

Academic Teaching Statements

Teaching Experience for Applications, Interviews and Campus Visits

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Description:

Preparing for an academic job market can be daunting, especially learning how to translate teaching experience as a student into application materials and interviews. Join Drs. Stephen Bonett and Seul Ki Choi for their reflections on applying to and accepting assistant professor positions. We will review teaching statements, presentations during on-campus visits, and how to discuss teaching during interviews. Whether you just started or are preparing to graduate, this interactive workshop will demystify teaching in the academic job market!

Learning objectives:

1. Review writing a teaching statement/philosophy
2. Discuss job talks as assessments of teaching
3. Integrating teaching experience during interviews

Agenda

Time	Purpose	Content
12:30-12:35	Overview (SLB)	Slow start Learning objectives Schedule for the workshop
12:35-12:40	Group introductions (SLB)	Name, course taught/supported, don't know where to start->getting ready to apply, thing you hope to learn today
12:40-12:42	Content introduction (SLB)	Why teaching matters in faculty jobs, job market process
12:42-1:52	<u>Q&A (SB, SC)</u> Application preparation	<i>10 minutes</i> Extra questions: - What was the timeline for applying for jobs? When did you start this process? - What was your experience applying to jobs in different disciplines and positions? - Describe the experience you had before interviewing for academic jobs? - What was the most important point of emphasis for your teaching statement? - How did your teaching statement complement or fit into other materials? - How is your teaching statement evolving over time?
1:52-1:05	<u>Group activity (SLB)</u> Drafting a teaching statement	<i>13 minutes</i> 5 minutes to read/think 3 minutes with neighbor 5 minutes to group share
1:05-1:15	<u>Q&A (SB, SC)</u> Job talk/interview	<i>10 minutes</i> Extra questions:

		- <i>How many interviews did you have? What information did you gain from one interview that helped with your job talk?</i> - <i>What went well during your interviews regarding your teaching skills?</i> - Can you talk about working with committees who have specific courses they would like you to consider teaching? - How did you prepare for your job talk using teaching strategies? - How did you consider teaching when deciding on a position?
1:15-1:27	<u>Group activity (SLB)</u> Think about your teaching experience. What is one attribute or experience you could talk about in an interview	<i>12 minutes</i> 3 minutes think independently 4 minutes share in pairs 5 minutes group share
1:27-1:30	Ending reflections (SLB)	Restate learning objectives and CTL resources

Academic Job Applications

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Part 1: Introduction

Learning objectives

- 1.
 - 2.
 - 3.
-

Part 2: Question & Answer

Notes

Application preparation

Job talk and interview

Part 3: Drafting a teaching statement

Below are sections of a teaching philosophy with example sentences that align with key ideas in the paragraph. After reading the examples, draft a sentence based on your own experience. Next, you will share with a partner.

Introduction with a catchy hook

- Students learn best when they are active participants in their own education, making connections with peers, and building bridges between what is learned in the classroom and their day to day lives.
- I believe that the best teaching requires a three-way communication approach: teacher to student, student to teacher, and student to student. I grew up in Korea, where the dominant teaching style was the one-way communication from teacher to student. After I came to the United States for my graduate studies, however, I experienced a cultural shift within the classroom environment.
- Good teachers not only help students acquire new analytical tools, but they also spark their passion for learning, deepen their understanding of real-world phenomena, and encourage the development of their own ideas.

Pedagogy (methods aligned with philosophy) using strong, descriptive words

- In order to facilitate this communication further, I will create inclusive teaching experiences where students gain knowledge by engaging with tailored lectures and stimulating discussions to clarify any challenges with the material.
- Collaboration promotes critical thinking and intellectual growth: discussions lead to questioning and scrutinizing one's own view and ultimately encourages a deeper analysis.
- I have also noticed that distributing lectures notes in advance makes it easier for students to follow the class, keep focused and ask better questions. This is an important practice to creating an accessible learning environment.
- Since students often pursue careers as policymakers and clinicians, I equip my students with practical experience through applied assignments.

Conclude by describing your potential

- I am equipped to teach a wide range of nursing and public health courses. These would include introductory courses in public health nursing, research methods, and statistics, as well as advanced graduate courses in synthesis of scientific literature and quantitative methods for nursing research.
- My teaching philosophy aligns with the mission and values of the University. I'm ready to dedicate myself to providing exceptional teaching, research skills, and mentoring for interdisciplinary students who will contribute to achieving health equity in the United States and around the world.
- I am confident that my experience in mentorship and clinical leadership has prepared me to face the challenges of teaching at any level and I look forward to the teaching component of my career.

My example sentence:

Part 4: Memorable examples

Sharing concrete examples will send a signal to the committee about how your ideas and intentions translate in the classroom. These can be included in a teaching statement and during your interview. Describe at least one teaching experience and adjectives that describe your strengths in this example. Be as specific as possible!

Example	Descriptors
	1. 2. 3.
	1. 2. 3.