

**Andrew Lathrop Moore**

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Search Committee  
Deep Springs College  
Email: zink@deepsprings.edu

Dear Members of the Search Committee,

I write to express my interest in becoming Chair of Natural Sciences at Deep Springs College next year. To that end, I've attached this letter of application, a current CV outlining my academic and administrative experience, and teaching, research, and administrative statements. I hope that my range of experience as an instructor, a coworker, an advisor, and an administrator fits the qualities you're looking for in a chair, and I'd look forward to the chance to discuss them in more detail.

I've moved much of what might normally be in a cover letter to teaching, research, and administrative statements, but I did want to highlight a few of the reasons I'm particularly drawn to Deep Springs, and why I'd look forward to being part of your learning community.

**I've become a radical proponent of experiential learning in community.** I come from a field science background, so I've always felt like I understood the value of learning by doing. I've worked on disaster surveys where we lived and worked on boats for weeks at a time. I've taught field schools where students and faculty work together with students not only on the project, but also on cooking, cleaning, and keeping on schedule. I've worked to include experiential components (including borrowing high-resolution GNSS units from the NSF equipment fleet) into each one of my classes. So I really thought I got it.

In Spring 2024, however, I co-led a semester-long program to New Zealand, where faculty lived in a house on a Quaker Settlement, with students in a dormitory and a number of Quaker families. Communal work was an expected part of life on the Settlement, along with weekly communal meals. The experience of getting to know students and families by working together with them outside the classroom, and helping to develop a close-knit community, really changed how I see experiential learning. I am seeking places where running a chainsaw is as important to the community as teaching Bernoulli equation, and where I can make a lasting impact on student lives well outside the classroom.

At Deep Springs, you can expect me to thrive in a community dedicated to the common experience of living, working, and learning together. I have experience working in such a role, relish it, and would look forward to learning how better to live into the promise such an education provides.

**I value (and have experience with) shared governance.** Earlham's governance operates by consensus, so that no voting occurs. Rather, the convenor of any body is tasked with attempting to help discern, and clarify, the will of the group, and to suggest language and policy to which the group as a whole could agree. Skilled convenors try hard to discern their own inner voice from the voice of the group, and strive to ensure that all voices are heard, even when silence is the language used. Part of this means walking proposed policy around, meeting individuals where they are, and in becoming better at explaining the reasoning behind policy proposals. It's also meant being willing to amend policy based on feedback from others. I have convened a lot of things at Earlham.

As at Earlham, at Deep Springs, you can expect me to consult broadly and deeply about decisions that affect stakeholders, to walk decisions around (in person) before they're made, and to explain why decisions look the way they do. I'm a firm believer in shared governance, and would look forward to practicing that with you.

**My belief in consensus extends to the classroom.** Earlham's consensus governance often becomes aspirational at the level of the whole college—hearing the collective Voice of the room can be difficult when the room holds 200 people! But, in smaller spaces like classrooms it's certainly meant that we believe that students should have an opinion about what they want to learn, how best they learn it, and how best to demonstrate what they've learned. I'm glad to be part of such a system—it's helped me think hard about why I think teaching a topic is relevant, and in working with students to find new ways to teach each class. My move to flipped classrooms was based on one set of student conversations—when I learned that my neurodiverse students, especially, were struggling with assigned reading, I moved to shorter video lectures with subtitles to allow people multiple ways of interacting with the lecture, including getting up and walking around. It's also meant that things that would normally be “homework,” like problem sets, are done in class so that students can help each other when they forget pieces of math they haven't dealt with recently.

Deep Springs is a vastly different learning environment with a vastly different student population than Earlham's. That said, you can count on me to listen to students, to assume we're working together in the shared enterprise of creating learning, and to try hard to become a better teacher for this group of students, in this environment, at this time.

Thanks very much for the effort you're putting into finding your next natural sciences chair and for the time spent reviewing my application. If I can be of further use in your search, please don't hesitate to contact me.

Sincerely,



Andrew Moore  
Convenor and Professor of Geology  
Department of Earth and Environmental Science