

As a Peace Corps volunteer in Morocco, I spent two years developing and implementing a youth leadership and outdoor education program. Working collectively with my Moroccan colleagues, we developed a project that gave young men and women the opportunity to explore their interests, collaborate with peers, and gain confidence in their community. For me, leading this youth mentorship program underscored the importance of community-driven, collaborative learning as a way to address issues of diversity, equity, and inclusion. Since then, I have worked to cultivate a similar set of values in my role as a scholar, teacher, and colleague. In my teaching, I am excited to continue working across languages, cultures, and disciplines to build a dynamic liberal arts learning community that promotes the success of underrepresented students, staff, and peers.

As a researcher and scholar, my work redresses the historiographical exclusion and imbalance of non-Western actors, sources, and intellectual traditions. With a focus on Islam, my multidisciplinary methodology highlights the diverse experiences of Muslims throughout history. In doing so, my research engages with oft-overlooked secondary literature from across the Arabic and Turkic speaking world. Likewise, I design my course syllabi to focus on previously excluded historical voices including women, slaves, and religious minorities. I foreground these perspectives in courses like *Slaves, Captives, and Migrants*. Finally, my work as the editor for the Spain North Africa Project's online Bulletin has worked to make research more accessible to communities across the world. Collaborating with students and scholars from North Africa, the Bulletin has served as platform to increase the visibility of scholars from outside the United States.

In the classroom, I create activities that focus on self-reflection and collaboration so that students gain experience in expressing themselves and their ideas through a variety of creative ways. For instance, I begin my classes by having students write an essay in which they reflect on how they will produce a positive learning environment for themselves and their peers. From there we collaborate as a group to propose a set of class guidelines, or accords. Serving as our guiding principles, this document sets the norm for a collaborative, student-centered learning space where it is possible to have engaging yet respectful discussions on a variety of primary source materials from Black Muslim slave narratives to Osama Bin Laden's "Declaration of War against America."

Going beyond setting the norms for open and candid classroom discussions, I have also learned that this cannot be done equitably without more intentional structure. In response to a review from a student that stressed how our open-style discussion reinforced societal gender inequities, I began focusing on activities that better valued each student's voice. In this space, think-pair-share and jigsaw activities proved effective at encouraging collaboration and extending our discussion across multiple individuals with different forms of expertise. Through these activities and others I strive to constantly reassess and work towards pedagogical strategies that foster equitable, safe, and student-empowering discussions spaces.

Alongside my colleagues I am committed to cultivating inclusive and collaborative learning spaces that bolster liberal arts education. Likewise, I look forward to contributing my training in youth mentorship to help develop extra-curricular activities and programs that a crucial component to a student's growth into an equity-minded, civically engaged leader of the future.