

Juliette Bruce's Inclusive Teaching Statement

As a graduate student at the University of Wisconsin - Madison, I served as a teaching assistant and course coordinator for Calculus I for multiple semesters, the instructor of record for Math for Early Education Majors, and the instructor of record for a Calculus I course providing students from generally under-represented groups additional support during their first college math course. Additionally, for several semesters, I held a non-traditional teaching assistantship for my role as the organizer of the Madison Math Circle outreach program. My passion for promoting an interest in and excitement for math – especially for people from generally underrepresented groups – led me to take on teaching and outreach roles through the *Girls Math Night Out* program and the *Wisconsin Directed Reading Program*.

My postdoctoral positions at Brown University and the University of California, Berkeley did not allow me to have formal teaching responsibilities, however, I have spent this time exploring forms of informal forms of teaching and mentoring. For example, during the Summer and Fall of 2020, in response to the COVID-19 pandemic, I helped Ravi Vakil and others organize *Algebraic Geometry in the Time of COVID*, a massive open access virtual algebraic geometry course, which drew over 1,200 participants from around the world. Inspired by this experience, in the Winter of 2021, I organized Virtual Directed Reading in Geometry & Algebra a virtual open access directed reading group for undergraduates interesting in algebraic geometry and commutative algebra. During the summer of 2021 I led a group of 6 undergraduate students in a summer research project in combinatorial algebraic geometry, and during the summer of 2022 I lead summer research project with one undergraduate student.

As an instructor, I view my role is to be an active guide. I encourage my students to explore, engage with, and question the course material for themselves. I try to structure much of the course around guided group work that gives students opportunities to develop and discuss their understanding and confusion with their fellow students. In addition to encouraging students to take an active role in learning, this format also helps students to learn to vocalize their thought processes and ideas.

Active learning presents challenges to me and my students, most notably, the challenge of managing student mistakes. In many ways, the most significant moments during the learning process are not necessarily the moments of success, but the moments of failure. It is at this moment that students can recognize errors and gaps in their understanding of a subject and can begin trying to correct them. It is also the moment that as an instructor I can understand what my students are finding difficult and nudge the conversation in such a way as to overcome these hurdles.

Making mistakes is hard, and most students, like most people, would prefer not to make mistakes. With this in mind, I think it is crucial to promote an inclusive environment where all students feel comfortable and safe participating. This environment encourages students to be open about what confuses them and where they are making mistakes. Creating an inclusive classroom environment requires active attention and work to maintain. However, in my experience, this work is well worth it.

My approach to creating an inclusive classroom environment has been influenced by the semester long course *Inclusive Practices in the College Classroom*, which I took through the *Delta Program for Integrating Research, Teaching and Learning*. For example, one activity I implemented successfully asks students to brainstorm attributes from classes they found productive and from classes they found less productive. After collecting a list of such attributes, we use this as a jumping-off point for forming community standards that we wish to shape our classroom environment. Examples of such community standards that my classes have often adopted include: “Respect everyone” and “Address the problem, not the person, when discussing mistakes”. I have found this helps the students buy into the belief that the classroom is an inclusive space where it is safe to make mistakes.

During my time as a graduate student, I have found teaching to be extremely rewarding. During my time as a postdoctoral fellow I have found creative ways to engage with students beyond the classroom and found enjoyment in working with students. Going forward, I am looking forward to new opportunities to grow and learn as a teacher. Further, I am excited to continue promoting inclusivity, diversity, and justice in the classroom.