

Teaching Portfolio

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Teaching Philosophy

Bridging the gap between the principles of sociology and their application to everyday life is at the core of my teaching philosophy. It is exciting when I hear students express their ability to look at a phenomenon in a new way or to apply what they have learned to their life, career formation, or research ideas. As a teacher, I have three overarching goals: (1) design courses in a way that allows for critical thinking; (2) facilitate student's ability to link sociological concepts and the course material to their life experiences; and (3) co-create with my students a space for learning that allows for the expression of ideas. Using a wide variety of methods (e.g. lecture, writing assignments, group work) I strive to create an environment where active learning, debating, and applying sociological ideas and research can be effectively accomplished.

At the heart of sociology is the systematic questioning and examining of the social world. To accomplish this, students must continue to hone critical thinking skills. What this means to me is to help students add to their ways of understanding the world and utilize sociology methods and research to address and readdress their perspectives. I believe that this process first starts with an examination of oneself and one's own bias of the world. One way I facilitate this process is by asking students to think about and question their own assumptions as it relates to the class. I do this in a variety of ways. For instance, I have students do an on-line journal assignment where they stay mindful of their automatic thoughts/bias toward another person or situation throughout the week and reflect on one of those thoughts. For each entry they state what automatic thought or words came to mind about the person or event, how their reaction changed their behavior, how they felt about their reaction, and then reflect on how they would have felt to receive that bias reaction. Students report that by knowing that they must write these reflections they become more aware of how they interact with others. In addition, I have seen changes in the way many students approach the topics of the class. For example, many of my students in Medical Sociology are pre-med majors. They often come to class with a predisposition toward explaining health variations through biological science. Addressing bias allows them to grapple with ideas of how, for example, racism underlies many health issues and is a fundamental cause along with social economic status. I have seen this assignment encourage students to step beyond what they think to be true and to question the connection of what they do and think with the world around them and the social process involved. Currently, I am writing a proposal for a project to assess this assignment across three different sociology classes and present the results for publication.

I believe that the purpose of education is to provide a learning environment that allows students to gain and apply knowledge to their lives and this is central to my teaching philosophy. For example, I have assigned an article review project in Medical Sociology and Sociology of Health Care, where students choose a research article that aligns with the overall course subject and examines an area in which they are interested. The paper is from 2-4 pages in length and I ask them to summarize the article including the methods and findings, critically review the article, and to link the article to material we have covered in class. I have found that this assignment allows students to investigate something they are interested in and to practice describing and critically analyzing research. I have assigned this in four sections including Medical Sociology and Sociology of Health Care. Students reported that they liked having the opportunity to explore an issue that was important to them or their career. For example, one student told me that she used what she learned in the assignment to talk with a doctor she was shadowing about the social determinants of health for over an hour, strengthening their professional relationship.

Central to critical thinking is the creation of a space to learn and explore ideas. This can be challenging in that freedom to express one's thoughts is paramount but respect for others must be maintained. One way I have helped to create this environment is to start the semester with building an agreement with the class as to what they feel are the best practices for participating in class discussions. I tell them that we can revisit the document at any time and that anyone can write to me if they feel it needs to be adjusted or changed. I believe that I must stay engaged and aware of the class and not be afraid about gently questioning or challenging someone's comments when they seem to be bias or unfounded. I refer to the research we have studied and bring up other ways of looking at the subject. I do all of this with a firm rule to not refer to the person who commented but to always refer to the subject under discussion.

Diversity Statement

Through personal, professional, and educational involvements I had met and worked with people from diverse backgrounds and life experiences. These experiences have allowed me to reflect on my privilege and notice the disparity and inequality around me as well as how I may be an unwilling participant in its continuation. I am committed to creating a work and classroom environment that is inclusive, and I do this through continual reflection and learning.

I have worked with both traditional and non-traditional students in the classroom as well as an academic adviser at Portland State University and the University of Georgia. When designing my class reading list, I strive to include articles and activities that address how social constructs influence people's lives and access to opportunities. One way I do this is to look for gaps in texts books and traditional approaches to a subject. For example, when teaching medical sociology, I observed that concepts of race, class, and gender were often discussed in one chapter. For my class, I divided this into three separate weeks which allowed me to be more inclusive of the research I presented to the class. This included readings and discussions that address health disparities and barriers to health care that are experienced by the LGBTQ community. Breaking these areas into three separate weeks not allowed to include more information but the discussions in class covered a wider variety of topics and experiences.

I also try to approach my interactions with students in a way that encourages communication and support. I make it goal in my interactions to be as approachable and accessible as possible. I am aware that students experience a variety of life events while in college including some who have feelings of not fitting in or belonging. Adjustment to college life can be challenging and presents obstacles both for learning and living. Part of my professional commitment is to support students through my role as an instructor and adviser. I make it a point to be aware of resources and contacts on campus that may be of assistance to students. This ranges from information about the career center to how to access the student food bank or counseling services. For me, part of being a community member and building an inclusive environment includes knowing what resources are available to support our students.

In the 2017-2018 school year, I was given the opportunity to be part of the Diversity and Inclusion Graduate Student Fellows program at the University of Georgia. Through discussions and readings, I developed a multi-prong approach to how I bring the topics of diversity and Inclusion in my classroom. At the core of my perspective is continuing to be open to new ideas and ways to include as many voices as possible in both the readings I offer as well as how I facilitate discussions. Also, I joined the Safe Space group at the university in 2016 and had encouraged others to go through the training. In times when there is a ramping up of harmful rhetoric and violence, it is more important than ever to do what we can as educators to create a space where all voices can be heard, and I hope I can continue to add to this effort wherever I teach and work.

Description of Courses Taught

SOCI 1101: Introduction to Sociology

This course introduces sociology as a discipline and shows how it helps us to understand our behavior, culture, social inequality, health care, deviance and crime, and social change, to name just a few topics sociologists' study. The course is meant to offer a general introduction to sociology, but also one that emphasizes various topics in health and health care, issues I research and teach about in other courses. It will also strive to cover issues, concepts, and theories in sociology that are central to the MCAT exam that is required for those who aim to attend medical school. By the end of the course, students should be familiar with a wide range of theories, concepts, and approaches used by sociologists. The material in this course should have both intellectual and practical value for all students. The four main course objectives are as follows:

1. Acquaint students with core theories, concepts, and research methods in sociology that will (a) provide a solid foundation for subsequent courses in sociology and the other social sciences as well as (b) enhance the ability to analyze and understand how social contexts and processes shape thought and action.
2. Explore connections between sociological phenomena such as race, class, gender, the occupational structure, crime, health, and education. Special emphasis will be given to the core logical issues of spuriousness, mediation, and moderation.
3. Enhance analytical and writing skills through in-class and take-home writing projects.
4. Develop skills and gain confidence in forming and voicing thoughts in an academic setting through small-group discussions.

SOCI 3100: Medical Sociology

Course Description

In this course, we will focus on health and illness, exploring topics such as the social sources of illness, the social distribution of illness and health conditions, as well as the social meanings of illness. Health and health care are always in the news, and we will try to incorporate portions of current debates into class discussions and assignments.

Course Objectives

The main objectives are as follows:

1. Introduce classical and contemporary sociological theory and research on health and illness, with a particular emphasis on the United States.
2. Explore linkages between medicine, health, and other core sociological phenomena, such as race, class, and gender.
3. Develop analytical writing, and presentation skills via discussion and short writing assignments focused on core issues in the sociology of medicine.
4. Know terminology used in epidemiology and the sociology of medicine and be able to use this terminology to discuss issues relevant to the sociology of medicine.
5. Develop an understanding of the ways in which health and illness are socially constructed.
6. Develop critical thinking skills concerning approaches to health behavior and attitudes.

SOCI 3110: Sociology of Health Care

Course Description

Sociology examines culture, relationships, interpersonal behavior, groups, organizations, and institutions. As a specialty area, medical sociology draws upon the theoretical and methodological tools of sociology to probe the influence of cultures, organizations, and community contexts on individual beliefs and behaviors, and how all these factors together affect the physical and mental health of individuals and groups. In this course, we will focus on the provision of health care in the United States and will explore these topics: doctor-patient interactions; research on placebos, noceboes, and the significance of clinical rituals; the meaning and practice of complementary and alternative medicine; the training and work of physicians; the meaning and challenges of evidence-based medicine; the work of nurses, physician assistants, pharmacists, and midwives; health-care settings such as hospitals, assisted living facilities, and nursing homes; the problem of pricing health care and the role of markets; and various aspects of the effort to reform health care and policy in the United States. The Sociology of Health Care is

a rapidly changing, and often controversial, field. The recent and still-simmering debate over health-care reform in the U.S. is but one example of an ever-changing and often incendiary landscape. Health and health care are always in the news, and we will try to incorporate portions of current debates into class discussions, readings, and assignments.

Course Objectives

1. Acquainting students with classical and contemporary sociological theory and research on health care, with an emphasis on the United States.
2. Exploring linkages between health care and other core sociological phenomena, such as professions, culture, social structure, race, gender, social class, and the economy.
3. Encouraging students to explore and to develop greater expertise on a contemporary issue related to health care.
4. Developing analytical, writing, and presentation skills via discussion, research, and writing assignments focused on core issues in the sociology of health care.

SOCI 3290: Gender and Work

Course Description

We spend a large part of our lives working at a job and trying to improve the job we have. What we do for work often defines us. In this course will examine and explore how work intersects with society's conceptualizations of gender and sex. The overarching question for this course is in what ways do these conceptualizations shape the definition work, the remuneration for that work, power dynamics, as well as who does what work and how is it done. We will explore both paid and unpaid labor and the institutional factors that drive and maintain these definitions. Throughout the course, we will examine a wide array of empirical studies and theoretical debates with a focus primarily on North American societies regarding domestic labor; emotional labor; the relationship(s) between gender, organizations and bureaucracy; sexual harassment; gender-based job segregation and stratification; and work-family policy.

Course Objectives

The main objectives are as follows:

- 1) Introduce students to major research topics and findings related to gender and work
- 2) Teach students about prominent theoretical perspectives and varied methods used to understand gender and work
- 3) Encourage students to think critically about social research and the conclusions drawn from it
- 4) Through lectures, participation in classroom discussions, readings, experiential activities, and individual projects, to invite students to think analytically about events in their own social lives

Quantitative Student Evaluations

	Summer 2015 Medical Sociology	Fall 2016 Medical Sociology	Spring 2017 Sociology of Health Care	Fall 2017 Medical Sociology	Spring 2018 Gender and Work	Fall 2018 Sociology of Health Care	Overall
	Reaction to the Professor on a 5-Point Scale (1=Poor to Excellent)						
Preparation	4.8	4.7	4.7	4.8	4.6	4.5	4.7
Instruction	5	4.5	4.6	4.7	4.6	4.6	4.7
Stimulation of Interest	4.8	4.7	4.5	4.5	4.8	4.7	4.7
Breadth	5	4.7	4.7	4.8	4.6	4.6	4.7
Concern for Students	4.8	4.8	4.8	4.9	4.8	4.7	4.8
Overall Rating	5	4.7	4.7	4.8	4.7	4.7	4.8
	Learning Outcomes on a 5-Point Scale (1=Strongly Disagree to 5=Strongly Agree)						
Explains Things Clearly	5	4.5	4.6	4.8	4.6	4.5	4.7
Helpful	5	4.8	4.8	4.8	4.7	4.7	4.8
Reasonable Amount of Work	5	4.5	4.6	4.2	4.5	4.6	4.6
Facilitates Questions and Discussion	5	4.8	4.8	4.8	4.9	4.7	4.8
Excellent Teacher	5	4.7	4.7	4.8	4.7	4.6	4.8
Well Organized	5	4.5	4.6	4.6	4.6	4.5	4.6
Challenging	5	4.7	4.6	4.5	4.6	4.5	4.7
Assignments were helpful	5	4.6	4.6	4.6	4.5	4.6	4.7
Excellent Course	5.0	4.7	4.7	4.7	4.7	4.6	4.7
Number of evaluations/Class size	6/15	24/34	33/38	19/27	19/25	30/34	

Selected Student Comments

General satisfaction

This is the second time I've had Professor Shelton and I'm even more impressed with his class than I was before. He's an amazing professor and all-around person. He makes sure his students have everything they need and more in order to succeed in his class. He's helpful at all times and is very understanding when students have other things going on in their lives. This is a quality that many professors at UGA have lost and I can say with confidence that he is a great asset to the University of Georgia. He managed to keep students interested in health insurance, policy, and the care system we have the U.S. That takes serious skill and I applaud him for consistently being an amazing professor every single day.

One of the best professors I have ever had and will use everything he has taught me when I go into the world after graduation. The information we have learned has molded my perspectives and facilitates desire to help others in need. It also makes me more interested in our government. Thank you for everything Jeff Shelton. You are a star!

Course organization

Professor Shelton is perhaps the best professor I have had the pleasure of learning from while here at the University. It is rare to find a professor as caring and invested in their student's success as he is. The discussion-based format of the class is quite interesting. Though it is difficult to entice everyone to read or share what they have read, he seamlessly redirects the conversation or uses methods to promote participation. The classroom is a safe space for learning, debates, and discussion.

Instruction and preparation

Professor Shelton is an excellent instructor. He is always prepared for class, truly cares about his students, and offers very interesting viewpoints and examples that stimulate class discussion and student learning. This course has challenged me to thoroughly think about the concepts. A+ instructor would highly recommend the course.

Connections to the discipline and society

Excellent class. It really helped wrap up all perspectives from what I want to do in my future, become a physician. This class challenged me and opened my eyes to many issues, and I am so happy that I am enrolled in it. Great professor!

Very well-structured course. I am impressed and pleased at the amount of information that I can relate to real world application.

Instructor-student connection

Professor Shelton is phenomenal. This being my first semester at UGA, he really made me enjoy it. He is very helpful, always making sure his students understand the instructions, and really cares for his students. The material learned is challenging, but he made it easy to relate when he taught.

Sample Teaching Materials -Sample One

Central to my teaching philosophy is to provide students with opportunities to apply the material we discuss in class. In my Gender and Work course, students are assigned a project to observe a place of work.

Observation project

The purpose of this project to observe a place of work and note how gender frames how the work is organized, who is assigned to different types of work and tasks, and the professional and social interactions in the work place. For this project, you will observe two different places of work. For example, if you choose to observe a restaurant your second site must be different. It could be a coffee shop or another service industry business, but it would be preferred to choose an entirely different work environment that you can easily observe. Please note that you must make your observations in a public place and not violate any laws, rules as to privacy, or enter areas that are restricted to the public. If you do have access to behind the scenes work environments, you must include this in your proposal as well as any permissions you have gained. This would be applicable if for example, you are going to do your observations at a friend or family members place of business.

The project:

1. Name and write a brief description of the site you wish to observe and briefly describe why you think the proposed workplace is a suitable for this assignment. Include in your proposal how you intend to carry out your observation and if applicable how you will gain access. Your proposal will be between ½ - one page in length for each site (1-2 pages in total). Use headings to distinguish between sites e.g. "Work Site One" Submit this to the eLC drop box by 2/2/18. Please note that I highly encourage you to turn in your proposal as soon as possible. This due date is the last possible day to turn in your proposal. If I do not receive your proposal, you will not be able to do the assignment and will receive a zero on the project and this would be bad.
2. Observe the first site. Observe systematically for 30 minutes to an hour. While you are conducting your observation, if you can stay inconspicuous, take brief notes to help with your write-up and analysis.
- 2A. Write up your initial notes and thoughts. It is highly recommended that you do this within a day of your observation. It may not seem like it is a big deal, but you will find that your initial ideas and observations fade in detail over time. Your note should be from 1-2 pages in length.
3. Write a 1-3-page reflection of your observations making at least two connections to the material covered in class using proper citations as applicable. When making your connections make sure to name and define/describe the concept you are connecting your observations to and clearly use your data as an example of this concept. Please note that a one-page reflection is the absolute minimum but must still consist of all the required parts as stated. An average of two pages is more common.

Sample Teaching Materials -Sample Two

In my Introduction to Sociology class we cover methods sociologists use in research. At first glance many students fully grasp the textbook chapter explaining methods and research design. From my experience teaching and as a researcher I have learned that the complexities of the process and many terms are not fully understood the first time or the first several times these methods are encountered. To prepare students for future class readings and assignments I spend one class period on an in-class activity. This activity is the product of other instructors that have come before me. I find that as we move through the exercise many, once hidden confusions and questions arise and by the end of the period there a sense of more clarity and understanding. In addition, we have fun with examples and possible research projects.

Designing a Research Study

A vital part of the discipline of sociology is the research which illuminates relationships between variables that produce patterns and influence people. For this assignment you will try your hand at planning one such study. Choose one of the topics listed below and design a research study to investigate it.

- A. *You wonder if there is a relationship between the grades a student gets, their sex, and whether or not they are an athlete. Design a research project where you could test for such a relationship.*
- B. *You wonder if there is a relationship between the number and strength of the social ties students have on campus and if they have a car on campus. Does a car make them more friends because they can provide transportation? Or does it limit friendships because they can more easily leave campus for weekends? Design a research project where you could examine the influence of cars on campus for students.*
- C. *You realize that the rules for dating are a little fuzzier than they may have once been. In fact, the status of “dating” is not so clear. Design a research project where you could find out from students how they think “dating” happens on campus and what roles (if any) men and women have (the “asker-out-er”, the “payer”) in the dating process. Why do they hold these views? What kinds of things have influenced them? What might this tell us about dating in contemporary America?*
- D. *You have observed that the majority of the writers for the University of Georgia’s school newspaper, The Red and Black, are women. Do you think this has any effect on the content of the newspaper or the types of stories/columns that are written? Knowing that UGA maintains an archive of previous years of the student newspaper, you decide to investigate the link between gender and newspaper content. How will you go about this?*

Using **one** of the above topics, answer the following questions:

1. What is your research question? (Note: This should NOT be a yes or no question.) What is your hypothesis?
2. What kind of research design will you use? How will you collect data? Why choose this one? What are the advantages? Disadvantages? (Note: There may be multiple ways of studying any of these topics. You should make the case for why you’ve chose the methodology you have.)
3. Identify your variables (Independent; Dependent; Moderating/Mediating)?
4. Describe how you will carry out your research. What questions will you ask? Or what kind of observations will you undertake?

Innovative Teaching Project and Sample of Students Work

The subject of diversity and inclusion is central to the mission of universities and colleges. Active, policies, and initiatives are developed to define what a diverse and inclusive space looks like and to make progress in achieving or maintaining this concept. At the classroom level I am interested in developing ways to bring the concepts of diversity and inclusion into focus at the individual level. The goal is to move students from being able to intellectualize about diversity and inclusion to being able to make conscious decision about how they engage with others. The following assignment comes from Pamela Gibson (2011) (full citation below). I have made some changes to the way in which the assignment is managed. In addition, I have teamed up with a colleague and we are both using this assignment with some variations. This will be the third semester we have used this, and we are both adding a component that will have students link their weekly reflections to broader social issues using the material from class. My intention is to create the particulars of the assignment with the class after the first exam. However, what follows is the cote of the assignment.

Journal Assignment

You will turn in 8 journal entries throughout the semester. These will be due on the designated Monday at Noon, posted to a drop box on eLC forum. These are private and only I can see your entries. What you will be doing is examining an automatic thought you have had since the last journal assignment. The thought may relate to a general situation or you may choose to examine your thoughts around a specific area.

Background

We all hold a bias of some kind when it comes to our fellow human beings in the form of automatic thoughts. Reflecting on these thoughts is common practice for many social science researchers before they design a project or take to the field. Understanding our own position in society and our ideas can help us to more fully observe and understand the social world.

These thoughts can be toward a person's appearance, gender, race, class, social category, age, style, size, sexual orientation, religion, political persuasion, ethnicity, or geographic area to name several. The purpose of this assignment is for you to observe these thoughts when they happen, do not sensor or deny your initial reaction but watch it appear.

Instructions – Entries

Be sure to carry a notebook or someway to make a note of the reaction. In your journal entry, include the following:

What automatic thought or words came to mind about the person?

How did your reaction change your behavior toward the person or situation?

Is this a bias you were aware of before?

How did you feel about your reaction?

In each entry, address one of the following:

(a) How would you have felt to receive that bias reaction?

(b) How would it have felt to have had the opposite reaction?

Instructions – Final reflection

At the end of the term, you will turn in a 3-5-page reflection of your experience. Include in your reflection the following:

- (a) How honest do you feel you were with your assessment of your reactions?
- (b) Is there a specific group that elicits a more negative reaction from you than other groups?
- (b1) If so, reflect on the source of this bias. Where does it come from? Why do you think that this group elicits a stronger reaction from you than other groups?
- (c) Reflect on how you believe a person comes to internalize a strong negative bias.
- (d) How did you feel about doing this assignment?
- (e) Is there any way of modifying this exercise to make it more useful or effective?

Concluding thoughts and advice

I will not accept late submissions unless you arrange it with me 72 hours or more before the due date. To receive full points for your entry turn it in on time, written per the instructions. These are your personal thoughts and therefore I will not grade your thoughts. I will assess your work based on whether the assignment was written per instructions and is on time. I do not make detailed responses to entries but if you want to talk more about your entry we can meet and talk. Students in the past have found this assignment to be the most useful when they allow themselves to write their honest thoughts and examine their ideas around these thoughts. This exercise is designed to help you engage with the world around you from a sociological perspective. As always, I am more than happy to meet with you and discuss this assignment or exceptions.

This assignment is taken from the assignment designed and used by Pamela Gibson (2011), *The Diversity Watch: Finding Your Inner Isms in Psychology of Women Quarterly* 35 (1) 158-161.

Examples of student work from the above assignment

The following examples are used with permission from each student.

Prompt: How did you feel about doing this assignment?

This exercise helped me to become more aware of my own bias and the reactions that I have toward people every day. Initially I found it quite difficult to notice thoughts as they came up, which I think demonstrates how automatic these biased reactions can be. I think it's important to be able to recognize your own bias, because while having bias may not be avoidable, if you are aware of a bias you can choose not to allow it to affect your actions and the way you treat others. I hope to one day become a physician and as we discussed in class, it is particularly important for doctors to be aware of their own bias in order to avoid unintentionally mistreating patients who are part of a group that they may have some sort of bias against. However, while it is especially important for doctors, I think that having an awareness of your own bias is helpful for anyone who wants to be a healthy, kind, productive human being living on planet Earth

Prompt: Is there any way of modifying this exercise to make it more useful or effective?

I would likely not modify this journal assignment at all. It gives the writer just enough room to ensure that they do not feel constrained by the potential topics of bias we might encounter, and also leaves room for

introspection without judgment. I think that this part is the most valuable, because if people feel judged, then it is unlikely that they are going to acknowledge, let alone modify, their behaviors. One thing that I have learned about people is that we are very unlikely to put ourselves in the spotlight for something we perceive as negative, and we are very likely to pretend that it isn't a problem while letting our latent biases fester. Another thing I have learned is that the key to educating people and becoming less ignorant ourselves is to be gentle; we cannot approach ourselves or others with accusations but must instead inspect why we respond the way that we do. Honestly questioning our own beliefs, as well as those of others, is and will remain the best possible way to change how we view the world and other people. I appreciated the assignment for its ability to force introspection in such a way that it is both comfortable and it encourages us to modify our responses to people against whom we are biased.

Prompt: How did you feel about doing this assignment?

I enjoyed this assignment more than most I ever have in my college career. It wasn't my thoughts based on someone else's experience or someone else's work. It was my thoughts on my own personal experience. It forced me to sit down at least once a week and look at myself, fairly harshly, and evaluate my own bias. I took a class a long time ago that made us consider our own biases, so I thought I had a pretty good idea of what parties I favored and who I had prejudices against. But each week I surprised myself with how I was reacting and what I was writing down. I consider myself accepting of most all people and yet each week it was easy to come up with an interaction to write about.

Something very important to realize is that our own biases can change based on our own station in life, a job we've been working, or the types of people we surround ourselves with. Because these things shift around us our prejudices shift as well. That was my hardest understanding to come to with this project. I've been working at [in a job dealing with the public] for three years now and because of this I have developed new groups of people to hold judgments against. I wish everyone had to do something like this and have to face their internal dialogues when they deal with people. We know the science behind implicit bias, but it is not widely known. Most people are under the impression that they have the most control over their bias and that it doesn't affect their day to day interactions. [...] So, if this journal does nothing else, I hope it helps everyone realize they need to assess their biases constantly so as not to fall into habit of allowing their judgments to color their interactions with people

Professional Activities and Training Related to Teaching

2018 Guest lecture in GRSC 7770, on the considerations and process of designing an interactive class activity exploring issues of racism, sexism, and other biases.

2016 Honors Thesis Committee Member, University of Georgia

2016 Shelton, Jeff S., "Selection of Future Identities: How Self, Identity, and Institution Affect College Student's Occupational Identity Selection." A talk given at the American Sociological Society, Seattle, WA

2015-2016 Committee member working on a project to create an accessible depository of teaching resources for sociology graduate students.

2015 GRSC 7770. Sociology Department. Taught by Dr. Jody Clay-Warner

2013 Shelton, Jeff S., "It's all about who you know': The Process of Choosing a Career and Major for First Generation Community College Transfer Students." A talk given at the *Pacific Sociological Association Annual Meeting, Reno, NV*