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In my teaching, I strive to create a classroom where all students are supported in their learning regardless of how the student identifies, presents, thinks, or communicates. I work to create an inclusive environment within my own classroom, as well as helping others in their efforts towards inclusion. In my work at the Teaching Assistant Project (TAP), I have helped to incorporate discussions around diversity into our classes and workshops, as I believe it is not a distinct topic but rather a lens through which we should view every discussion on pedagogy. As my department has been working to reform our precalculus to calculus 2 (P2C2) courses, I have brought universal design into the discussion and have been pushing for practices that would support our diverse student body.

As an instructor, I want all of my students to feel supported in the learning environment I create. Because I utilize active learning techniques as much as possible, it is imperative to the success of my classes that students feel comfortable making mistakes and asking questions as part of the learning process. I achieve this through a variety of efforts, such as eagerly answering any questions students ask in order to send the message that I value all questions, giving students multiple avenues for asking questions including some that are anonymous to the class or even to me, and starting the semester with a discussion on the importance of confusion and mistakes for long-term memory formation. I also begin the semester with a survey where students can share their preferred name and what pronouns they use as well as any other information they want to share. I take the time to open the semester with this survey because I believe that creating an inclusive classroom does not require students to check their identities at the door, but instead embraces the opportunities provided to a class with a range of student identities and backgrounds.

As a TAP associate, I help run workshops and courses for graduate student TAs interested in improving their teaching. This year, I have brought inclusion into as many of those programs as possible, even when that wasn't the primary topic. For example, this spring I am teaching our course on online and hybrid teaching, where we will discuss how online courses can be a particularly good option for nontraditional students and students with disabilities and how to design courses with the unique needs of those students in mind. Besides the week of the course devoted to Universal Design for Learning (UDL), students will be asked to reflect on those principles in every topic we discuss. I will also be running a workshop on engaging a quiet classroom in the spring. As part of the discussion, we will talk about how students' willingness to speak up in class can intersect with race and gender identity and how to encourage all students to participate while avoiding a deficit perspective.

As a member of the P2C2 reform committee, I have been helping with efforts to decrease DFW rates (the percentage of students who receive a D, F or withdraw) in our first-year classes. These efforts have most explicitly centered around robust placement mechanisms and the incorporation of active learning. As we pursue these efforts, however, I have worked to bring principles of UDL into our reforms, for example by providing students with multiple resources engaging with the content such as different video, text, and interactive resources. We are also beginning efforts to more explicitly with ways we can promote diversity in STEM through our service courses. These efforts are still in their earliest planning phases, but will likely include, for example, monitoring of DFW rates for traditionally underrepresented groups, faculty training around inclusive pedagogy, and targeted efforts to increase participation in the honors courses by students of color and students across the gender spectrum.

Although I have been working hard to learn about diversity and inclusion and to bring that knowledge into my classroom and every aspect of my work at Rutgers, I know that there is still so much to learn. I would eagerly welcome the opportunity to continue this work towards a more diverse and inclusive mathematical world.