A strong teaching philosophy and teaching approach can be summarized in one word: opportunities. But this word comes in many flavors: creating opportunities for students to learn by implementing principles of universal design into classroom teaching. Teaching students from a ‘real-world’ perspective to give them opportunities to connect with the material. Supporting students from underrepresented groups and varying mathematical abilities to have opportunities to participate and be represented in the classroom. Personally connecting with students to give them an opportunity for one-on-one mentoring experiences. Finally, to evaluate one's teaching to build opportunities for yourself as an instructor to adapt to students’ needs and evolve as an educator.

**Approach to Teaching.** I strive to learn every student’s name, and I always arrive early to class to engage different students in conversation to build a sense of community in the classroom. Nearly every class begins with a short (2-5 minute) think-pair-share or group quiz. These daily quizzes encourage student attendance and help the students and me gauge whether they are understanding the course material. I then outline the topic for the day and what they are expected to know by the end of the class. Classes are interactive and student driven; students are expected to guide me from one idea/step to the next. During lecture, I never go more than a few minutes without pausing for as long as fifteen real-time seconds for questions. I try to make lectures sparser, often opting for a flipped classroom style so that traditional lecture time can be reserved for group problem solving. Mathematics is, after all, a social activity! I work to make at least 30% (even as high as 60%) of the course be group activity or think-pair-share style learning. Working collaboratively not only allows students to work through course concepts, but more importantly builds mathematical communication skills and helps students internalize concepts. At the end of every class, I give out anonymous comment cards where students rate the lecture, write what they understood most, write what they understood least, and fill in any comments, concerns, or questions they might have from class. This allows students who otherwise might not feel comfortable enough or confident enough to participate in class a chance to ask questions. This also presents opportunities for me to make course adjustments throughout the semester and to develop as an instructor. I address questions, comments, and concerns from comment cards to the whole class either the next lecture or via email.

Finally, it is essential to student success that they be given ample examples to practice for themselves. The only way to learn Mathematics is to do Mathematics! I have written hundreds of problems for students and I host all my previous course materials on my personal teaching website. This gives students more examples to study from and helps make course expectations clearer. When I taught Calculus III, I even wrote my own workbook with 800 problems and solutions for students to use. While it is important that students work through problems themselves, they also need to be supported in understanding what ‘good’ solutions look like and have solutions for when they might be stuck in a problem. For Calculus I, I wrote solutions to all past final exams at Syracuse University for over 300 total pages of material. I also create discussion sections on Blackboard for each course topic and for homeworks. A student can post a question and other students can answer. I reward students with good questions or helpful responses. This not only builds a sense of community in the classroom but helps students be more active in their own learning.

**Diversity, Inclusion, Accessibility.** For students to be successful, they must be represented, supported, and included in the classroom. I am committed to building a community of diverse learners where every student feels valued and respected. I work to address many types of diversity in the classroom: race, ethnicity, gender (identity), sexual orientation, socio-economic statuses, religion, accessibility issues, learning styles, majors, and mathematical background.

Whenever I teach Mathematics, I place special care to credit ideas from Eastern Mathematics when they
I design course materials, especially in Statistics, that emphasize diversity in race, ethnicity, and gender, especially in Mathematics. For instance, I have given out quizzes in Statistics courses covering famous female statisticians and their contributions. As an LGBTQIA+ member, I recognize the importance of pronouns. At the start of every semester, I distribute sheets that give students an opportunity to specify their preferred name and gender pronouns.

Textbooks, calculators, and other expensive materials can place extra burdens on already struggling college students. While my courses always have a referenced text, I have never required the purchase of a textbook. Instead, I teach my courses carefully to ensure that no textbook is necessary. I provide course notes, write my own problems, and create repositories of online lectures and problem videos for students. These resources are not limited to just course topics. I include prerequisite materials as well to support students that may be coming into the course with weaker foundations than other students. This not only supports students without a book, but also students from a wide variety of learning styles and backgrounds. To further address diverse learning styles, I incorporate technology, such as Mathematica and Wolfram Demonstrations, into the classroom. These programs help students visualize course concepts and can be used by them outside of class. Finally, every semester I rewrite course materials to tailor the class to the majors of the students in the course. This keeps students engaged in the material.

**Mental Health.** While an undergraduate, I suffered from depression and lost friends at the college to suicide and drug overdose. People I knew, including myself, were victims of sexual violence. According to the National Alliance on Mental Illness and RAINN, 44% of college students report symptoms of depression, 40% fail to seek help for any mental health issues, and 23.1% of undergraduate females will be sexually assaulted. The only way to fix these numbers is to cultivate a positive climate for mental health. I stress the importance of mental health and share my own experiences with students. On the first and last day of lecture and after every exam, I hand out sheets with the university resources available to students as well as a list of national hotline numbers for those that may not be comfortable using university facilities. Finally, I encourage students to share these sheets with others and to say something if they see someone struggling with these issues.

**Mentoring & Research.** There is nothing more transformative to a student’s learning experience than the opportunity for one-on-one mentoring while exploring open-ended questions. But these opportunities do not have to be limited to upper-level Mathematics majors. I have created Statistics assignments where students had to find their own data set, explore questions they designed, and write a paper based on their findings. Part of the paper writing process was one-on-one meetings with me, where the student and I could discuss what they were learning about Statistics ‘in the wild.’ I also have experience mentoring students in guided reading courses through the Directed Reading Program. Finally, I have designed numerous possible reading courses and research projects for undergraduate students based on the Ithaca College curriculum.

**Future Growth.** Just as we encourage students to be lifelong learners, we must be lifelong educators striving to improve our teaching. I consistently use comment cards from the end of each class to rethink my teaching strategies and develop better teaching techniques. I give course-customized mid-semester evaluations to help understand how students are feeling about the course structure and re-adapt the course to ensure as many students as possible succeed in the course. As a student at Syracuse University, I regularly take advantage of instructor development seminars, and I have even helped run several of them. As a professor at Ithaca College, I would love to work with amazing educators, such as Professor Cristina Gomez, Professor Aaron Weinberg, and Professor Matt Thomas, on ways to integrate more innovative teaching styles into the classroom. For instance, I would be interested in working to develop large lecture courses similar to the Physics Department’s SCALE-UP class model.

I welcome the opportunity to discuss my teaching philosophy and experiences with anyone at Ithaca College. Please, see my Ithaca College application website, [https://cgmcwhor.expressions.syr.edu](https://cgmcwhor.expressions.syr.edu) for more in-depth diversity statements, lecture videos, teaching material samples, and much more!