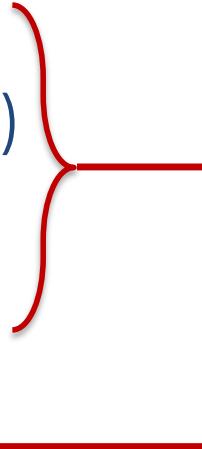


Academic Application Package

1. Cover Letter + CV (due Sept. 17 for in-class peer review)
2. Research Statement (due Sept. 24 for in-class peer review)
3. Teaching Statement (due Oct. 1 for in-class peer review)
4. Diversity Statement (due Oct 8 for in-class peer review)
5. First 5-min of Job Talk (due Oct. 15)
6. Entire package revised (due Nov. 12) ←
7. Webpage (due Dec. 3)



In-class peer review

EXERCISE:

- When you get to the breakout room you will go to Files/ResearchStatements and find the pdf belonging to your breakout room partner
- For ~15 minutes read the materials then use ~10 min (each) for feedback

PROMPTS FOR FEEDBACK (also on Canvas):

- Is research motivation well-developed?
- Does planned research fit the motivation?
- How does your past/current research connect to where you want it to go?
- Focus on the scientific results, not your experience or expertise
- Do not overhype your work
- Cite the existing literature well and accurately* – nobody works in a vacuum

Teaching Statements

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- gives the committee a sense that you have given teaching enough thought to have developed a philosophy that can be expressed in a clear and meaningful way
- writing a teaching philosophy promotes reflective practice, which can improve teaching through focus on instructional choices
- you can also share it with your students so that they understand your instructional decisions

Teaching Statements

THE PROBLEM:

- a lot of teaching statement sound the same:
 - everyone cares about the students
 - wants to challenge them
 - runs a student-centered classroom
 - mixes up discussions with active learning
 - puts students first
 - is available outside the classroom
 - loves teaching
 - has learned a lot from their students
 - integrates research and teaching and so on and so on...

5-Facets of Effective Teaching Statements

1. THE VALUE OF TEACHING

- draw upon your own experience as a student, scholar, and a human being and how you want to provide similar opportunities to others
 - did you participate in any transformative personal experiences – undergrad research projects (e.g.)
 - did you have teachers that inspired you to go to grad school – what qualities of theirs would you want to emulate and why?



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EXERCISE: *what gives teaching meaning to you?*



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2. STUDENT-CENTERED GOALS:

- course content can be both disciplinary knowledge and/or skills and attitudes that are important for your students to succeed in your field (e.g. organizational, writing etc.)

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- write about the courses you would like to teach
 - remember your audience
 - consider contacting the chair to get a sense of the teaching expectations if they are not clear
 - make distinctions: you are likely to teach different types of classes including some in your specialty and service classes – do you have different approaches for each?

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EXERCISE: *what knowledge and skills do you wish to foster in your students?*

5-Facets of Effective Teaching Statements

3. INSTRUCTIONAL METHODS

- How do you translate your teaching goals into action?
 - be specific:

"I will work to encourage collaboration in the classroom"

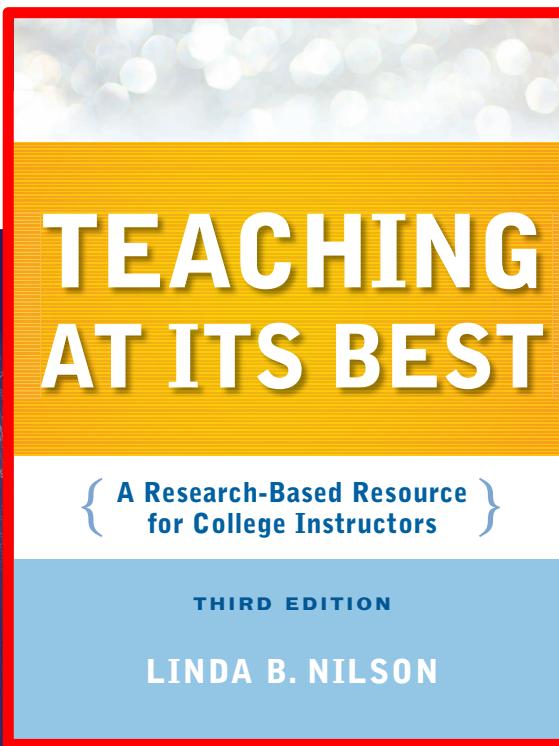
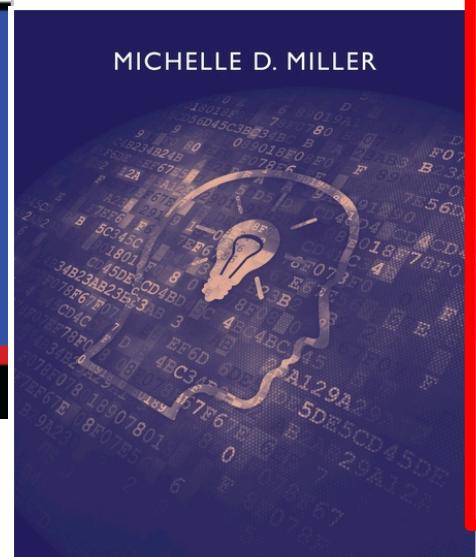
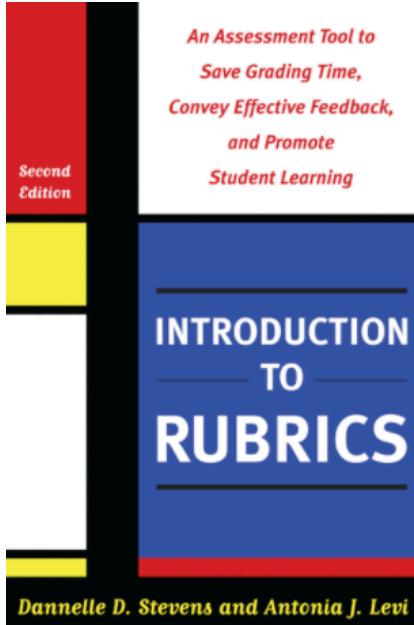
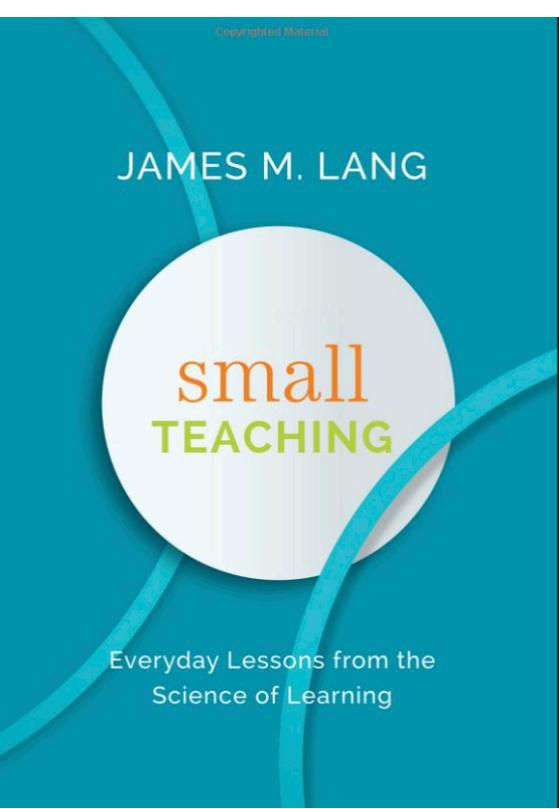
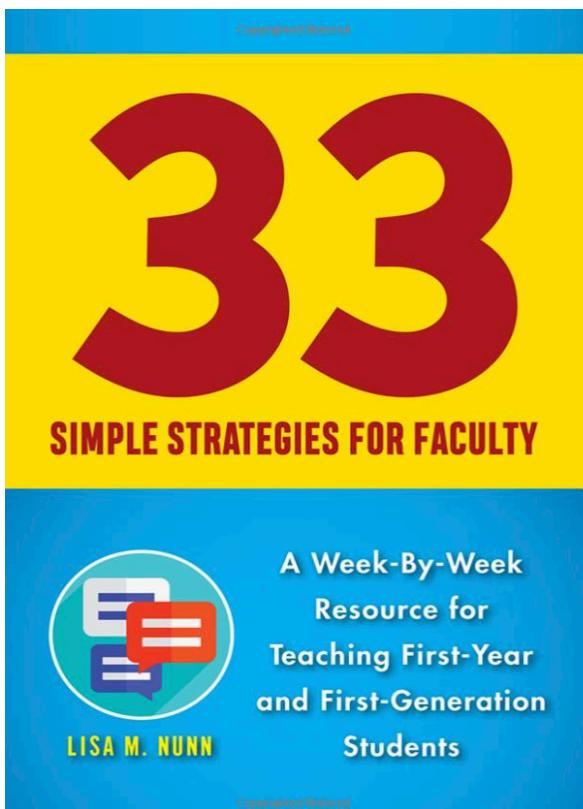
or

"I will work to encourage collaboration in the classroom with team-based learning techniques and group projects"

5-Facets of Effective Teaching Statements

3. INSTRUCTIONAL METHODS

- How do you translate your teaching goals into action?
 - you can develop a philosophy by reading a few highly regarded books on teaching and learning
 - this demonstrates that you take teaching seriously enough to view it as a discipline worthy of study
 - a commitment that will sit well with search committees at teaching-focused schools



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EXERCISE: *what teaching strategies would you use to achieve your goals*

5-Facets of Effective Teaching Statements

4. LEARNING ASSESSMENT

- proof that learning is achieved is a hallmark within education
 - can you enable students to demonstrate their knowledge in diverse ways?
 - how do you use assessments to improve your teaching?
 - how can you use assessments to contribute to learning?

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3-2-1 Assignment for Module 1: Earth's Climate System

Purpose: The purpose of a 3-2-1 assignment is to get you to demonstrate your understanding of the material within each module and to give the instructor a sense of where the instruction may need to be improved.

Assignment Prompt: If you haven't done a 3-2-1 assignment before, they are really straightforward! You simply answer three questions related to your understanding in the space provided.

Grading: You will be graded on the *quality* of your responses. Short answers are preferred. You will be given two points for each response to the assignment prompt for a total of twelve points. You get one point for providing an answer to the assignment prompt and another point that evaluates the quality of the response you've given. [Your last question needs to be copied to this public discussion forum to receive full points.](#)

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Question 1

6 pts

Describe three takeaways (things you've learned) from **Module 1: Earth's Climate System**. You may use point form or a few sentences.

Question 2

4 pts

What are two things within **Module 1: Earth's Climate System** that you found surprising or that you want to learn more about? Use point form or a few sentences.

Question 3

2 pts

What is one question that you still have about the material covered in the **Module 1: Earth's Climate System**? This can be something that was unclear to you or a general question you have about the material in this module.

To qualify for full points, this question must be answered here and then copied to this [public class discussion](#) so that the entire class can benefit from hearing the answers. You can hit submit and then go to the Discussion using the menu or the link on the front page of this quiz.

5-Facets of Effective Teaching Statements

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EXERCISE: *How do you enable students to demonstrate their knowledge?*

5-Facets of Effective Teaching Statements

5. PERSONAL DEVELOPMENT

- one of the most important qualities of an inexperienced teacher is the ability to have an open mind and eagerness to change in order to improve – this shows the institution that you are not limited by who you already are
 - adopt a tone of humility
 - know that good teaching comes from years of trial and error
 - talk about the mistakes you've made and what you changed as a result

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EXERCISE: *What is your vision for the teacher you want to become? What steps will you take to get there?*

Teaching Statements

TAILORING:

- Some schools have specific educational missions (religion, environmental, scientific etc.) that need to be addressed in your statement DO YOUR RESEARCH

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- R1s:
 - more likely to have large-format classes and online education
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 - don't forget first-year student education as well as graduate-level education

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 - don't forget first-year student education as well as graduate-level education
- SLACs:
 - SLACs will specialize in focused, individualized education and experiential learning
 - it is critical to avoid presenting teaching as a second priority
 - are more likely to want to see how your research and teaching are linked into a consistent whole
 - focus on undergraduate education only

For Next Week...

Exercise: Create a <2pg Teaching Statement for next Wednesday

- avoid promising too much
- keep it in the first person
- don't repeat your CV
- be sure to tailor it to the institution you are applying to

Also For Next Week...

<https://implicit.harvard.edu/implicit/selectatest.html>



Project Implicit®

LOG IN TAKE A TEST ABOUT US EDUCATION BLOG HELP CONTACT US DONATE

Disability IAT *Disability ('Disabled - Abled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.*

Sexuality IAT *Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.*

Gender-Career IAT *Gender - Career. This IAT often reveals a relative link between family and females and between career and males.*

Skin-tone IAT *Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.*

Age IAT *Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.*

Arab-Muslim IAT *Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.*

Gender-Science IAT *Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.*

Asian IAT *Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.*

Weight IAT *Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.*

Religion IAT *Religion ('Religions' IAT). This IAT requires some familiarity with religious terms from various world religions.*