truly blessed as students to have you on our faculty. I will cherish this moment and my time at Tulane forever. Thank you so much for making it such an amazing experience!”*

The MPH program director, Dr. Kevin Callison wrote an email to all faculty also recognizing my role in supporting the students (quote below).

*“The students wanted me to express their gratitude to the faculty that provided feedback during their preparation, especially Tatiane (who met with the team on multiple Sundays) and Rich (who came to the event to cheer the team on).”*

I also served in the Tulane Health Policy Case Competition (2023 and 2024). I presented to participants, reviewed entries, and helped recruit experts to serve as judges. Additionally, I helped coordinate the Health Policy and Management Student Awards in 2024. Recently, I helped organize the MPH Practicum Week, by securing two experts in public policy (LA and DC) to speak with students about career paths, writing impactful cover letters, resume, networking, and preparing for interviews.

## **1.5 Student Mentoring**

### **a. Doctoral Students**

I have served as a member of a dissertation committee for a student who defended in Spring 2024 and went on to secure a clinical assistant professor appointment in my home department. Additionally, I helped her submit an NIH R36 dissertation grant to the Agency for Healthcare Research and Quality. The chair of this student’s dissertation committee was undergoing medical treatment towards the final 4-5 months leading up to the student’s defense. I was the primary faculty supervising the student’s progress during that time which was critical for her successful defense.

I currently serve as the PhD advisor to two students (Shelby Olin and Bingyan He) in the Department of Health Policy and Management and will also be the chair of their dissertation committees. I am also in the dissertation committee of a student from the Department of Social, Behavioral, and Population Sciences (Inngide Osirus). She invited me to be her dissertation committee member after taking my course HPAM 8310 (Theory in the Analysis of Public Health Policy and Management) which I believe is another form of positive student feedback.

Shelby Olin is a 2<sup>nd</sup> year PhD student who has, under my mentorship, carved out a set of original research questions from my broader research program on not-for-profit hospital community benefit research and federal and state policy focused on hospitals. I am helping her prepare an NIH R36 dissertation proposal for submission in August 2025. I also helped her submit abstracts to the conferences below, where I also note awards she has received for her research:

- **Tulane Research, Innovation, and Creativity Summit (TRICS) (04/25/24)**
  - Awarded [TRICS Innovation and Societal Impact Award](#)

- Title: Long-Term Impact of Medicaid Expansion on Not-For-Profit Hospital Community Benefit Spending in Louisiana
- **American Public Health Association Annual Meeting (10/30/24)**
  - 2024 Medical Care Section Student Award paper
  - She has also been invited to submit a manuscript to Medical Care to be published (pending peer review) in the journal's special section for "Award Winning papers from APHA 2024"
  - Podium presentation in the "Medical Care Section - Student Paper Awards" (health economics and health services research)
  - Title: Long-Term Impact of Medicaid Expansion on Not-For-Profit Hospital Community Benefit Spending in Louisiana
- **American Society of Health Economists Annual Meeting (June 2025)**
  - Title: Long-Term Impact of Medicaid Expansion on Not-For-Profit Hospital Community Benefit Spending in the South
- **AcademyHealth Annual Research Meeting (June 2025)**
  - Title: Long-Term Impact of Medicaid Expansion on Not-For-Profit Hospital Community Benefit Spending in the South

Harper He is a 1<sup>st</sup> year PhD student who is already demonstrating initiative in research pursuits. She used the theory course I taught during Fall 2024 as an opportunity to define a set of research questions that are poised to make important contributions to the field. Her final paper titled "Nonprofit Hospitals' role in Addressing Maternal and Reproductive Health Needs in the Post-Dobbs Era: From an Institutional Theory Perspective" is an intriguing and original research area. We will continue to refine this research project which will likely become her dissertation. While the topic is related to my broader research program, Harper's research questions are unique and I am looking forward to seeing where she will take it under my mentorship.

Currently, I'm working with a PhD candidate (not my advisee) on her research statement for tenure track academic positions. Recently, I helped a PhD program graduate from our department develop his job talk presentation. We met several times leading up to his job talk. He was offered a tenure track appointment at the University of Memphis School of Public Health. Below, I include an email he sent me:

*"Your advice was so helpful, and I finished on time with all slides covered – that was a real relief (and improvement in my presentation skills) to hit the time mark. Your time, availability, and quick responses were awesome.*

*And it was great that you and Dr. Amderson gave very similar advice – that gave me great confidence to take direction and implement without weighing/deliberating over conflicting advice."*

Outside of Tulane University, I serve in the dissertation committee of a PhD student from the University of Michigan School of Public Health (Morgane Mouslim). She invited me to be a member due

to my expertise in not-for-profit hospital community benefit research. I also mentor another student from Johns Hopkins Bloomberg School of Public Health.

I serve as a mentor in the American Society of Health Economists “Successfully Navigating Your PhD: A Mentoring Workshop for Women & Non-Binary PhD Students in Health Economics & Health Policy”.

#### **b. Masters and Medical Students**

I currently advise 3 MPH students (Molly Howland, Hazel Shoemaker, and Alexandra Shimanovsky) and advised Aidan Clemens who graduated during Summer 2024. I was the practicum advisor for each of these four students who all successfully completed their practicum during Summer 2024. I have dedicated a substantial amount of time supporting these students identify practicum opportunities, editing their covers letters and resumes, as well as helping them get ready for interviews. Below, I include a message received from one of these students about my support:

*“Professor Santos, I have some good news to share with you. After interviewing on Thursday, I was told today that the Federation for American Hospitals is preparing an offer sheet! I am beyond excited for the opportunity. I want to thank you for all the guidance, advice, and encouragement you have given me.”*

I mentored two medical students who wanted to gain more hands-on experience with research. They learned how to conduct qualitative data collection, validation, and analysis. I served as the official mentor for a medical student who participated in the competitive [“Acquiring Skills and Practice in Research Excellence” \(ASPIRE\)](#) program at the Tulane University School of Medicine. I helped her submit a proposal to be considered for the program, and continued to supervise her work which culminated in a final presentation to the program director and other ASPIRE participants.

Here is a brief description of the ASPIRE program:

*“Acquiring Skills and Practice in Research Excellence (ASPIRE) is a competitive program which provides stipends for students to conduct research in the summer between their T1 and T2 years. These stipends require a minimum 8-week commitment to full-time research at Tulane University School of Medicine, Tulane National Primate Research Center or the undergraduate Tulane campus. Students may chose faculty from any of the three campuses as a research mentor. In addition to research, students will attend weekly didactic sessions that will cover topics such as research integrity, animal care and use, protection of human subjects, and proposal preparation. Students are required to attend at least 6 of the 8 sessions. Students will write and submit an abstract as part of this program. Finally, students will present their research in one of the required didactic sessions.”*

My work with the medical students has led to a comprehensive Louisiana-specific database of hospital community benefit activities, including areas such as community priorities selected by hospitals to be addressed and community benefit investments (IRS data). We have presented these data to LPHI’s “Louisiana Needs Assessment and Improvement Plan Alignment Working Group”. The working group convenes hospital, state and local health department leaders in community benefit, community health needs assessments, and health improvement plans. Our presentation aligned with the State Department



of Health's launch of their State Health Improvement Plan which encourages collaboration and alignment in health priorities at the local level. I have received several invitations to speak with other leaders in the state about my work in LA, including speaking as a panelist during the LA Center for Health Equity Health Equity Summit on 11/13/24; Flint D. Mitchel (Health Equity Strategist / Public Health Advisor; Bureau of Planning and Performance; Louisiana Department of Health), and Jodi Dyer (Director of Quality, Performance, and Planning; New Orleans Health Department).

Finally, I have also served in the University of Pennsylvania's Summer Undergraduates Minority Research Program.

### **1.6 Self-Development: Teaching Workshops and Seminars**

2023-Present

- Instructional Accessibility Network; Tulane University Center for Engaged Learning and Teaching (CELT)
- Harvard Business Publishing Educator Training Resources
- University of Pennsylvania: The Wharton School INTERACTIVE; Teaching with AI
- Artificial Intelligence and Health: Promise and Pitfalls; Boston University

2023







- Universal Design for Learning Summer Academy; Tulane University CELT
- AI Series: Using AI to Create your Course; Tulane University CELT
- AI Series: Assessment in the Era of AI; Tulane University CELT

## Appendix A. Course Assignment and Enrollment

Fall 2024: HPAM 8310; Org Theory and Assessment *a.k.a* Theory in the Analysis of Public Health Policy and Management

Enrollment: 8 PhD students

### Course List

2024 Fall	Zoom Engagement							
CRN	Course	Title	Days & Times	Enrolled / Waitlisted	Extended Absences	Class List	Wait List	Grades
 61118	HPAM 8310-01	Org Theory And Assessment	M 01:00pm - 03:45pm	<span>8</span> <span>0</span>		 		

## Appendix B. Student evaluations

All eight students from my Fall 2024 course have completed the course evaluation; however, I will only have access to the reports on 12/28/2024.

Students completed a mid-semester qualitative course evaluation. This evaluation was administered via EasyRetro and accessible here: [EasyRetro | Improve your team with fun sprint retrospectives](#). It was organized around three questions: “Start” Here you can suggest other activities for the course that can be helpful; “Stop” Here you can elaborate on what is not working for you and why; and “Continue” Here you can comment what is working and why.

I used the free version of the software which does not allow me to print the results. You can view the comments in the link above; or the text below which can be challenging to follow due to formatting issues.

**EasyRetro** HPAM 8310 Evaluation - Theory in the Analysis of Public Health Policy and Management ★ Prime Directive

This is our mid-semester check in. I'd love to hear your thoughts on how the course is going for you. This will be very helpful for me!

🔍 Search Sort by order Add Share Settings

Start	Stop	Continue
<p>Here you can suggest other activities for the course that can be helpful.</p> <p>👍 0 👎 0</p>	<p>Here you can elaborate on what is not working for you and why.</p> <p>👍 1 👎 0</p>	<p>Here you can comment what is working and why.</p> <p>👍 0 👎 0</p>
<p>I think you should consider leading the discussion in the course's first meeting with a presentation of an overview of theory. This overview could include what theory is, why it's important to have an underlying theory to guide your research, and a brief introduction of the theories that will be discussed. This will likely afford a good foundation for all students and enhance the subsequent student-led discussions.</p> <p>👍 5 👎 0</p>	<p>Overall good! Since the in-class presentation and discussion session is relatively long, it can be somewhat easy to lose concentration in the middle of the discussion. But that can be improved by activities that can facilitate participation.</p> <p>👍 0 👎 0</p>	<p>Dr. Santos should continue to engage in good teaching practices. Like seeking feedback from students!</p> <p>👍 0 👎 0</p>
<p>The course is helpful in facilitating understanding and exchange of opinions on the course materials! Maybe if would be even better by providing a brief introduction or structure of the topic of discussion (either by powerpoint or a simple mind-mapping) before or at the beginning of each discussion session.</p>	<p>Nothing, I think everything in the class goes well and helpful for my learning.</p> <p>👍 0 👎 0</p>	<p>1-on-1 meetings with Dr. Santos is really helpful for students to navigate the research proposal! Thank you Dr. Santos, for all the support :)</p> <p>👍 0 👎 0</p>
	<p>I think the time management for discussing each paper could be improved.</p> <p>👍 0 👎 0</p>	<p>Free discussion around the topic in class was a great experience.</p> <p>👍 0 👎 0</p>
		<p>I really like how the assignments are set up in sections and build upon each other—outline, description, etc. It makes them seem manageable and allows up to</p>

× 2 0 0

I think it could be helpful to walk through the different theories together with an example – building them out together and including the different outcomes/variables. This could allow us to understand application outside of reading empirical papers.

1 0 0

Beside group lead discussion, is there any possible to summary the main takeaways of each theory and applications?

× 3 0 0

Would it be helpful if we have a shared google sheet where we can fill in the topic of our research project? I found this helpful throughout the projects I have done before, it helped with communication among students. Thanks!

× 1 0 0

I also believe it would be helpful if the instructor could start the class with an overview of the theory, ideally using slides to introduce and summarize key concepts, the theory's evolution, and any significant changes over time. This would provide a strong foundation for our subsequent discussions, especially when focusing on empirical studies within the assigned articles.

0 0 0

continue to develop our projects without having to rewrite large papers.

0 0 0

Dr. Santos is very helpful, no matter in class feedback and guidance, but also the 1-on-1 meeting, so patient and informative to provide suggestions.

0 0 0

Dr. Santos fosters a welcoming and intellectually stimulating environment in class, encouraging open expression of ideas and opinions. I feel very comfortable sharing my thoughts and offering comments in the class.

0 0 0

Dr. Santos is highly attentive to our reading reflections and puts significant effort into guiding our individual projects. She is deeply committed to nurturing our research skills and critical thinking, and I greatly appreciate her dedication.

0 0 0

I love the one-on-one meetings, so please continue integrating them into your course curriculum.

0 0 0

### **Appendix C. Course Syllabus (attached separately)**

### **Appendix D. Communications (solicited or unsolicited) from students and alumni**

*“Dr. Santos fosters a welcoming and intellectually stimulating environment in class encouraging open expression of ideas and opinions. I feel very comfortable sharing my thoughts and offering comments in the class.”*

*“Dr. Santos is very helpful, no matter in class feedback and guidance, but also the 1-on-1 meeting, so patient and informative to provide suggestions.”*

*“Dr. Santos is highly attentive to our reading reflections and puts significant effort into guiding our individual projects. She is deeply committed to nurturing our research skills and critical thinking, and I greatly appreciate her dedication.”*

*“1-on-1 meetings with Dr. Santos is really helpful for students to navigate the research proposal! Thank you Dr. Santos, for all the support”*

*“I also want to express my gratitude for your support throughout the semester. This course has been incredibly helpful in deepening my understanding of how to structure a study and develop a strong theoretical framework. Thank you again for all your patience and guidance.”*

*“Dear Dr. Santos, Your support means a lot to us, and students really appreciate having an instructor who is kind and knowledgeable like you.”*

*“Thank you so much for sharing these articles! These insights are incredibly valuable for me to understand broader perspectives and recent developments. I appreciate your thoughtfulness in supporting my work on this topic!”*

*“I love the one-on-one meetings, so please continue integrating them into your course curriculum.”*

*“Thank you so much for your kind words, Dr. Santos. Words cannot express how incredibly grateful we are for all of your time and efforts. Your help outside of our large sessions was so impactful; we are truly blessed as students to have you on our faculty. I will cherish this moment and my time at Tulane forever. Thank you so much for making it such an amazing experience!”*

*“The students wanted me to express their gratitude to the faculty that provided feedback during their preparation, especially Tatiane (who met with the team on multiple Sundays) and Rich (who came to the event to cheer the team on).”*

*“Thanks again for visiting our class today, it was enlightening to hear from you and I also appreciated your engagement of the room. Best wishes, very respectfully, MH”*

*“Thank you so much for your feedback and for serving as a mentor during the workshop! I really appreciated your insight and support, and I particularly appreciated hearing from another person who took the long way to graduate school”*

*“Dear Professor Santos, I also want to express my gratitude for all your support and advice during the workshop. Your feedback during the seminar and through email has will be incredibly valuable in shaping my paper. I truly appreciate it. I also wanted to let you know that I would love to keep you updated on the progress or my research.”*

*“Hi Tatiane, Thank you very much for being so thoughtful and putting in all the effort!”*

*“And thank you Dr. Santos for all your guidance and support!”*