

# Elements of a Strong Teaching Statement:

- Specific examples of how you would run a class or what your course would look like
- State your inspiration for teaching well (succinctly)
- Tailor your statement to an institution
  - Course catalog for that department
  - Local field sites
- Indicate the methods of teaching that you use, how did you learn about them
- Mention what you would be like outside the classroom (teaching beyond the classroom)
  - Mentoring undergraduates could go in both teaching and research statements
- Have subheadings if they make sense
- Talk about teaching in different environments
- Talk about your previous teaching experience!!!
- Talk about opportunities for collaborating with your teaching, being open to team-teaching, study abroad programs
- Help reviewers envision what your classroom would look like
- If position is for online classes, discuss your experiences and comfort level with teaching online
- If you are mentoring TAs, mention that
- At a research institution, talk about how you will teach graduate students

# Elements of a Strong Research Statement:

- Outline the statement as past, present, and future (make it a story)
- Subheadings
- Have an opening paragraph that grabs their attention with a quick summary (abstract)
- Be enthusiastic
- Specific plans for future work: what the questions are, how are you going to get funding
  - Have ideas that are ready to go, that are fundable, and publishable
- Evidence that you've thought about what equipment you need and what is available
- Have ideas for student projects (can be in teaching statement too)
- Your research methods (generally)
- Your track record, including international collaborations, other collaborations, publications, external funding
- If you are part of collaborations like IODP, make it clear you are already part of the community

# Elements of a Strong CV:

- Order:
  - Reverse chronological
  - Research experience and positions and publications up front for research position
  - Teaching experience and positions up front for primarily teaching position
  - Awards
- Subheadings
- State what you did on particular projects
- Specify course names (not numbers) for courses you've developed and taught
- List of strengths and expertise
- Make it “eye-catching” in a professional, boring way
- Put position first
- Meeting abstracts and presentations (bold your name in the list of authors)
- Invited presentations
- Publications, including DOI so they can find them

# Elements of a Strong Elevator Pitch:

- Talk in the language that your audience understands
- Lead the way into further questions and discussions
- You are not guaranteed a full minute
- Maintain eye contact and think about body language, though consider the culture of the place
- End your talk with why your research is important to do, or perhaps do this at the beginning
- Include why your work is beneficial to the institution, especially for an administrator
- Consider the aspects of your work that grabs everyone's attention
  - Mention if this is part of NSF's program emphasis
- Speak in full but short sentences, and end those sentences. Do not have run-ons.
- Enthusiasm and good tone of voice.
- Have good body language
- If you are being asked a question, let the questioner finish their question
- Slow down so they can actually digest what you are saying
- Try to avoid filler words and up-speak
- Demonstrate confidence (TED talk on power poses)