CLAIRE WLADIS

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# EDUCATION

Ph.D., 2007 Mathematics, City University of New York, New York, NY

M.S., 2002 Mathematical sciences, University of Texas at Dallas, Dallas, TX

B.A., 2000 Philosophy, Yale University, New Haven, CT

# APPOINTMENTS

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| 2017-present | Founder and Director, Excellence through Education Research Group, City University of New York |
| 2015-present | Professor, The Graduate Center at the City University of New York, Urban Education, 5/15-present  |
| 2013-present | Professor, Borough of Manhattan Community College at the City University of New York, Mathematics, 9/13-present |
| 2021-2022 | Visiting Professor, Pädagogische Hochschule Heidelberg, Institut für Mathematik und Informatik (Teachers College Heidelberg, Institute for Mathematics and Computer Science), Germany, 9/21-8/22 |
| 2014-2015 | Visiting Professor, Humboldt-Universität zu Berlin, Institut für Erziehungswissenschaften, Hochschulforschung / Hochschulbildung (Institute for Educational Sciences, Higher Education division), Germany, 9/2014-8/2015  |
| 2010-2013 | Associate Professor, Borough of Manhattan Community College at the City University of New York, Mathematics, 9/10-8/2013 |
| 2007-2010 | Assistant Professor, Borough of Manhattan Community College at the City University of New York, Mathematics, 9/07-8/10 |
| 2007-2008 | Visiting Assistant Professor, Technische Universität Berlin, Germany, Mathematics, 9/07-8/08 |
| 2003-2007 | Instructor, Borough of Manhattan Community College at the City University of New York, Mathematics, 1/03-9/07 |
| 2001-2002 | Graduate Research Assistant, University of Texas at Dallas, 9/01-12/02 |
| 2000-2001 | Teacher, South Garland High School, algebra/integrated physics and chemistry, 9/00-8/01 |

# PUBLICATIONS

## Manuscripts in preparation

**Wladis, C.**, Sencindiver, B. and Offenholley, K. Analyzing students’ definitions of generalized equivalence beyond equality: How do students conceptualize equivalent equations? *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B. and Offenholley, K. What Do We Want Students to Learn About Equivalence Beyond Equality? Prescriptive and Descriptive “Grundvorstellungen” of Equivalence *Manuscript in preparation*.

**Wladis, C.**, Bjorkman, K., Duranczyk, I., Selbach-Allen, M., Schaub, B. & Tintera, G. (Re)defining what constitutes “college-level” mathematics: a framework for describing developmental stages up to and through college. *Manuscript in preparation.*

**Wladis, C.**, Sencindiver, B. and Offenholley, K. Reconceptualizing algebraic transformation as a process of substitution equivalence. *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B. and Offenholley, K. Explicating structure sense as a theoretical construct for mathematics education research. *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B., Offenholley, K., Licwinko, S., Lee, J. and Dawes, D. Developing a Concepts Framework for Elementary Algebra: Codifying the Tacit Knowledge of Experienced Instructors. *Manuscript in preparation*.

**Wladis, C.**, Offenholley, K., Sencindiver, B., Dawes, D., Lee, J., Licwinko, S. Relationships between procedural fluency and conceptual understanding in algebra for postsecondary students. *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B. and Offenholley, K. A framework of syntactic structure sense: Conceptualizing syntactic structure as a reification of the order of operations. *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B. and Offenholley, K. Student thinking around the use of mathematical properties: structural versus operational views. *Manuscript in preparation*.

**Wladis, C.**, Sencindiver, B. and Offenholley, K. A Framework for Analyzing Student Thinking around Mathematical Syntax: Chunking, Subexpressions, and an Object View of the Order of Operations. *Manuscript in preparation*.

**Wladis, C.**, Hachey, A.C. and Conway, K.M. Competing explanations for online student dropout: Instructor vs. student perspectives. *Manuscript in preparation*.

**Wladis, C.** and Hachey, A.C. Who has time for college? How time poverty and time capital explain difficulties completing college. *Book manuscript in preparation*.

## Manuscripts in submission

**Wladis, C.**, Sencindiver, B., Offenholley, K., Myszkowski, N., McCluskey, S., Jaffe, E. and Samuels, J. Creation and validation of the algebra concept inventory: measuring the algebraic conceptual understanding of college students. *Manuscript submitted for publication*.

**Wladis, C.**, Makowski, M., Taylor, K. & Williams, D. (Re)defining developmental mathematics: a critical examination of the research literature. *Manuscript submitted for publication.*

**Wladis, C.**, Sencindiver, B. and Offenholley, K. A model of symbolic structure sense: Meaning-making within abstract symbolic systems. *Manuscript submitted for publication*.

**Wladis, C.**, Sencindiver, B., Murray, E., Samuels, J. and Offenholley, K. U.S. College Students’ Conceptions of Brackets in the Context of Algebraic and Arithmetic Symbolic Notation. *Manuscript submitted for publication*.

Offenholley, K., Licwinco, S., Sencindiver, B. and **Wladis, C.** What happens to views of equivalence as students move into algebra? A literature review. *Manuscript submitted for publication*.

**Wladis, C.**, Hachey, A.C. and Conway, K.M. Post-secondary resiliency during the COVID-19 pandemic: Exploring the relationship between prior online course-taking and course outcomes. *Manuscript submitted for publication*.

## Refereed Journal Articles

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| --- | --- |
| 2024 | **Wladis, C.**, Manly, C. A., Hachey, A. C. & Conway, K. M. (2024). Life Stressors as Predictors of Community College Students’ Course Outcomes: The COVID-19 Pandemic as a Focusing Event. *Teachers College Record*, *126*(6-7), 182-200. <https://doi.org/10.1177/01614681241283258>  |
| 2024 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2024). It's about time: The inequitable distribution of time as a resource for college, by gender and race/ethnicity. *Research in Higher Education 65*(7)*,* 1614-1646*.* <https://doi.org/10.1007/s11162-024-09796-5>  |
| 2024 | **Wladis, C.**, Fay, M., & Hachey, A.C. (2024. The holistic capital model: Time and body capital as sources of inequity. *AERA Open, 10*. <https://doi.org/10.1177/23328584241255626>  |
| 2024 | **Wladis, C.**, Hachey, A.C., & Conway, K.M. (2024). It’s about time, Part II: Does time poverty contribute to inequitable college outcomes by gender and race/ethnicity? *AERA Open*, *10*(1). <https://doi.org/10.1177/23328584241237971> |
| 2023 | **Wladis, C.**, Hachey, A.C., & Conway, K.M. (2023). Did Emergency Remote Teaching and the COVID-19 Pandemic Exacerbate Inequities? Considering Institution Type, Gender, and Race/Ethnicity. *Journal of Higher Education, 95*(3), 313-349. <https://doi.org/10.1080/00221546.2023.2250696> |
| 2023 | Hachey A.C., **Wladis C.** & Conway K.M. (2023). Investigating online versus face-to-face course dropout: Why do students say they are leaving? *Education Sciences*. *13*(11):1122. <https://doi.org/10.3390/educsci13111122> |
| 2022 | **Wladis, C.**, Hachey, A.C., & Conway, K.M. (2022). Time Poverty: A hidden factor connecting online enrollment and college outcomes? *Journal of Higher Education,**94*(5), 609-637. [ttps://doi.org/10.1080/00221546.2022.2138385](https://doi.org/10.1080/00221546.2022.2138385) |
| 2022 | Hachey, A. C., **Wladis, C.**, Manly, C. A. & Conway, K. M. (2022). Health challenges and community college student outcomes before and during the COVID-19 pandemic. *American Behavioral Scientist*. <https://doi.org/10.1177/00027642221118295> |
| 2022 | Hachey, A.C., Conway, K.M., **Wladis, C.** & Karim, S. (2022). Post-secondary online learning in the U.S.: An integrative review of the literature on undergraduate student characteristics. *Journal of Computing in Higher Education*, *34,* 708-768*.* <https://doi.org/10.1007/s12528-022-09319-0> |
| 2021 | Conway, K. M., **Wladis, C.**, & Hachey, A. C. (2021). Time poverty and parenthood: Who has time for college? *AERA Open*, 7. <https://doi.org/10.1177/23328584211011608> |
| 2019 | **Wladis, C.** & Mesa, V. (2019). What can happen when community college practitioners lead research projects? The case of CUNY. *Review of Higher Education*, *42*(4), 1579-1610. <http://dx.doi.org/10.1353/rhe.2019.0076> |
| 2018 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2018). No time for college? An investigation of time poverty and parenthood. *Journal of Higher Education*, *89*(6), 807-831. <https://doi.org/10.1080/00221546.2018.1442983> |
| 2016 | **Wladis, C.**, Conway, K.M & Hachey, A.C. (2016). Assessing readiness for online education – Research models for identifying students at risk. *Online Learning* [*Special Section: Best Papers Presented at the OLC 21st International Conference on Online Learning and Innovate 2016*], *20*(3), 97-109*.* <https://eric.ed.gov/?id=EJ1113351> |
| 2016 | **Wladis, C.** & Samuels, J. (2016). Do online readiness surveys do what they claim? Validity, reliability, and subsequent student enrollment decisions. *Computers & Education*, *98*, 39-56. <https://doi.org/10.1016/j.compedu.2016.03.001> |
| 2015 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2015). Which STEM majors enroll in online courses, and why should we care? The impact of ethnicity, gender, and non-traditional student characteristics. *Computers & Education*, *87*, 285-308*.* <https://doi.org/10.1016/j.compedu.2015.06.010> |
| 2015 | **Wladis, C.**, Conway, K.M & Hachey, A.C. (2015). Using course-level factors as predictors of online course outcomes: A multilevel analysis at an urban community college. *Studies in Higher Education, 42*(1)*,* 184-200*.* <https://doi.org/10.1080/03075079.2015.1045478> |
| 2015 | **Wladis, C.**, Conway, K.M & Hachey, A.C. (2015). The online STEM classroom—who succeeds? An exploration of the impact of ethnicity, gender, and non-traditional student characteristics in the community college context. *Community College Review*, *43*(2):142-164*.* <https://doi.org/10.1177/0091552115571729> |
| 2014 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2014). The representation of minority, female, and non-traditional STEM majors in the online environment at community colleges: A nationally representative study. *Community College Review*, *43*(1), 89-114. <https://doi.org/10.1177/0091552114555904> |
| 2014 | Hachey, A. C., **Wladis, C.** & Conway, K. (2014). Prior online course experience and G.P.A. as predictors of subsequent online STEM course outcomes. *The Internet and Higher Education*, *25*, 11-17*.* <https://doi.org/10.1016/j.iheduc.2014.10.003> |
| 2014 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2014). An investigation of course-level factors as predictors of online STEM course outcomes. *Computers & Education, 77*, 145-150. doi: 10.1016/j.compedu.2014.04.015 |
| 2014 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2014). The role of enrollment choice in online education: Course selection rationale and course difficulty as factors affecting retention, *Journal of Asynchronous Learning Networks, 18*(3). <http://olj.onlinelearningconsortium.org/index.php/jaln/article/view/391> |
| 2014 | Hachey, A. C., **Wladis, C.** & Conway, K. (2014). Do prior online course outcomes provide more information than G.P.A. alone in predicting subsequent online course grades and retention? An observational study at an urban community college, *Computers & Education,* *72*, 59-67. <https://doi.org/10.1016/j.compedu.2013.10.012> |
| 2014 | Mesa, V., **Wladis, C.** & Watkins, L. (2014). Research problems in community college mathematics education: Testing the boundaries of K–12 research, *Journal of Research in Mathematics Education,* *45*(2), 173-193. <https://doi.org/10.5951/jresematheduc.45.2.0173> |
| 2014 | **Wladis, C.**, Offenholley, K., & George, M. (2014). Leveraging technology to improve developmental mathematics course completion: Evaluation of a large-scale intervention. *Community College Journal of Research and Practice*, *38*(12), 1083-1096. <https://doi.org/10.1080/10668926.2012.745100> |
| 2013 |  **Wladis, C.**, Hachey, A.C.& Conway, K.M. (2013). Are online students in STEM (science, technology, engineering and mathematics) courses at greater risk of non-success? *American Journal of Educational Studies.* 6(1), 65-84.  |
| 2013 | Hachey, A.C., **Wladis, C.** & Conway, K.M. (2013). Balancing retention and access in online courses: restricting enrollment… Is it worth the cost? *Journal of College Student Retention: Research, Theory & Practice,* 15(1), 9-36. <https://eric.ed.gov/?id=EJ1076255> |
| 2013 | Hachey, A.C., Conway, K.M. & **Wladis, C.** (2013). Community colleges and underappreciated assets: Using institutional data to promote success in online learning. *Online Journal of Distance Learning Administration, 16*(1), Spring*.* <https://eric.ed.gov/?id=EJ1004010> |
| 2012 | Hachey, A. C., **Wladis, C.** & Conway, K. (2012). Is the second time the charm? Investigating trends in online re-enrollment, retention and success. *The Journal of Educators Online, 9*(1), 1-25*.*<http://dx.doi.org/10.9743/JEO.2012.1.2> |
| 2012 | **Wladis, C.** (2012). The word problem and the metric for generalizations of Thompson's group *F* on more than one integer. *Journal of the London Mathematical Society*, *85*(2), 301-322.<https://doi.org/10.1112/jlms/jdq060> |
| 2011 | Conway, K., **Wladis, C.** & Hachey, A. C. (2011). Minority student access in the online environment. *Hispanic Educational Technologies Services (HETs) Journal*, *II*, retrieved from <http://www.hets.org/journal/articles/68-minority-student-access-in-the-online-environment>. |
| 2011 | Conway, K., Hachey, A. C. &**Wladis, C.** (2011). Growth of online education in a community college. *Academic Exchange Quarterly, 15*(3), 96-101*.*  |
| 2011 | **Wladis, C.** (2011). Thompson’s groups are distorted in the Thompson-Stein groups. *Pacific Journal of Mathematics* *250*(2), 473-485. |
| 2011 | **Wladis, C.** (2011). Cyclic subgroups are quasi-isometrically embedded in the Thompson-Stein groups. *International Journal of Algebra and Computation (Proceedings of the International Conference on Geometric and Combinatoric Methods in Group Theory and Semigroup Theory)*, *22*(1&2), 365-385.  |
| 2009 | **Wladis, C.** (2009). Unusual geodesics in Thompson's group *F(n)*. *Illinois Journal of Mathematics, 53*(2), 483-514. |
| 2007 | **Wladis, C.** (2007). Thompson’s group *F(n)* is not minimally almost convex. *New York Journal of Mathematics*, *13*, 437-481.  |

## Refereed Conference Proceedings

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| 2024 | **Wladis, C.**, Sencindiver, B., & Offenholley, K. (2024). College Students’ Conceptualizations of Symbolic Algebraic Properties. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME)*, Omaha, NE, (pp. 450-458). |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. & Aly, G. (2024). The Algebra Concept Inventory: Creation and Validation with Students Across a Range of Math Courses in College. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME)*, Omaha, NE, (pp. 431-440). |
| 2023 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. (2023). College Students’ Conceptions of Symbolic Properties in Algebra. In Lamberg, T., & Moss, D. (Eds.). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Vol. 2).* (pp. 214-222). University of Nevada, Reno. |
| 2023 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. (2023). Syntactic Reasoning and Cognitive Load in Algebra. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings for the 25th Annual Conference on Research in Undergraduate Mathematics Education*. (pp. 842-850). Omaha, NE. |
| 2023 | **Wladis, C.**, Bjorkman, K., Duranczyk, I., Selbach-Allen, M., Schaub, B. & Tintera, G. (2023). What is College-Level Mathematics? A Proposed Framework for Generating Developmental Progressions in Mathematics up to and through College. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings for the 25th Annual Conference on Research in Undergraduate Mathematics Education*. (pp. 833-841). Omaha, NE. |
| 2023 | **Wladis, C.**, Makowski, M., Taylor, K., & Williams, D. (2023). (Re)defining Developmental Mathematics: A Critical Examination of the Research Literature. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings for the 25th Annual Conference on Research in Undergraduate Mathematics Education*. (pp. 824-832). Omaha, NE. |
| 2023 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. (2023). Reconceptualizing Algebraic Transformation as a Process of Substitution Equivalence. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). *Proceedings for the 25th Annual Conference on Research in Undergraduate Mathematics Education*. (pp. 851-863). Omaha, NE. |
| 2023 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. (2023). How do college students conceptualize algebraic properties? In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Eds.), *Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (pp. 676–683). Alfréd Rényi Institute of Mathematics and ERME. |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E. & Taton, J. (2022). Student Definitions of Equivalence: Structural vs. Operational Conceptions, and Extracted vs. Stipulated Definition Construction. *Proceedings for the 12th Congress of the European Society for Research in Mathematics Education (CERME12)*, (pp. 662-669). Bolzano, Italy: ERME.  |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E., & Taton, J. (2022). A Model of How Student Definitions of Substitution and Equivalence May Relate to Their Conceptualizations of Algebraic Transformation. *Proceedings for the 12th Congress of the European Society for Research in Mathematics Education (CERME12)*, (pp. 670-678). Bolzano, Italy: ERME.  |
| 2022 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. H. (2022). An Exploration of How College Students Think About Parentheses in the Context of Algebraic Syntax. *Proceedings of the 44th Annual Psychology of Mathematics Education-North America (PME-NA) Conference*. (pp. 286-294), Middle Tennessee State University. |
| 2022 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2022). Time Poverty as a Mediator Between Voluntary Online Enrollment and College Outcomes. In Duart, J., Trepule, E. (Eds.), *Shaping the Digital Transformation of the Education Ecosystem in Europe. Proceedings of the European Distance and E-Learning Network 2022 Annual Conference*, (pp. 87-92). Tallinn, Estonia: European Distance and E-Learning Network (EDEN).  |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E. & Taton, J. (2022). Conceptualizing Mathematical Transformation as Substitution Equivalence: The Critical Role of Student Definitions. In Karunakaran, S. S., & Higgins, A. (Eds.). *Proceedings for the 24th Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 893-900). Boston, MA. |
| 2022 | Makowski, M., Williams, D., **Wladis, C.** & Taylor, K. (2022). Understanding the Developmental Mathematics Research Landscape: A Critical Look at Intended Audience and Outcomes. In Karunakaran, S. S., & Higgins, A. (Eds.). *Proceedings for the 24th Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 1073-1078). Boston, MA. |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E. & Taton, J. (2022). Modeling Student Definitions of Equivalence: Operational vs. Structural Views and Extracted vs. Stipulated Definitions. In Karunakaran, S. S., & Higgins, A. (Eds.). *Proceedings for the 24th Annual Conference on Research in Undergraduate Mathematics Education*, (pp. 708-715). Boston, MA. |
| 2022 | Beiting-Parrish, M., McCluskey, S., Verkuilen, J., Everson, H., & **Wladis, C.** (2022). Proposing an EIRT approach that includes linguistic characteristics of items. *Quantitative Psychology: The 87th Annual Meeting of the Psychometric Society, Bologna, Italy, 2022*. New York: Springer. |
| 2021 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2021). Differences in academic resiliency when the pandemic forced courses online: Was prior online coursetaking protective? In Softic, S., Read, T. (Eds.), *Lessons from a Pandemic for the Future of the Education. Proceedings of the European Distance and E-Learning Network 2021 Annual Conference*, (pp. 312-321). Madrid, Spain: European Distance and E-Learning Network (EDEN).  |
|  | **This article was awarded the best paper award.**   |
| 2021 | Beiting-Parrish, M. Verkuilen, J., McCluskey, S., Everson, H. & **Wladis, C.** (2021). Multiple answer multiple choice items: A problematic item type? In Wiberg, M., Molenaar, D., González, J., Böckenholt, U., Kim, JS. (eds), *Quantitative Psychology. Springer Proceedings in Mathematics & Statistics*, vol *353*. Springer, Cham. https://doi.org/10.1007/978-3-030-74772-5\_31. |
| 2021 | Sencindiver, B., **Wladis, C.** & Offenholley, K. (2021). Students’ Conceptions of Substitution. In Inprasitha, M., Changsri, N., & Boonsena, N. (Eds), *Proceedings of the 44th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1), (pp. 179). Khon Kaen, Thailand: PME. |
| 2021 | **Wladis, C.**, Sencindiver, B. & Offenholley, K. (2021). A Model of Students’ Conceptions of Equivalence. In *Proceedings of the 44th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1), (pp. 195). Khon Kaen, Thailand: PME. |
| 2020 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2020). External stressors and time poverty among online students: an exploratory study. In Softic, S., Andone, D., A. Szűcs (Eds.), *Human and Artificial Intelligence for the Society of the Future: Inspiring Digital Education for the Next STE(A)M Student Generation. Proceedings of the European Distance and E-Learning Network 2020 Annual Conference* (pp. 172-183). Timisoara, Romania: European Distance and E-Learning Network (EDEN). |
| 2020 | **Wladis, C.**, Offenholley, K., Beiting, M., Griffith, S., Jaffee, E., Thakkar, N. & Dawes D. (2020). A proposed framework of student thinking around substitution equivalence: structural versus operational views. In Smith Kavaunakavan, S., Cook, S., Engelke-Infante, N. & Wawro, M. *Proceedings of the 23rd Annual Conference on Research in* *Undergraduate Mathematics Education*. Boston, MA. |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Lee, J. K., Licwinko, S. & Dawes, D. (2019). The complex relationship between conceptual understanding and procedural fluency in developmental algebra in college, In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 211-215). St. Louis, MO, PME-NA. |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Lee, J. K., Licwinko, S. & Dawes, D. (2019). Developing algebraic conceptual understanding: Can procedural knowledge get in the way? In A. Weinberg, D. Moore-Russo, H. Soto, and M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in* *Undergraduate Mathematics Education* (pp. 688-695). Oklahoma City, OK. |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Dawes, D., Licwinko, S. & Lee, J. K.**(2019). Relationships between procedural fluency and conceptual understanding in algebra for postsecondary students.** In Jankvist, U. T., Van den Heuvel-Panhuizen, M., & Veldhuis, M. (Eds.). *Proceedings of the 11th Congress of European Research in Mathematics Education (CERME)*, (pp**. 706-713), Utrecht, Netherlands, ERME.**  |
| 2018 | Hachey, A. C., **Wladis, C.** & Conway, K. (2018). What factors influence student decisions to drop online courses? Comparing online and face-to-face sections. In A. Volungeviciene, A. Szűcs (Eds.), *Exploring the Micro, Meso and Macro: Proceedings of the European Distance and E-Learning Network 2018 Annual Conference*, (pp. 99-107). Genoa, Italy: European Distance and E-Learning Network (EDEN). |
| 2018 | **Wladis, C.**, Offenholley, K., Lee, J. K, Licwinko, S. & Dawes, D. (2018). Development of the elementary algebra concept inventory for the college context. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in* *Undergraduate Mathematics Education*. (pp. 605-617). San Diego, CA. |
| 2017 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2017). Online STEM and mathematics course-taking: retention and access. In A. Volungeviciene, A. Szűcs (Eds.), *Diversity Matters! Proceedings of the EDEN 2017 Annual Conference*, (pp. 296-305). Budapest, Hungary: European Distance and E-Learning Network (EDEN). |
| 2017 | **Wladis, C.**, Smith, J. & Duranczyk, I. (2017). Research on Non-university Tertiary Mathematics. In G. Kaiser (Ed.), *Proceedings of the 13th International Congress on Mathematical Education (ICME)*, (pp. 693-694). Hamburg, Germany: Springer International Publishing. |
| 2017 | **Wladis, C.**, Offenholley, K., Lee, J. K., Dawes, D. & Licwinko, S. (2017). An instructor-generated concept framework for elementary algebra in the tertiary context. In T. Dooley, V. Durand-Guerrier & G. Guedet (Eds.), *Proceedings of the Tenth Congress of the European Society for Research in Mathematics Education (CERME)*, (pp. 557-558). Dublin, Ireland: Institute of Education Dublin City University and ERME. |
| 2017 | **Wladis, C.**, Offenholley, K., Licwinko, S., Dawes, D. & Lee, J. K. (2017). Theoretical framework of algebraic concepts for elementary algebra. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in* *Undergraduate Mathematics Education (RUME)*, (pp. 1510-1516). San Diego, CA. |
| 2017 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2017). Online STEM and mathematics course-taking: retention and access. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in* *Undergraduate Mathematics Education (RUME)*, (pp. 1695-1697). San Diego, CA. |
| 2016 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2016). Student characteristics and online retention: Preliminary investigation of factors relevant to mathematics course outcome. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in* *Undergraduate Mathematics Education (CERME)*, (pp. 1442-1453). Pittsburg, PA. |
| 2012 | **Wladis, C.** &Morgulis, A. (2012). Increasing student success in intermediate algebra through collaborative learning at a diverse urban community college. In S. Brown, S. Larsen, K. Marrongelle, and M. Oehrtman (Eds.), *Proceedings of the 15th Annual Conference on Research in* *Undergraduate Mathematics Education (RUME)* (Vol.2), (pp. 310-319). Portland, Oregon. |
| 2012 | **Wladis, C.**, Hachey, A. C. & Conway, K. (2012). An analysis of the effect of the online environment on STEM student success, In S. Brown, S. Larsen, K. Marrongelle, and M. Oehrtman (Eds.), *Proceedings of the 15th Annual Conference on Research in* *Undergraduate Mathematics Education (RUME)*, (Vol.2), (pp. 291-300). Portland, Oregon. |
| 2012 | **Wladis, C.**, Offenholley, K. & George, M. (2012). Identifying developmental students who are at-risk: An intervention using computer-assisted instruction at a large urban community college. In S. Brown, S. Larsen, K. Marrongelle, and M. Oehrtman (Eds.), *Proceedings of the 15th Annual Conference on Research in* *Undergraduate Mathematics Education*, (Vol.2). Portland, Oregon, 301-309. |

## Book chapters

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| 2025 | **Wladis, C.** (2025, *In Press*). College students with young kids – especially mothers – find themselves in a time crunch. In Martin LaMonica (Eds.). *The Conversation on Higher Education.* Baltimore, MD: Johns Hopkins University Press.  |
| 2014 | Conway, K.L., Hachey, A.C. & **Wladis, C.** (2014). A new diaspora: Latino(a)s in the online environment. In Y. Medina and A. D. Macaya (Eds.). *Latinos on the East Coast: A critical reader*. NY, NY: Peter Lang, 120-138. |

## Journal Issues Edited

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| 2020 | Guest Editor, *MathAMATYC Educator*, Spring, 2020. Special issue on "Research at the Two-Year College Level." American Mathematics Association of Two-Year Colleges (AMATYC).  |

## Other Publications

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| 2024 | **Wladis, C.** (2024, Aug 22). ‘Time poverty’ can keep college students from graduating − especially if they have jobs or children to care for. *The Conversation.*<https://theconversation.com/time-poverty-can-keep-college-students-from-graduating-especially-if-they-have-jobs-or-children-to-care-for-235744> |
| 2023 | **Wladis, C.** & Mesa, V. (2023). Erasure of Community Colleges from the Research Literature: Why Supporting Research by Community College Faculty Can Increase the Quantity and Relevance of Educational Research. *Teachers College Record.* <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Commentaries%20Collection/2022%20Commentaries/Special%20Commentary%20Series%202022/Erasure%20of%20Community%20Colleges%20from%20the%20Research%20Literature-1660593850.pdf>  |
| 2022 | **Wladis, C.** (2022, Jan 6). College students with young kids – especially mothers – find themselves in a time crunch. *The Conversation*. <https://theconversation.com/college-students-with-young-kids-especially-mothers-find-themselves-in-a-time-crunch-170991>  |
| 2021 | **Wladis, C.** (2021, May 10). Teaching students to make sense of mathematical symbolism. *American Mathematical Association of Two-Year Colleges* (*AMATYC) Impact Plus*. <https://my.amatyc.org/blogs/claire-wladis1/2021/05/10/impact-plus-2-teaching-student-to-make-sense-of-ma>  |
| 2018 | **Wladis, C.** (2018, July 24). Many student-parents drop out because they don’t have enough time for their schoolwork, research shows: How changes to federal financial aid policies would likely improve their plight. *The Hechinger Report*. Available at: <https://hechingerreport.org/opinion-many-student-parents-drop-out-because-they-dont-have-enough-time-for-their-schoolwork-research-shows>  |

# GRANTS AND FELLOWSHIPS

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| 2024-2029 | PI, NSF EHR Core Grant: *Recentering the experiences of STEM majors with dis/abilities in college: Investigating systemic factors that enable/disable students from obtaining formal & informal accommodation*. ($2,251,904) |
| 2023-2028 | PI, NSF EHR Core Grant: *Broadening Narratives about Math Majors: Investigating the Needs and Experiences of Community College Mathematics Majors*. ($2,374,279) |
| 2019-2024 | PI, NSF EHR Core Grant: *Investigating Whether Online Course Offerings Support STEM Degree Progress*. ($2,466,372) |
| 2018-2024 | PI, NSF EHR Core Grant: *Developing, Field-Testing, and Validating An Elementary Algebra Concept Inventory Database For Use In The College Context*. ($1,500,000) |
| 2018-2019 | PI, PSC CUNY Research Award, Enhanced: *Validating an elementary algebra concept inventory*. ($11,363.75) |
| 2018-2019 | PI, BMCC/CUNY Faculty Publication Grant: *Framework for Algebraic Conceptual Understanding in the College Context*. ($5000) |
| 2015-2018 | PI, NSF EHR Core Grant: *Can Student Characteristics be Used to Effectively Identify Students At-Risk in the Online STEM Environment?*. ($719,108) |
| 2014 | PI, Deutscher Akademischer Austauschdienst/ German Academic Exchange Service (DAAD) Research Visit Grant for Faculty: *Online course-taking, access, and persistence in higher education in the U.S. and Germany*. ($9,255) |
| 2012-2014 | PI, American Educational Research Association (AERA) Research Award: *Online STEM Students At-Risk: Building a Model of Online STEM Student Retention at the Community College*. ($25,000) |
| 2012-2013 | Co-PI, CUNY Community College Collaborative Incentive Research Grant: *An Investigation of Prior Experience and Course Type as Factors Affecting Online STEM Student Retention and Success*. ($15,000) |
| 2013 | PI, BMCC/CUNY Faculty Development Grant: *Factors Determining Online Student Enrollment: Evaluation of a Large-Scale National Dataset*. ($3000) |
| 2013-2014 | PI, PSC CUNY Research Award, Traditional B: *The Role of Self-Selection in Online Student Persistence at the Community College: Are Restrictive Enrollment Policies Justified?*. ($5,125) |
| 2013-2014 | Site Manager, Spencer Foundation Grant: *Mathematics Remediation at CUNY: Experimental Comparisons of Accelerated and Traditional Delivery Methods*. ($335,450) |
| 2011-2013 | Site Manager, CUNY OAA Funded Research: *Mathematics Remediation at CUNY: Experimental Comparisons of Accelerated and Traditional Delivery Methods*. |
| 2012-2013 | PI, PSC CUNY Research Award, Traditional B: *Using a Binary Logistic Regression Model to Identify Online Courses in Greatest Need of Supplemental Student Support*. ($5,462) |
| 2011-2012 | PI, PSC CUNY Research Award, Traditional B: *Assessing Online Students at Risk: Building a Better Predictive Model for Online Course Attrition*. ($4,512) |
| 2011 | PI, BMCC/CUNY Title V Faculty Research Grant: *Assessing Online Students at Risk: Building a Better Predictive Model for Online Course Attrition*. ($4000) |
| 2010-2011 | PI, CUNY Improving Undergraduate Mathematics Learning Grant: *Increasing Student Success and Retention in Mathematics through Student-Centered Instruction and Collaborative Learning*. ($58,026) |
| 2009 | PI, BMCC/CUNY Faculty Development Grant: *Homology of the Braided Thompson Groups*. ($3000) |
| 2009-2010 | PI, PSC CUNY Research Award: *Metric Properties of Generalizations of Thompson's Group F*. ($2,960) |
| 2007-2008 | PI, CUNY Scholar Incentive Award, *Metric Properties and Cryptographic Applications of the Braided Thompson Groups*. ($15,709) |
| 2009-2010 | PI, PSC CUNY Research Award: *Full Length Dramatization of the life of Mathematician Sofya Kovalevskaia*. ($4,310) |

# HONORS AND AWARDS

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| 2021 | Best paper award, European Distance and E-Learning Network (EDEN) Annual Conference (the largest annual European research conference on online learning; EDEN was founded in 1991 and is co-funded by the European Union) |
| 2016 | Best Papers Presented at the Online Learning Consortium (OLC) 21st International Conference on Online Learning and Innovate (the largest annual U.S. national research conference on online learning; OLC was founded in 1999 by the Sloan Foundation) |
| 2010 | William Stewart Travel Award |
| 2009 | Association of Women in Mathematics-NSF Travel Award |
| 2009/2010 | Nominated for the Feliks Gross Endowment Award |
| 2005 | Program for Women in Mathematics at the Institute for Advanced Study, Princeton |
| 2004 | Fulbright-Hays program in China on mathematics education |

# INVITED TALKS

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| 2023 | **Wladis, C.** (2023, June 7). *Learners’ conceptions of symbolic properties in algebra* [Invited talk]. Institut für Erziehungswissenschaften (*Institute of Educational Sciences*), Humboldt Universität, Berlin, Germany. |
| 2022 | **Wladis, C.** (2022, November 4). *Rethinking developmental mathematics reform from a mathematics education perspective—what core mathematical ideas do students need to learn, and what is standing in their way?* [Invited talk]. Community College Research Center (CCRC) at Columbia University, Kentucky Community Colleges Co-requisite Pathways Institute, New York, NY.  |
| 2021 | **Wladis, C.** (2021, January). *Structure sense and substitution equivalence in algebra and beyond.* [Invited talk]. Joint Mathematics Meetings, MAA Invited Paper Session “Research on Mathematics Instruction at Community Colleges”, Washington, DC. [cancelled due to COVID-19 pandemic] |
| 2020 | **Wladis, C.** (2020, April). *Structure sense and substitution equivalence in algebra and beyond.* [Invited talk]. Mathematical Association of America (MAA) Virtual Webinar, Washington DC, 2021.  |
| 2020 | **Wladis, C.** (2020, October). *Rethinking developmental mathematics reform from a mathematics education perspective—what core mathematical ideas do students need to learn, and what is standing in their way?* [Invited talk]. Community College Research Center (CCRC) at Columbia University, Qualitative Methods Group (QMG), New York, NY.  |
| 2019 | **Wladis, C.** (2019, October). *Symbolic structure sense: A “big idea” connecting arithmetic, algebra, calculus, and other mathematical domains.* [Invited keynote talk]. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME-NE) Northeast Regional Conference, New York, NY.  |
| 2018 | **Wladis, C.** (2018, August). *Online learners: Who enrolls…and why? Why do they drop? Does this put them at academic risk?* [Invited talk]. Florida Virtual Campus, Distance Learning and Student Services Members Council, Orlando, FL.  |
| 2018 | **Wladis, C.** (2018, October). *Measuring the algebraic conceptual understanding of college students: Development of the Algebra Concept Inventory*. [Invited talk]. CUNY Graduate Center, Educational Psychology colloquium, New York, NY.  |
| 2017 | **Wladis, C.** (2017, August). *Creation and validation of a concept inventory for algebra in the tertiary context.* [invited talk]. Institute for Mathematics and Computer Science, Pädagogische Hochschule Heidelberg, Heidelberg, Germany.  |
| 2016 | **Wladis, C.** (2016, November). *Online Learners at CUNY: Results from an ongoing mixed methods study. [Invited talk].* CUNY E-Learning Directors’ meeting,New York, NY.  |
| 2014 | **Wladis, C.** (2014, April). *Conducting research with community college students: some examples with developmental mathematics students and online students*. [Invited talk]. CUNY Graduate Center, Urban Education Department, Mathematics education seminar,New York, NY.  |
| 2013 | **Wladis, C.** (2013, October). *Student characteristics, online enrollment and online course outcomes for community college STEM majors*. [Invited talk]. American Educational Research Association (AERA) Grants Fall Research Conference, Washington, DC, 10/11/13.  |
| 2013 | **Wladis, C.** (2013, April). *Does the online environment increase access for minorities and women in STEM fields at community colleges?* [Invited poster session]. American Educational Research Association (AERA) Annual Conference, San Francisco, CA, 4/28/13.  |
| 2012 | **Wladis, C.** & Morgulis, A. (2012, May). *Increasing student success and retention in mathematics through student-centered instruction and collaborative learning*. City University of New York 2012 Mathematics Conference on Effective Instructional Strategies, New York, NY.  |
| 2010 | **Wladis, C.** (2010, April). *Finite presentability for subgroups of the Thompson-Stein groups*. [Invited talk]. New York Algebra Colloquium, CUNY Graduate Center.  |
| 2009 | **Wladis, C.** (2009, April). *Unusual geodesics in generalizations of Thompson's group.* [Invited talk]. American Mathematical Society (AMS) 2009 Spring Western Section Meeting, Special Session on Recent Progress in Geometric Group Theory, **San Francisco, CA.**  |
| 2009 | **Wladis, C.** (2009, April). *Subgroup distortion in the Generalized Thompson groups.* [Invited talk]. Cornell University, Topology & Geometric Group Theory Seminar.  |
| 2008 | **Wladis, C.** (2008, May). *Metric properties of some groups of piecewise-linear homeomorphisms.* [Invited talk]. Centre de Recerca Matemàtica, Group Theory seminar (invited talk), Barcelona, Spain.  |
| 2008 | **Wladis, C.** (2008, March). *Metric properties of generalizations of Thompson's group*. [Invited talk]. Université de Caen, Algebra and Geometry seminar, Caen, France.  |
| 2008 | **Wladis, C.** (2008, October). *Distortion of Subgroups of the Generalized Thompson groups F(n\_1,...,n\_k*) [Invited talk.].American Mathematical Society (AMS) 2008 Fall Eastern Section Meeting, **Middletown, CT.**  |
| 2007 | **Wladis, C.** (2007, November). *Tree-pair diagram representatives, a normal form, and estimating the metric for generalizations of Thompson's group.* [Invited talk]. Johann Wolfgang Goethe-University Institute for Mathematics, Geometric Methods in Group Theory seminar, Frankfurt am Main, Germany.  |
| 2007 | **Wladis, C.** (2007, March). *Using* ***tree-pair diagrams to represent elements of Thompson’s Group F(n+1,m+1)*** [Invited talk.].American Mathematical Society (AMS) Spring Central Section Meeting, **Oxford, OH. [Unable to attend because of weather-related flight cancellations.]**  |
| 2006 | **Wladis, C.** (2006, April). ***Thompson’s group F(p+1) is not almost convex*.** [Invited talk]. American Mathematical Society (AMS) Spring Eastern Section Meeting, Special Session on Geometric Methods in Group Theory and Topology**, Durham, NH.** |
| 2004 | **Wladis, C.** (2004, November). *Chinese Methods of Proof* [Invited talk]. City University of New York Asian-American/Asian Research Institute. New York, NY.  |

# CONFERENCE ACTIVITY

## Refereed Papers Presented

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| 2025 | **Wladis, C.,** Hachey, A. C., Manly, C., & Rhoads, C. (2025, April). Course Scarcity and the Impact on College Progression by Race/Ethnicity and Gender. American Educational Research Association (AERA) Annual Conference, Denver, Colorado. |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, November). *The Algebra Concept Inventory for College Students*. Forty-Fifth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA-46), Cleveland, OH. |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, November). *Creating, validating The Algebra Concept Inventory for College Students* [research session]. 50th Annual Conference of the American Mathematical Society of Two-Year Colleges (AMATYC), Atlanta, GA.  |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, July). *Validation of the Algebra Concept Inventory****.*** 15th International Congress on Mathematics Education (ICME), Auckland, New Zealand**.**  |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, July). *Creation and Validation of the Algebra Concept Inventory in the Tertiary Context*. Psychology of Mathematics Education (PME) Annual Conference, Sydney, Australia.  |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, April). *Creation and Validation of the Algebra Concept Inventory*. Paper presented at the American Educational Research Association (AERA) Annual Conference, Philadelphia, PA. |
| 2024 | **Wladis, C.**, Sencindiver, B., and Offenholley, K. (2024, February). *College Students’ Conceptualizations of Symbolic Algebraic Properties*. 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2024 | **Wladis, C.**, Offenholley, K., Sencindiver, B., Myszkowski, N. and Aly, G. (2024, February). *The Algebra Concept Inventory: Creation and Validation with Students Across a Range of Math Courses in College*. 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2023 | **Wladis, C.**, Sencindiver, B., and Offenholley, K. (2023, October). *College Students’ Conceptions of Symbolic Properties in Algebra*. Forty-Fifth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA-45), Reno, NV. |
| 2023 | **Wladis, C.**, Sencindiver, B., Offenholley, K. & Aly, G. (2023, November). *De-coding Symbolic Representations: Conceptualizing Syntactic Structure Sense as a Reification of the Order of Operations.* 5th Annual Northeastern Conference on Research in Undergraduate Mathematics Education (RUME-NE). |
| 2023 | Manly, C.A., **Wladis, C.** & Hachey, A.C. (2023, October). What does the online COVID-19 transition reveal about life stressors for community college students? Online Learning Consortium (*OLC) Accelerate Conference*, Washington, DC. |
| 2023 | **Wladis, C.**, Makowski, M., Taylor, K. & Williams, D. (2023, April). *(Re)defining developmental mathematics: a critical examination of how it is defined in the research literature*. Paper presented at the American Educational Research Association (AERA) Annual Conference, Chicago, IL. |
| 2023 | Manly, C.A., **Wladis, C.**, & Hachey, A.C. (2023, April). *The relationship between community college student life stressors and course outcomes pre/post pandemic*. Paper presented at the American Educational Research Association (AERA) Annual Conference, Chicago, IL. |
| 2023 | **Wladis, C.**, Makowski, M., Taylor, K. & Williams, D. (2023, February). *(Re)defining developmental mathematics: a critical examination of the research literature*. 25th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2023 | **Wladis, C.**, Bjorkman, K., Duranczyk, I., Selbach-Allen, M., Schaub, B. & Tintera, G. (2023, February). *What is college-level mathematics? A proposed framework for generating developmental progressions in mathematics up to and through college*. 25th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2023 | **Wladis, C.**, Sencindiver, B., & Offenholley, K. (2023, February). *Syntactic reasoning and cognitive load in algebra*. 25th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2023 | **Wladis, C.**, Sencindiver, B., & Offenholley, K. (2023, February). *Reconceptualizing algebraic transformation as a process of substitution equivalence*. 25th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. |
| 2022 | **Wladis, C.**, Sencindiver, B., and Offenholley, K. (2022, November). *An exploration of how college students think about parentheses in the context of algebraic syntax*. Forty-Fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA-44), Nashville, TN. |
| 2022 | **Wladis, C.**, Sencindiver, B., and Offenholley, K. (2022, November). *Student thinking in algebra around substitution equivalence* [research session]. 48th Annual Conference of the American Mathematical Society of Two-Year Colleges (AMATYC), Toronto, CA.  |
| 2022 | Manly, C.A., Hachey, A.C. & **Wladis, C.** (2022, November). *Before and after COVID-19 shifted everyone online: Health challenges and community college student outcomes*. Online Learning Consortium (OLC) Accelerate 2022 Conference, Orlando, FL. |
| 2022 | Manly, C.A., **Wladis, C.** & Hachey, A.C. (2022, November). *The relationship between community college student life stressors and course outcomes pre/post pandemic*. Association of Studies in Higher Education (ASHE) 2022 Annual Conference, Las Vegas, Nevada. |
| 2022 | **Wladis, C.**, Sencindiver, B., and Offenholley, K. (2022, October). *College Students' Meanings for Brackets and Parentheses in Algebra*. International Conference on Social and Education Sciences, Austin, TX. |
| 2022 | Hachey, A.C., **Wladis, C.** & Manly, C.A. (2022, October). *Health challenges and community college student outcomes before and during the COVID-19 pandemic*. Northeastern Educational Research Association (NERA) 2022 Annual Conference, Trumbull, CT. |
| 2022 | Beiting-Parrish, M., McCluskey, S., Verkuilen, J., Everson, H., & **Wladis, C.** (2022, July). *Proposing an EIRT approach that includes linguistic characteristics of items*. International Meeting of the Psychometric Society (IMPS), Bologna, Italy. |
| 2022 | **Wladis, C.**, Hachey, A.C., Manly, C.A. & Conway, K.M. (2022, June) *Time poverty as a mediator between voluntary online enrollment & college outcomes*. European Distance and E-Learning Network (EDEN) 2022 Annual Conference, Tallinn, Estonia. |
| 2022 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2022, April). *Investigating time poverty as a contributor to inequitable college outcomes by gender and race/ethnicity*. Paper presented at the American Educational Research Association (AERA) Annual Conference, San Diego, CA. |
| 2022 | Manly, C.A., **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2022, April). *An investigation of resiliency: The relationship between prior online course enrollment and college outcomes during COVID-19*. Paper presented at the Online Learning Consortium (OLC) Innovate Conference, Dallas, Texas. |
| 2022 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2022, April). *Community college students and COVID-19: Online enrollment and course outcomes*. Paper presented at the Council for the Study of Community Colleges (CSCC) Annual Conference, Tempe, Arizona. |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E., & Taton, J. (2022, February). *Student definitions of equivalence: Structural vs. operational conceptions, and extracted vs. stipulated definition construction*. 12th Congress of the European Society for Research in Mathematics Education (CERME12), Bolzano, Italy. |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E., & Taton, J. (2022, February). *A model of how student definitions of substitution and equivalence may relate to their conceptualizations of algebraic transformation*. 12th Congress of the European Society for Research in Mathematics Education (CERME12), Bolzano, Italy. |
| 2022 | **Wladis, C.**, Sencindiver, B., Offenholley, K., Jaffe, E., & Taton, J. (2022, February). *Modeling student definitions of equivalence: operational vs. structural views and extracted vs. Stipulated definitions*. 24th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Boston, MA. |
| 2022 | **Wladis, C.**, Sencindiver, B. Offenholley, K., Jaffe, E., & Taton, J. (2022, February). *Conceptualizing mathematical transformation as substitution equivalence: the critical role of student definitions*. 24th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Boston, MA. |
| 2022 | Makowski, M., Williams, D., **Wladis, C.** and Taylor, K. (2022, February). *Understanding the developmental mathematics research landscape: a critical look at intended audience and outcomes*. 24th Annual Conference on Research in Undergraduate Mathematics Education (RUME), Boston, MA. |
| 2021 | **Wladis, C.** (2021, November). *Redefining syntactic vs. semantic reasoning for mathematical tasks outside of formal proof*. 5th Annual Northeastern Conference on Research in Undergraduate Mathematics Education (RUME-NE). |
| 2021 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2021, November). *Time as a resource for college: Hidden inequities by gender and race/ethnicity*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, San Juan, Puerto Rico. |
| 2021 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2021, October). *Time poverty is not equitably distributed among college students*. Paper presented at the Northeastern Educational Research Association (NERA) Annual Conference, Trumbull, CT. |
| 2021 | Manly, C.A., **Wladis, C.**, Hachey, A. C. & Conway, K.M. (2021, October). Did COVID-19 exacerbate inequities? Course outcomes, on average and when considering students’ prior online experience. Paper presented at the Online Learning Consortium (OLC) Accelerate Conference, Washington, D.C. |
| 2021 | **Wladis, C.**, Offenholley, K., & Sencindiver, B. (2021, July). *A model of students’ conceptions of equivalence*. Psychology of Mathematics Education (PME) Annual Conference, Khon Kaen, Thailand.  |
| 2021 | Sencindiver, B., **Wladis, C.** & Offenholley, K. (2021, July). *Students’ conceptions of substitution*. Psychology of Mathematics Education (PME) Annual Conference, Khon Kaen, Thailand.  |
| 2021 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2021, November). *Time as a resource for college: Hidden inequities by gender and race/ethnicity*. Association for the Study of Higher Education (ASHE) 46th Annual Conference, San Juan, Puerto Rico. |
| 2021 | **Wladis, C.**, Hachey, A.C., Conway, K.M. & Manly, C.A. (2021, October). *Who has time for college? Identifying opportunities to extend more equitable support*. Northeastern Educational Research Association (NERA) Conference, Trumbull, CT. |
| 2021 | Manley, C.A., **Wladis, C.**, Hachey, A. C., Conway, K.M. & Karim, S. (2021, September). *Did COVID-19 exacerbate inequities? Course outcomes, on average and when considering students’ prior online experience.* Online Learning Consortium (OLC) Accelerate Conference, Washington, D.C.  |
| 2021 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2021, June). *Differences in academic resiliency when the pandemic forced courses online: Was prior online coursetaking protective?*. European Distance and E-Learning Network (EDEN) 2021 Annual Conference, Madrid, Spain. **Winner of best paper award for the conference.**  |
| 2020 | Manley, C.A., **Wladis, C.**, Hachey, A. C. & Karim, S. (2020, November). *Deeper Listening: The unexpected relevance of external stressors and time poverty for online students*. Online Learning Consortium (OLC) Accelerate Conference, Orlando, FL. |
| 2020 | Manley, C.A., **Wladis, C.**, Hachey, A. C. & Conway, K.M. (2020, October). *Pandemic Life Adjustments by Community College Students*. Northeastern Educational Research Association (NERA) Conference, October, Trumbull, CT. |
| 2020 | **Wladis, C.**, Hachey, A.C. & Conway, K.M. (2020, June). *External stressors and time poverty among online students: an exploratory study*. European Distance and E-Learning Network (EDEN) 2020 Annual Conference, Timisoara, Romania. |
| 2020 | Manly, C., **Wladis, C.**, Hachey, A., & Karim, S. (2020, November). *Deeper listening: The unexpected relevance of external stressors and time poverty for online students*. Online Learning Consortium (OLC): Accelerate Conference.  |
| 2020 | Manly, C., **Wladis, C.**, Hachey, A., & Conway, K. (2020, October). *Pandemic life adjustments by community college students*. Northeastern Educational Research Association (NERA) Annual Conference.  |
| 2020 | Sencindiver, B., **Wladis, C.** & Offenholley, K., & (2020, October). *College algebra students’ conceptions of substitution*. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME-NE) Northeast Regional Conference, Philadelphia, PA.  |
| 2020 | **Wladis, C.**, Offenholley, K., & Sencindiver, B. (2020, October). *College students’ conceptions of equivalence*. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME-NE) Northeast Regional Conference, Philadelphia, PA.  |
| 2020 | **Wladis, C.**, Hachey, A., & Conway, K. (2020, June) *External stressors and time poverty among online students: An exploratory study.* European Distance Education Network (EDEN) Annual Conference, Timisoara, Romania.  |
| 2020 | **Wladis, C.**, Offenholley, K., Beiting, M., Jaffe, E., Griffith, S., Dawes, D., & Thakkar, N. (2020, February). *A proposed framework of student thinking around substitution equivalence: structural versus operational views.* Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Boston, MA.  |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Dawes, D., Licwinko, S., & Lee, J. K. (2019, November). ***The complex relationship between conceptual understanding and procedural fluency in developmental algebra in college.*** Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), **St. Louis, MO.**  |
| 2019 | **Wladis, C.** (2019, November). *Procedural and conceptual skills in algebra – what is the relationship?* [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **Milwaukee, WI.**  |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Dawes, D., Licwinko, S., Lee, J. K., & Dawes, D. (2019, March). *Developing algebraic conceptual understanding: Can procedural knowledge get in the way* [research session]. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Oklahoma City, OK.  |
| 2019 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Dawes, D., Licwinko, S., & Lee, J. K.**(2019, February). *Relationships between procedural fluency and conceptual understanding in algebra for postsecondary students***. Congress of European Research in Mathematics Education (CERME), 2019 Conference, **Utrecht, Netherlands.**  |
| 2018 | **Wladis, C.** (2018, November). ***Who takes math courses online? The experiences of students in online math classes*** [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **Orlando, FL.**  |
| 2018 | **Wladis, C.**, Verkuilen, J., McCluskey, S., Offenholley, K., Lee, J. K., Licwinko, S., & Dawes, D. (2018, October). *Challenges in concept inventory creation: the complex relationship between procedural fluency and conceptual understanding.* Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME-NE) Northeast Regional Conference, New Brunswick. |
| 2018 | Hachey, A., **Wladis, C.**, & Conway, K. (2018, June). *What factors influence student decisions to drop online courses? Comparing online and face-to-face sections.* European Distance Education Network (EDEN) Annual Conferences, Genova, Italy. |
| 2018 | **Wladis, C.**, Verkuilen, J., & McCluskey, S. (2018, April). *Explanatory item response modeling of an algebra concept inventory.* National Council on Measurement in Education (NCME) Annual Conference. New York, NY.  |
| 2018 | **Wladis, C.**, Hachey, A., & Conway, K. (2018, April). *Attrition in online versus face-to-face courses: Why are they leaving?*.American Educational Research Association (AERA) Annual Conference, New York, NY, 4/18.  |
| 2018 | **Wladis, C.**, Hachey, A., & Conway, K. (2018, April). ***Why do community college students drop out of online courses? A comparison with matched face-to-face courses.*** Council for the Study of Community Colleges (CSCC) Annual Conference, **Addison, TX.**  |
| 2018 | **Wladis, C.**, Offenholley, K., Licwinko, S., Dawes, D., & Lee, J. K. (2018, February). *Development of the elementary algebra concept inventory for the college context*. [research session]. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, San Diego, CA.  |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, November). ***Struggling and juggling: Student parents in college.*** Association for the Study of Higher Education (ASHE) National Conference, **Houston.**  |
| 2017 | **Wladis, C.**, Offenholley, K., Lee, J.K., Licwinko, S., & Dawes, D. (2017, November). ***Which concepts are fundamental to elementary algebra in the college context? an instructor perspective*** [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **San Francisco, CA.**  |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, June). *Differences in online versus face-to-face course outcomes: Controlling for affective and "life" factors.*European Conference on Education (ECE2017) Conference, Brighton, UK. |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, June). *Factors that predict differential online versus face-to-face course outcomes: Evidence from Germany and the United States.* European Distance Education Network (EDEN) Annual Conference,Jönköping, Sweden. |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, April). *Online versus face-to-face course outcomes: controlling for relevant student characteristics and specific course taken*.American Educational Research Association (AERA) Annual Conference. San Antonio, TX.  |
| 2017 | Duranczyk, I., **Wladis, C.**, Burn, H., & Watkins, L. (2017, April). ***A fresh look at community college mathematics instruction*.** Council for the Study of Community Colleges (CSCC) Annual Conference, **Fort Worth, TX.** |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, April). ***Comparing online versus face-to-face courses: Is there a difference in outcomes for community college students?*** Council for the Study of Community Colleges (CSCC) Annual Conference, **Fort Worth, TX.**  |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, February). *Online STEM and mathematics course-taking: retention and access.*Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference. San Diego, CA.  |
| 2017 | **Wladis, C.**, Offenholley, K., Licwinko, S., Dawes, D., & Lee, J.K. (2017, February). *Instructor-generated concepts framework for elementary algebra in the college context*. Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference San Diego, CA.  |
| 2017 | **Wladis, C.**, Hachey, A., & Conway, K. (2017, February). ***Retention and access in online mathematics and science courses.***  Congress of European Research in Mathematics Education (CERME), 2017 Conference**, Dublin, Ireland.**  |
| 2017 | **Wladis, C.**, Offenholley, K., Licwinko, S., Dawes, D., & Lee, J.K. (2017, February). ***An instructor-generated concept framework for elementary algebra in the tertiary context.*** Congress of European Research in Mathematics Education (CERME), 2017 Conference**, Dublin, Ireland.**  |
| 2016 | **Wladis, C.**, Hachey, A., & Conway, K. (2016, November). ***Student characteristics that predict online math retention and completion*** [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **Denver, CO.**  |
| 2016 | **Wladis, C.**, Mesa, V. (2016, July). ***Educational research and evidence-based decision-making at community colleges: the case of CUNY.*** 13th International Congress on Mathematics Education (ICME), **Hamburg, Germany.**  |
| 2016 | **Wladis, C.**, Hachey, A., & Conway, K. (2016, April). ***Who succeeds online? using student characteristics to predict online versus face-to-face attrition.*** NSF Envisioning the Future of Undergraduate STEM Education Symposium, **Washington, DC.**  |
| 2016 | **Wladis, C.**, Hachey, A., & Conway, K. (2016, April). ***Time poverty and the college outcomes of student parents at community colleges.*** Council for the Study of Community Colleges (CSCC) Annual Conference**, Plano, TX.** |
| 2016 | **Wladis, C.**, Hachey, A., & Conway, K. (2016, February). *Student characteristics and online retention: Preliminary investigation of factors relevant to mathematics course outcomes.*Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Pittsburg, PA.  |
| 2015 | **Wladis, C.**, Licwinko, S., Dawes, D., Lee, J.K, & Offenholley, K. (2015, November). ***The elementary algebra concept inventory: development and validation*** [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **New Orleans, LA.**  |
| 2014 | **Wladis, C.**, Conway, K., & Hachey, A. (2014, April). *The role of enrollment choice in online education: Course selection rationale and course difficulty as factors.*Council for the Study of Community Colleges (CSCC) Annual Meeting*,* Washington. D.C. |
| 2012 | **Wladis, C.**, George, M., & Offenholley, K. (2012, November). ***Improving developmental pass rates using online intervention*** [research session]. American Mathematical Association of Two-Year Colleges (AMATYC) National Conference, **Jacksonville, FL.**  |
| 2012 | **Wladis, C.** & Morgulis, A. (2012, May). *Scripted collaborative learning in intermediate algebra.*Mathematical Association of America (MAA) Metro New York Sectional Meeting, New York, NY.  |
| 2012 | George, M., Offenholley, K., & **Wladis, C.** (2012, May). *Using technology and midterm assessment to improve successful completion of developmental mathematics courses.*Mathematical Association of America (MAA) Metro New York Sectional Meeting, New York, NY.  |
| 2012 | **Wladis, C.**, Hachey, A., & Conway, K. (2012, May). *Minority enrollments and success rates in online mathematics and STEM courses.* Mathematical Association of America (MAA) Metro New York Sectional Meeting, New York, NY.  |
| 2012 | **Wladis, C.**, Morgulis, A. (2012, February). *Increasing student success in intermediate algebra through collaborative learning at a diverse urban community college.*Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Portland, OR.  |
| 2012 | **Wladis, C.**, Hachey, A., & Conway, C. (2012, February). *Are Online Students in STEM Courses at Greater Risk of Non-Success?* Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Portland, OR.  |
| 2012 | **Wladis, C.**, George, M., & Offenholley, K. (2012, February). *Identifying developmental students who are at-risk: an intervention using computer-assisted instruction at a large urban community college.*Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, Portland, OR.  |
| 2012 | Conway, K., **Wladis, C.**, & Hachey, A. (2012, February). *Black and Hispanic males in the online STEM environment.* Black, Brown and College Bound Summit: Meeting the Challenge of Higher Education, Tampa, FL.  |
| 2012 | **Wladis, C.** & Morgulis, A. (2012, January). *A controlled study of collaborative learning in intermediate algebra.* Mathematical Association of America (MAA)/American Mathematical Association (AMS) National Joint Mathematics Meetings (special session on Research on the Teaching and Learning of Undergraduate Mathematics), Boston, MA.  |
| 2012 | **Wladis, C**., Morgulis, A. (2012, January). *Preparing students for proofs and deeper conceptual thinking by implementing collaborative learning projects in Intermediate Algebra and Trigonometry.*Mathematical Association of America (MAA)/American Mathematical Association (AMS) National Joint Mathematics Meetings (special session on Preparing College Students for Calculus), Boston, MA.  |
| 2011 | **Wladis, C.** & Morgulis, A. (2011, November). *A Controlled Study of Cooperative Learning in Intermediate Algebra: Lessons Learned.* New York Mathematical Association of Mathematics at Two-Year Colleges (NYSMATYC) Region IV Fall Conference. Brentwood, NY.  |
| 2011 | **Wladis, C.**, Hachey, A., & Conway, C. (2011, November). *STEM Courses in the Online Environment: Which Courses are at Greatest Risk of Higher Attrition?* New York Mathematical Association of Mathematics at Two-Year Colleges (NYSMATYC) Region IV Fall Conference. Brentwood, NY.  |
| 2011 | **Wladis, C.** & Morgulis, A. (2011, May) *Using Computer Assisted Instruction and Departmental Testing to Identify and Motivate Developmental Students at-Risk.* CUNY 2012 Mathematics Conference on Effective Instructional Strategies. New York, NY.  |
| 2010 | Hachey, A., Conway, K., & **Wladis, C.** (2010, June). *Who should be allowed to take classes online? The pro’s and con’s of restricting online enrollment.* American Association of University Professors (AAUP) Annual Conference on the State of Higher Education, Washington, D.C.  |
| 2009 | **Wladis, C.** (2009, November). *Rotation Distance and the Thompson-Stein Groups: Student and Faculty Research Projects.* New York Mathematical Association of Mathematics at Two-Year Colleges (NYSMATYC) Region IV Fall Conference. New York, NY. |
| 2009 | **Wladis, C.** (2009, November). *Teaching with Mymathlab: Examples of Successful Implementation.* New York Mathematical Association of Mathematics at Two-Year Colleges (NYSMATYC) Region IV Fall Conference. New York, NY. |
| 2009 | **Wladis, C.** (2009, June). *The distortion of Thompson groups in the Thompson-Stein groups.* Geometric Group Theory Davis 60 Conference, Będlewo.  |
| 2009 | **Wladis, C.** (2009, May). *Subgroup Distortion in the Generalized Thompson Groups.* International Conference on Geometric and Combinatorial Methods in Group Theory and Semigroup Theory, University of Nebraska-Lincoln. |
| 2009 | **Wladis, C.** (2009, March). *Subgroup Distortion in Groups of Piecewise-linear Homeomorphisms.* Geometric and Asymptotic Group Theory with Applications Conference. Stevens Institute of Technology, Hoboken, NJ.  |
| 2008 | **Wladis, C.** (2008, June). *Metric behavior of generalizations of Thompson's group F*. Centre International de Rencontres Mathématiques, Thompson's Groups: New Developments and Interfaces. Luminy, France. |
| 2007 | **Wladis, C.** (2007, August). *Using Tree-Pair Diagrams to Represent Elements of Thompson's Group F(n,m*). University of Dortmund Conference on Combinatorial and Geometric Group Theory with Applications. Dortmund, Germany.  |
| 2007 | **Wladis, C.** (2007, April). ***A Normal Form for elements of Thompson’s Group F(n+1,m+1).*** American Mathematical Society (AMS) Spring Eastern Section Meeting**, Hoboken, NJ.** |
| 2005 | **Wladis, C.** (2005, November). ***What I Wish I Had Known When I Started: Tools for Teaching Online.* [two-hour workshop].** American Mathematical Association of Two-Year Colleges (AMATYC) National Conference. **San Diego, CA.**  |
| 2005 | **Wladis, C.** (2005, November). ***Before, During, and After Teaching Math Online* [panel].** American Mathematical Association of Two-Year Colleges (AMATYC) National Conference**, San Diego, CA.**  |
| 2005 | **Wladis, C.** (2005, November). ***Reflections of First-Time Online Teachers*.** American Mathematical Association of Two-Year Colleges (AMATYC) National Conference. **San Diego, CA.** |

## Workshop/Special Session Organization

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| 2023 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Omaha, NE, February 2023.  |
| 2022 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Boston, MA, February 2022.  |
| 2020 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Boston, MA, February 2020.  |
| 2019 | *Panelist and Workshop Leader,* Mentoring and Partnerships for Women in Research in Undergraduate Mathematics Education (MPWR) Advocacy for Others Workshop, Oklahoma City, OK, February 2019.  |
| 2019 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Oklahoma City, OK, February 2019.  |
| 2018 | *Workshop Leader,* Mentoring and Partnerships for Women in Research in Undergraduate Mathematics Education (MPWR) Transition from Mathematics to Mathematics Education Research Workshop, San Diego, CA, February 2018.  |
| 2018 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, San Diego, CA, February 2018.  |
| 2017 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, San Diego, CA, February 2017.  |
| 2016 | *Organizer,* 13th Annual International Congress on Mathematical Education (ICME), Discussion Group on Research on Non-university Tertiary Mathematics, Hamburg, Germany, July 2016.  |
| 2016 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Pittsburg, PA, February 2016.  |
| 2013 | *Organizer,* Mathematical Association of America-Research in Undergraduate Mathematics Education (MAA-RUME) Special Interest Group on Research in Community College Mathematics Education, Denver, CO, February 2013.  |
| 2012 | *Organizing Committee,* Mathematical Association of America (MAA) 2012 Spring Sectional Meeting, New York, NY, May 2012. |
| 2010 | *Special Session Organizer,* American Mathematical Society (AMS) 2010 Spring Eastern Section Meeting, *Groups and Logic*, Newark, NJ, May 2010. |
| 2009 | *Special Session Organizer*, New York State Mathematics Association of Two-Year Colleges (NYSMATYC) Region IV Fall Conference, *Special Session on Implementation of Mymathlab and Webassign in the Classroom*, New York, NY, November 2009. |
| 2009 | *Local Director*, American Mathematical Society of Two-Year Colleges (AMATYC) Right Stuff College Algebra Workshop, May 2009.  |

## Local Invited Talks/Workshops Given at BMCC

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| 2022 | **Wladis, C.**, Hachey, A.C., Conway, K.M. (2022, May). Time as a resource for college is not equitably distributed and it explains differential college outcomes. [Invited talk] presented at BMCC/CUNY Assessment Conference, May, New York, NY.  |
| 2017 | **Wladis, C.** (2017, January). *Online Learning: Adapting teaching approaches to address the challenges and enjoy the benefits of the online medium*, BMCC Faculty Convocation, Special Session Leader.  |
| 2016 | **Wladis, C.** (2016, November). *Online Learners at CUNY: Survey Results and Discussion* (live presentation and webinar), BMCC Center for Excellence in Teaching, Learning and Scholarship.  |
| 2015 | **Wladis, C.** (2015, December). *Retention in Online Courses*, BMCC Center for Excellence in Teaching, Learning and Scholarship.  |
| 2010 | **Wladis, C.** (2010, September). *Rotation Distance and Thompson’s Groups*, 9/16/10, BMCC Mathematics Colloquium. |
| 2010 | **Wladis, C.** (2010, March). *Homology of the Braided Thompson Groups*, BMCC Teaching and Learning Center.  |
| 2009 | **Wladis, C.** (2009, September). *Rotation Distance and Thompson’s Groups*, BMCC Mathematics Colloquium.  |
| 2009 | **Wladis, C.** (2009, March). *Geometry and Thompson's Groups*, BMCC Teaching Learning Center.  |
| 2005 | **Wladis, C.** (2005, April). *Addressing Students Misconceptions about Probability in Introductory College Statistics*, BMCC Teaching and Learning Center.  |
| 2004 | **Wladis, C.** (2004, September), *Chinese Methods of Proof*, BMCC Teaching Learning Center.  |

# SERVICE TO PROFESSION

Senior Associate Editor, *Online Learning*, 2022-present

Grant Panel Reviewer, *National Science Foundation*, 2017-present

Executive Committee, *Northeast Regional Representative*, AMATYC's Research in Mathematics Education for Two-Year Colleges committee (RMETYC), 2014 - present

Reviewer, *Conference Board of the Mathematical Sciences (CBMS) Two-Year Mathematics Questionnaire*, 2020

Writing Team, *Mathematical Association of America (MAA) Instructional Practices (IP) Guide* (Assessment Chapter), 2017

Writing Team, *American Mathematical Association of Two-Year Colleges (AMATYC) IMPACT (Improving Mathematical Prowess and College Teaching) Standards Document* (Implications for Research Chapter), 2017

Reviewer, *Project Slope Applications,* American Mathematical Association of Two-Year Colleges (AMATYC), 2018

Ad Hoc Reviewer, *Czech National Science Foundation grant applications*, 2016

## Grant Advisory Boards

NSF Award, *ECR Hub: Advancing the Long-Term Potential of Fundamental Research*, American Institutes for Research in the Behavioral Sciences, 2022-2027

NSF Award, *TRANSPIRE – A transdisciplinary pedagogy for postdoctoral development*, City University of New York Graduate Center, 2022-2024

NSF Award, *Advancing Students' Proof Practices in Mathematics through Inquiry, Reinvention, and Engagement*, Portland State University, 2022-2023

NSF Award, *Algebra Instruction at Community Colleges: Validating Measures of Quality Instruction*, University of Michigan, University of Minnesota-Twin Cities, Oregon State University, Maricopa County Community College District, 2020-2023

## Journal Reviewer

*Educational Researcher*, American Educational Research Association

*American Educational Research Journal*, American Educational Research Association

*Educational Evaluation and Policy Analysis*, American Educational Research Association

*AERA Open*, American Educational Research Association

*Journal of Research in Mathematics Education*

*Educational Studies in Mathematics*

*Journal of Mathematical Behavior*

*Journal of Higher Education*

*Higher Education*

*Studies in Higher Education*

*Computers & Education*

*The Internet and Higher Education*

*Online Learning*

*Community College Review*

*PRIMUS*

*PlosONE*

### Conference Proposal Reviewer

*American Educational Research Association (AERA) Annual Conference*

*Conference of the European Society for Research in Mathematics Education (CERME) bi-annual conference*

*Research in Undergraduate Mathematics Association (RUME) Annual Conference*

*Psychology of Mathematics Education (PME) Annual Conference*

*Psychology of Mathematics Education—North America (PME-NA) Annual Conference*

## Curriculum, Textbook and Software Reviewer

*Dantes standardized test*, Fundamentals of College Algebra

*Dantes standardized test*, Principles of Statistics

*National League for Nursing*, pre-admission examinations for nursing students

McGraw-Hill standardized tests in arithmetic and geometry for 6th graders

*Beginning Algebra*, (Edition 6e) by Hutchison, McGraw-Hill Publishers.

*Basic College Mathematics* by Ignacio Bello, McGraw-Hill Publishers.

*Elementary Statistics* (Edition10e) by Mario Triola, Addison-Wesley Publishers.

*MathZone course management software*, MeGraw-Hill Publishers.

American Mathematical Association of Two-Year Colleges (AMATYC) *Beyond Crossroads*

# COLLEGE/UNIVERSITY SERVICE

Co-chair, COACHE Taskforce, faculty satisfaction survey and report, 2022-present

CUNY University-wide Office of Research Faculty Advisory Council (ORFAC), BMCC representative, 2020-present

President’s Research Advisory on Student Learning and Success, 2020-present

COACHE Taskforce, faculty satisfaction survey and report, 2018-2019

Research/Scholarship/Creative Activity Advisory Committee, 2016-present

Faculty Development Grant reviewer, 2017

Middle States Committee on Design and Delivery of the Student Learning Experience, 2016-2017

COACHE Taskforce, faculty satisfaction survey and report, 2015-2016

 Chair, subcommittee on Research Support: creation, administration and analysis of college-wide online survey, focus groups and individual interviews.

E-Learning Faculty Research Stipend Committee, 2012-2013

Co-Founder, Faculty Interest Group on Education Research, 2011-2013

BMCC Strategic Steering Committee on Faculty Development and 21st Century Curriculum, 2011-2014

Faculty Development Committee, 2011-2012

Technology Day Committee, 2009-present

Middle States Committee on Finance, 2011-2013

Co-chair, Study Abroad committee, 2006-2007, 2008-2009 (acting co-chair)

Distance Learning Taskforce member, 2008-2009

WI Associate, Writing Across the Curriculum, 2008-2012

Head of Mathematics Writing Across the Curriculum working group, 2006-2007

Discrete Mathematics and Computer Science Discrete Structures Course Coordination Working Group, 2006-2007

Faculty mentor to faculty advisors, Title V Student Advisement Program, 2005-2008

Faculty advisor, Title V Student Advisement Program, 2005-2019

Middle States subcommittee on Related Educational Activities, 2005-2008

 Chair, subcommittee on Noncredit Offerings

Chair, subcommittee on Experiential Learning

Caucus leader, Mathematics, CIS and Business caucus, BMCC Technology Day, 2006

# Department Service

Program Review Leader, Mathematics Department Academic Program Review (APR) Report, 2022-present

Adjunct Instructor Mentor, Mathematics Department Online Teaching Mentoring Program, 2020-2022

Program Review Leader, Mathematics Department Academic Program Review (APR) Report, 2016-2017

Chair, Publications and Grants Committee, 2011-2014

Remedial Coordinator and Chair, Remediation Committee during major overhaul of the program, 2009-2010 (management of 225+ sections per term; interventions roughly doubled passing rates in these courses)

Co-Founder and Co-Coordinator, Math Colloquium, 2009-2014

Faculty Advisor, Instrument of Progression (IPC) Student Club, 2009-2011

Chair, Subcommittee for Mathematics Department Academic Program Planning/Review (APP Report), 2011-2012

Chair, Technology/Web Committee, 2008-2012

Chair, Math 200-Level Committee, 2005-2007, 2008-2010

Chair, Mathematics for Health Sciences and Respiratory Therapy Committee, 2006-2007

Member of a wide variety of departmental committees over the years: currently a member of the Calculus committee

# MEDIA COVERAGE (SELECTED)

## [Helping single moms finish college](https://www.insidehighered.com/news/2022/02/10/single-moms-find-new-support-finish-college), Inside Higher Ed, February 10, 2022

## [4 tips for parents and caregivers who want to go to college](https://www.npr.org/2022/02/03/1069963014/4-tips-for-parents-and-caregivers-who-want-to-go-to-college?t=1644589573957), National Public Radio, February 3, 2022

## [The 'time poverty' that robs parents of success](https://www.bbc.com/worklife/article/20220201-the-time-poverty-that-robs-parents-of-success), BBC, February 3, 2022

## [Support for Parents Attending College: What to Know](https://www.usnews.com/education/articles/support-for-parents-attending-college-what-to-know), U. S. News, Jan. 24, 2022

## [College students with young kids – especially mothers – find themselves in a time crunch](https://theconversation.com/college-students-with-young-kids-especially-mothers-find-themselves-in-a-time-crunch-170991), The Conversation, January 6, 2022

## [Students parents suffer as more campus child care centers close](https://hechingerreport.org/students-parents-suffer-as-more-campus-child-care-centers-close/), The Hechinger Report, October 7, 2021

## [Supporting Student Parents' Success in College](https://www.psychologytoday.com/us/blog/nudging-ahead/202007/supporting-student-parents-success-in-college), *Psychology Today*, July 7, 2020

## [A Radical Idea to Help College Students Succeed: Child Care](https://www.forbes.com/sites/wesleywhistle/2019/08/19/a-radical-idea-to-help-college-students-succeed-child-care/#302932ba6ef7), Forbes, August 19, 2019

## [How Faculty Can Help Student Parents Succeed](https://www.insidehighered.com/advice/2018/11/30/advice-supporting-student-parents-and-other-caregivers-opinion), Inside Higher Ed, November 30, 2018

## [Parents of Young Children Lack Time for College Classes](https://elpasoheraldpost.com/study-parents-of-young-children-lack-time-for-college-classes/), El Paso Herald-Post, October 9, 2018

## ['Time Poverty' of Students Who Are Parents](https://www.insidehighered.com/news/2018/10/02/student-parents-complete-degrees-more-slowly-drop-out-due-time-poverty), Inside Higher Ed, October 2, 2018

## [Report Examines Degree Completion for Parents with Young Children](https://diverseeducation.com/article/127574/), Diverse Issues in Higher Education, September 25, 2018

## [Too much to juggle](http://www.ccdaily.com/2018/08/too-much-to-juggle/), Community College Daily, August 7, 2018

## [Many student-parents drop out because they don’t have enough time for their schoolwork, research shows](https://hechingerreport.org/opinion-many-student-parents-drop-out-because-they-dont-have-enough-time-for-their-schoolwork-research-shows/), Hechinger Report, July 24, 2018

# TEACHING EXPERIENCE

# Student Advisement

### Dissertation committee member

Kristen Amman, *Relearning: Understanding how previous experiences learning algebra influence students' perceptions in developmental mathematics programs*, Rutgers University, mathematics education

Venessa Singhroy, *Assessing the ordinality of response bias with item response models: A case study using the PHQ-9*, City University of New York Graduate Center, educational psychology

### Postdoctoral researchers mentored

Alison Mirin; Benjamin Sencindiver; Catherine Manly

### Research assistants/graduate students/project managers mentored

Geillan Aly; Bolanle Salaam; Sydne McCluskey; Magdalena Beiting; Aleksandra Kazakova; Joshua Taton; Kristin Leprich; Emma Wilson; Shristi Karim; Niharika Thakkar; Yi Tong; Diane McAllister; Tamar Pacht; Hayal Dargin; Helana Berks-Darwin

### Undergraduate research projects mentored

Arun Ojha (C-STEP project), *Using Proof by Induction to Derive Summation Formulas*

L’Oreal Linwood (Honors project), *Complex Computations in Patient Care: Three Case Studies*

Kolton Zavocki (LS-AMP project), *Geometric Group Theory Techniques with Applications to Metric Properties of Thompson’s Group and its Generalizations*

Albert Ng (S-STEM project), *Isolating Perry Metric in a Quality Cell*

Barry Ahmed Tidiane(S-STEM project), *Matrix Models for Game Theory*

Kolton Zavocki (LS-AMP project), *Geometric Group Theory Techniques with Applications to Metric Properties of Thompson’s Group and its Generalizations*

Barry Ahmed Tidiane(S-STEM project), *Using Linear Algebra to tackle the Lights Out Puzzle*

Michael Cunha, *Computation in the Thompson Groups*

Shengen Zhang(S-STEM project), *The Thompson-Stein Groups*

Gamal Ali (S-STEM project), *Using Linear Algebra to tackle the Lights Out Puzzle*

Albert Ng (S-STEM project), *Explorations in Classes of Groups: Solvable and Metabelian Groups, the Thompson groups*

Michael Cunha (S-STEM project), *Logic and Logic Circuits*

Shengen Zhang(S-STEM project), *Group Theory and Applications*

Owen O’Leary(S-STEM project), *Number Theory and its Applications to Cryptography*

Kayode Ramsay(Honors Program project, MAT 206: Precalculus), *Analysis of Hedge Fund Investment Return over Different Historical Periods*

Arsalan Malik,*The Use of Trigonometric Functions in Architectural Design*

## Curriculum Development

Developed four asynchronous online courses, including all curricular materials, starting in 2003: Intermediate Algebra, Fundamentals of Mathematics I, Mathematics for Health Sciences, Calculus I

Developed online course for Online Baccalaureate Program, CUNY School of Professional Studies, 2005: Fundamentals of Mathematics, one of the original required courses in the program’s General Education Curriculum

Developed five writing intensive courses, starting in 2003: Introduction to Statistics, Precalculus, Mathematics for Health Sciences, Fundamentals of Mathematics I, and Calculus I

## Courses

### Undergraduate

Arithmetic, Elementary Algebra, Intermediate Algebra, Fundamentals of Mathematics, Introduction to Statistics, Mathematics for Health Sciences, Discrete Mathematics, Precalculus, Calculus I, Calculus II, Calculus III, Linear Algebra, Abstract Algebra

### Graduate

Statistical Reasoning and Inference

### Instructor and faculty training

Developing and Teaching Online Courses

Student Motivation and Teaching Strategies

Classroom Management

Technology for Mathematics Instruction

Grant-writing Workshops for Mathematics and Mathematics Education Researchers

Research Publication Workshops for Mathematics and Mathematics Education Researchers

# LANGUAGES

**English:** reading, writing and speaking: native

**German:** reading: fluent; writing: excellent; speaking: fluent (C2 by the Common European Framework)

**French:** reading: good/proficient; writing and speaking: basic

**Italian:** reading: can read most texts with help of dictionary

# MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

\*Some of these have been intermittent, with membership influenced by availability of funding.

American Educational Research Association (AERA), 2012

Psychology of Mathematics Education (PME), 2019

National Council of Teachers of Mathematics (NCTM), 2018

Mathematical Association of America (MAA), 2011

Special Interest Group on Research in Undergraduate Mathematics Education (SIGMA RUME)

Special Interest Group on Mathematics Instruction Using the WEB

American Mathematical Association of Two-Year Colleges (AMATYC), 2003

Association for Women in Mathematics (AWM), 2003

American Mathematical Society (AMS), 2001

New York State Mathematics Association of Two-Year Colleges (NYSMATYC), 2003

MetroMAA, 2011

Association for the Study of Higher Education (ASHE), 2017

European E-Learning and Distance Learning Network (EDEN), 2019