# [redacted] Teaching Statement

I am currently the lead instructor for [redacted], Human Biological Variation, at [redacted]. I have taught this class in both small (~20 students, summer [redacted]) and large (~300 students enrolled with 5 graduate student teaching assistants, fall [redacted]) formats, allowing me to focus on fine-tuning my teaching approach for these different styles of instruction. I have been a graduate student teaching assistant for upper division courses in human reproduction and anatomy. Given my background in anthropology, evolutionary biology, and paleontology, I am prepared to teach several of the undergraduate and graduate classes at [redacted], including Human Evolution, Mammology, Primate Diversity and Evolution, and Topics in Evolutionary Theory. I would also be interested in designing new classes to complement the [redacted] curriculum. For example, I would enjoy adapting Human Biological Variation for [redacted] students, perhaps in collaboration with Profs. [redacted] and/or [redacted]. I would also be interested in drawing on my experience in public outreach and media to develop a course on science communication and community involvement. We have a significant Wikipedia project in [redacted], and this would be a great ready-to-go component to bring into a semester that includes podcasting, blog posts, etc. Given the current status of public support for science in the United States, it is crucial to give students the opportunity to train in the art of science communication and outreach, and in the public presentation of research.

My teaching philosophy differs for undergraduate and graduate classes but is united by several key themes. First, I believe that students need to be able to **read and critically review scientific literature**. In lower-level undergraduate classes, this can include a lesson where students learn about the peer-review process, the different classes of literature they will encounter in a literature review, and how to incorporate this literature into their own writing. In upper-level classes, I will expect students to delve more deeply into critical thinking and analysis of literature. One way this can be achieved is through spirited discussion and debate about a wide-range of contemporary topics important to our understanding of human biology, including species concepts in the fossil record, the Anthropocene, etc.

I also believe that **presentation of research** is an invaluable skill for all students, regardless of future career goals. In lower-level classes, I supervise presentations that call for the research and teaching of a variety of topics, often chosen by the students. In a diverse academic environment like [redacted], where a large portion of students come from traditionally underrepresented populations, or are international students, I am strongly committed to the presentation of science while being aware of the range of perspectives and backgrounds from which students come, an awareness that is especially important in classes like Human Biological Variation and Human Reproduction. In upper-level classes, I will encourage students to take presentation of research to the next level by giving full seminars, participating in professional conferences, and engaging in public outreach and education in less formal environments.

Another important part of my teaching philosophy is the value placed on **interdisciplinary learning**. As someone with a strong background in anthropology and biology, as well as training in paleontology, ecology, and evolution, I base my teaching in examples that span taxa and academic fields. For example, as head instructor of Human Biological Variation, I frequently use examples of nonhuman animal behavior to bring a broader perspective to topics like social monogamy, altruism, cooperative learning, and others.

Additionally, I feel strongly that students should have a solid understanding of **quantitative analysis** and statistics, particularly at the graduate level. Computational analysis is becoming an increasingly important skill for scientists in all disciplines. I plan to incorporate statistics and quantitative methods into upper-level classes, and I will train graduate students in statistical programming languages like R.

Finally, I believe that **collaboration** is an essential part of research and education, at all levels. I am invested in teaching undergraduates the skills of collaboration, not only in classroom settings, but also by directly involving undergraduate students in collaborative research projects. I have actively mentored nine undergraduates in collaborative projects in biology, anthropology, and paleontology. As I move forward with my research program, I plan to actively pursue new collaborations with graduate and undergraduate students in areas of quantitative analysis, literature review, collections work, publication, and presentation of research.

My teaching experience:

**Head Instructor – [redacted]**

[redacted] **Human Biological Variation (4 units).** This is a lower-level class that fulfills the American Cultures component of the undergraduate degree at [redacted], a breadth requirement unique to [redacted] that asks all students to explore the ethnic and racial variation within the United States from a comparative perspective. I have taught this class twice as head instructor, once in a small-class format (17 students), and once in large-class format (297 students). Teaching in these different class environments has enabled me to explore different techniques for student involvement, discussion, and group collaborations.

**Graduate Student Instructor [redacted]**

During my PhD training at the [redacted] I taught as a Graduate Student Instructor for several courses in human biology and human health. Each course comes with particular responsibilities, detailed below. I received an Outstanding Graduate Student Instructor award from the [redacted] Graduate Division in 2017 for my work in Human Reproduction.

**IB 35AC Human Biological Variation (4 units, 60 students, [redacted])**
As Graduate Student Instructor for this course, I was responsible for directing discussion, training students in the handling of human remains, supervising and grading research papers, and administering exams.

**IB 131L Human Anatomy Lab (2 units, 30 students, [redacted])**
This course covers general human anatomy, including the nervous, endocrine, respiratory, digestive, integumentary, urinary, and reproductive systems. Models, microscope slides, and cadavers are used in the course. There is also training in dissection, histology, and osteological identification. I was the sole laboratory instructor, supervising students and undergraduate instructors. I delivered general lectures as well as rotations in histology, supervised all laboratory activities, quizzes, and exams, and was responsible for grading, writing quizzes and exams.

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**[redacted] Human Reproduction (4 units, 60-80 students, [redacted])**
This course focuses on human reproduction from both biological and cultural perspectives, following the process from puberty to conception, to delivery and child rearing. The course also addresses factors related to reproductive health, including maternal and child health, the endocrine system and fertility. I was the sole instructor of three to four class sections as Graduate Student Instructor, responsible for three to four hours of lecture and discussion per week. I designed and delivered lectures covering course material, oversaw research presentations, promoted class discussion, and wrote weekly quizzes.