I enjoy teaching and believe deeply in the importance of doing it well. I have substantial teaching experience, including teaching my department's undergraduate statistics course, which is a core requirement for the sociology major. I have also led discussion sections of our introduction to sociology course and served as a teaching assistant for other courses of varied sizes and levels. I have given several guest lectures on topics such as gender, race, and political polarization. Completing fellowships with the Program for Advanced Research in the Social Sciences, mentoring high school students in AP Research through the Illinois Science and Technology Institute, and working as a math tutor for the University of Wisconsin has given me additional experience teaching students of many levels of preparation one-on-one.

I have continually sought out pedagogy training by completing the coursework and teaching observation requirements for Duke's Certificate for College Teaching, holding fellowships with the Kenan Institute for Ethics's Teaching on Purpose program and the Southern Sociological Society's Striving for Antiracist Teaching in the South initiative, and organizing a workshop on pedagogy for graduate students in my department.

My experience, coursework, and research have prepared me to teach courses in a variety of areas, including those listed below. I would particularly like to teach courses related to quantitative and computational methods, where my teaching is well informed by my expertise as a computational sociologist and my own undergraduate experiences in math, statistics, engineering, and computer science courses.

- Introductory statistics/data science
- Computational social science
- Data management and visualization
- Research methods

- Introduction to sociology
- Social psychology
- Identity and interaction
- Culture and cognition

As an instructor, I have two overarching goals for my students. First, I want my students to become better communicators and constructive critics of sociological arguments. I teach them to identify the contributions and the limitations of arguments—in their own work, academic research, and traditional and social media—and to communicate those features clearly to others.

Second, I want my students to strengthen their growth mindsets, particularly with respect to quantitative and computational skills. I design my courses to increase students' confidence in their ability to learn, largely by helping them to become more comfortable with the mistake-making that is an inevitable part of the learning process.

My work to dispel student anxiety around quantitative and computational skills is particularly valuable for students who have the least experience and access to support in these areas, who tend to be those who are disadvantaged along other axes such as ability status, gender, race, ethnicity, and class. It is one of several ways in which I make my courses equitable, inclusive, and accessible.

I choose classroom practices that support these goals. I discuss generalizability, validity, and limitations early and often in my statistics course. I also make a point of discussing objectivity in statistics. Through asking students to identify all the places in an analysis where researchers must make decisions, I work to dispel the common misconception that quantitative analysis is perfectly

objective and therefore yields conclusions that are beyond critique. Such exercises make students more critical consumers of quantitative results.

In my statistics course, I make a point to normalize mistake-making by telling students to expect to encounter errors in their work and teaching them strategies for finding and fixing such errors. I build students' skills and confidence by assigning completion-graded daily problem sets to attempt and then troubleshoot collaboratively at break points during lecture. The early problem sets contain lots of scaffolding to guide students to the correct problem-solving strategy. In each subsequent question, I remove scaffolding so that by the end, students can do the analysis on their own.

I also build confidence through my choice of assessment strategies. In place of a final exam, I asked my statistics students to complete a project in which they applied the techniques covered in class to answer a research question of interest to them. The project format created less anxiety and invited more student interest. In course evaluations, one student reported appreciating that "I could analysis my sociological problem as a project. It is my interest and so I was stimulated to learn."

I evaluate my teaching practices by looking for evidence in student work that students are achieving the goals I set out for them. I assess whether students are learning to become critical consumers of sociological arguments by asking them to put findings into context. In my statistics course, I ask students to not just calculate p values, but to write about what their results do—and, just as importantly, do not—imply about their research question.

To evaluate students' progress in developing growth mindsets, I look for evidence of increased confidence and willingness to make mistakes. I checked in with my statistics students about their comfort with the material and the usefulness of the class exercises throughout the course. I also included optional extra credit elements in assignments, and I paid attention to how many students attempted them. When students are willing to stretch themselves to answer extra credit, it is an indication that they are engaged and willing to make mistakes to learn more.

Throughout my courses, I strive to support all students by making my teaching as equitable, accessible, and inclusive as possible. In addition to normalizing mistake-making, I reduce barriers to course material by using freely available software and readings, making lecture slides available before class, using software to caption lectures in real time, and making lecture recordings and transcripts available after class. I also create opportunities for all students to participate by using a mix of whole class and small group active learning activities. Many students in my Introduction to Sociology sections reported appreciating that discussions felt inclusive, with one saying that a strength of mine was "making the discussion feel like a safe space in which everyone can share their thoughts and opinions and not be scared that they are wrong or will be judged."

Finally, I interweave discussion of ethics and equity into my lectures. For example, in a lecture about interpreting statistical results, I discussed work by critical race theorists arguing that immutable social categories cannot be proximate causes of outcomes—that coefficients associated with variables such as race should be interpreted as effects of racism, rather than race. I find students are quite interested in these discussions. I hope these approaches not only teach students ethical research practices, but also communicate my own commitment to diversity, equity, and inclusion.