UCSF Office of Career & Professional Development

TEACHING PACKAGE I:
Academic format with a teaching institution emphasis.

Contains: Cover Letter
CV
Teaching Philosophy

These are real documents, with identifying information removed. Comment boxes designed to help you learn from these documents are provided by OCPD staff.

Office of Career & Professional Development

Marie Curie, Ph.D.
1230 Scientist Lane
San Francisco, CA 91111
123-456-7890 (home)
123-456-7890 (cell)
SNB@gladstone.ucsf.edu

Dr. Louis Pasteur
Chair, Department of Biology
Box 123
Science College
Williamstown, MA 00000

November 1, 0000

Dear Dr. Pasteur:

I am writing to apply for the position of Assistant Professor of Biology in the areas of bioinformatics and molecular biology. My graduate work at the University of California, Davis centered around the mechanism of translation initiation in prokaryotes; I am currently pursuing postdoctoral research in bioinformatics at the Gladstone Institutes at the University of California, San Francisco. Having benefited from close interactions with faculty as an undergraduate at Xavier University, I wish to give back as a teacher and mentor to the next generation.

As can be seen from my curriculum vitae, I am deeply committed to community outreach and undergraduate teaching. The two must go hand in hand to improve science education for all. As a graduate student at the University of California, Davis, I organized my fellow students to volunteer at a local junior high school. This culminated in my teaching a special hands-on science elective for girls. I have continued to do science outreach as a postdoctoral fellow, volunteering with the University of California, San Francisco Science and Health Education Partnership to lead an after school science club at a local middle school. The experience and training I have gained in inquiry-based science at the K-12 level translates directly into concrete strategies I can use with undergraduates.

I had the opportunity to use these strategies when I taught a molecular biology course at San Domingo University in between my graduate and postdoctoral work. Having complete freedom to develop both the lecture and lab for the course, I created a lab exercise based on my graduate work where students cloned different mutations in 16S rRNA into an *E. coli* expression vector and analyzed the growth phenotype of the mutant cells. Students were excited about the project, coming into the lab at night and on weekends to see their results, which were unknown at the start, even to me. I also developed a bioinformatics lab exercise where students analyzed a protein's sequence and structure using tools available on the web.

The synergy between my research and teaching interests extends to my postdoctoral work on the *[Marie Curie described her postdoc work here]*.

[Here, Marie Curie wrote one paragraph that discusses her current/future research interests.]

Finally, my interest in teaching and research at Williams College stems not just from my commitment to quality science education, but also from my desire to enrich the lives of my students. The mentoring skills I have developed as a leader in the Palo Alto chapter of the Association for Women in Science and Lion II Seminars (a leadership training company) will make a positive impact on the life choices of my students. In short, my mission is to impart my passion for biology to students in such a way that it contributes to the entire community.

I have enclosed my curriculum vitae, statements of teaching philosophy and research interests, selected reprints, and letters of reference from C.V. Ramen and J.C. Bose (a letter from Srinivasa Ramanujan has been sent directly). Please let me know if you would like any other materials. I look forward to hearing from the committee.

Thank you for your consideration,

Marie Curie, Ph.D.

Because the reader may not know what these groups are (or Marie's role within them), it is unclear how these experiences relate to mentoring. Another line of explanation here would be useful; or Marie's mentoring efforts & these experiences could be further discussed in the CV or teaching statement.

We recommend including in your application package only items that were requested in the job announcement, unless special circumstances dictate that other items should be included (e.g., an extra letter of recommendation from a unique referee, or a draft of a manuscript in preparation).

It is a good idea to list the names of referees sending letters: if one letter gets lost, it will be clear to the person administering the search which of your letters is missing.

Marie Curie, Ph.D.

Note her name is large and in bold. Remember to include your hard-earned degree(s)!

Gladstone Institute of Cardiovascular Disease
University of California, San Francisco
P.O. Box 419100
San Francisco, CA 94141-9100
415-826-7500 (office)

1230 Scientist Lane
San Francisco, CA 91111
123-456-7890 (home)
123-456-7890 (cell)
MC@gladstone.ucsf.edu

It is not necessary to include your home address. But if in the future you will want documents sent to that address due to special circumstances, then including it here ensures that the department has the address.

EDUCATION

Ph.D. **University of California, Davis** March 0000
Molecular, Cellular, and Developmental Biology Program
Advisor: Srinivasa Ramanujan, Ph.D.
Committee: C.V. Raman, Ph.D., J. Sarabhai, Jr., Ph.D.
Thesis: Name of thesis here.

B.A. **Xavier University, Cincinnati, OH** May 0000
Biology, *cum laude*

University College, Oxford University, Oxford, England Fall 0000
Study Abroad Program
Specialized tutorial in Philosophy of Science

Marie right-justified all of her dates throughout the CV. Aligning all dates along the right side gives the document a very clean look.

To do this in Microsoft Word, go to menu "Format"… "Tabs". Choose "right" for alignment of your right-most tab.

HONORS & AWARDS

GAANN Fellowship, UC Davis 0000–0000

Phi Beta Kappa 0000

Thom Prize in Biology, Xavier University 0000

Senior Service Award, Xavier University 0000

Lydia Jones Library Prize, Xavier University 0000

Sigma Xi 1990

Best Seminar in Plant or Microbial Biology 1990
West Coast Undergraduate Research Conference in the Biological Sciences

If the honors you list are not self-explanatory or well-known, give a short description (ex., how you were selected as an awardee). Remember to define acronyms (GAANN = ?)

The first page of your CV is "prime real estate." Unless you have a particular honor/award/grant you want to highlight on the first page, consider moving this section to later in your CV, and instead use the first page to highlight more important sections (eg., teaching experience if the application is for a teaching-focused position).

TEACHING EXPERIENCE

College Level

Adjunct Lecturer *Molecular Biology* Spring 0000
Department of Biology
University of San Domingo
- Taught lecture and lab to 20 upper-division biology majors; was solely responsible for course content
- Developed lab exercise based on thesis research where students cloned different mutations in 16S rRNA into an *E. coli* expression vector and analyzed the growth phenotype of the mutant cells
- Developed bioinformatics lab exercise based on tools publicly available on the web
- Evaluated highly by students for stimulating independent thinking and for demonstrating an interest in them

Course Assistant *Cell Biology* Winter 0000
Department of Biology
University of San Domingo
- Led discussion of research articles

Teaching Assistant *Concepts in Biology* Fall 0000
Department of Biology
U.C. Davis
- Lectured when professor was out of town

Teaching Assistant *Molecular and Cell Biology Laboratory* Summer 0000
Howard Hughes Summer Institute
U.C. Davis
- Supervised semi-independent research projects on the cloning of *frequency* homologues in different species of fungi

K-12

Scientist Volunteer *Triad Science Club* 0000–0000
Science and Health Education Partnership
Thomas Mann Middle School, U.C. San Francisco
- Developed and led hands-on activities
- Practiced strategies to promote gender equity

Elective Teacher *Project SAME: Science and Math Equity* Fall 0000
Wilma Mankiller Junior High School, U.C. Davis
- Taught a girl-only elective class on building simple machines with the Lego-Logo system

Marie used **bold** and spacing to highlight the titles of each of her teaching positions. This highlights her independent teaching experience as an Adjunct Lecturer.

She highlighted the topic of the classes taught with *italics*.

She used bullet points to describe her role in each position and her accomplishments (including specific feedback from students). If you have evaluations or emails containing comments about your teaching from students, you can quote the 1-3 most appropriate comment(s) in your CV, cover letter, or statement of teaching philosophy.

By sub-dividing her teaching experience into two subheadings (College Level & K-12), Marie accomplishes two things:

(1) highlights the breadth of her teaching experience

(2) is able to place her most relevant teaching experience (Adjunct Lecturer) at the top of the page, while still abiding by reverse-chronological order within each sub-section.

Teaching Interests

cell and molecular biology, bioinformatics and genomics, RNA and protein structure and function, scientific writing and speaking, gender and science, ethical issues in biotechnology

This section is not necessary, but could be useful. Note that including a "Teaching Interests" section in the CV is ***not*** a substitute for a written "Teaching Interests" essay if such a statement is requested in the job announcement.

RESEARCH EXPERIENCE

Postdoctoral Fellow 0000–0000
Gladstone Institute of Cardiovascular Disease
U.C. San Francisco
Advisor: Birbal Sahni, M.D.
Topic: Title of Topic Here.

Graduate Student Researcher 0000–0000
Department of Structural Biology
CSU Hayward
Advisor: Srinivasa Ramanujan, Ph.D.

Research Assistant 0000–0000
Department of Biology
U.C. Davis
Advisor: Srinivasa Ramanujan, Ph.D.

Undergraduate Researcher Summer 0000
Howard Hughes Summer Institute
U.C. Davis
Advisor: Shanti - Swarup Bhatnagar, Ph.D.
Topic: Title of Topic Here.

Undergraduate Researcher 1989–1990
Department of Biology
Xavier University
Advisor: J.J. Rawal, Ph.D.
Topic: Title of Topic Here.

Research Interests

One line statement of research interests.

It is important to have your name clearly marked on every page of your application, either in a header or footer. Page numbers are also very useful.
This is important in case the pages of your document get mixed up with others applicants'.

PROFESSIONAL INVOLVEMENT

Association for Women in Science (AWIS) 0000–0000
Chair, Programs Committee, Davis Chapter 0000–0000
- Organized and led monthly chapter meetings attended by 50-75 people
- Invited speakers (women scientists, career development)

Postdoctoral Women Peer-mentoring Group 0000–0000
U.C. San Francisco

Alumni Volunteer Admissions Interviewer 0000–0000, 0000
Xavier University

Lion II Seminars, Cincinnati, OH
Graduate, Leadership Program 0000
Staff volunteer for courses and exit interviews 0000–0000

MEMBERSHIPS

International Society for Computational Biology 0000–present

American Physiological Society 0000–present

American Association for the Advancement of Science 0000–present

PUBLICATIONS

Peer-reviewed Research

Wu, C.S., Saha, M., Jehangir Bhabha, H, & Singh, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here. *Name of Journal Here* **31**: 19-20.

Ramanna, R., **Wu, C.S.**, & Singh, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text. *submitted*.

Saha, M ., **Wu, C.S.**, Jehangir Bhabha, & Singh, J. (0000) MAPPFinder) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* **4**: R7.1-R7.12.

Wu, C.S. & Chandra Bose, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here. *Name of Journal Here* **299**: 1-15.

It may have been useful to provide a more specific title for this section. In the cover letter (second page), Marie refers to her involvement with AWIS and Lion II as "mentoring" experience. Therefore, perhaps this section could be entitled "Mentoring Experience"?

Note that it is unclear what some of these experiences entailed. The bullet points Marie included for her AWIS experience (above) are a great example of describing what she did, how many people were involved, how much time she spent.

Marie 's leadership training may best be highlighted if grouped along with her other training, which appears in a separate heading later in the CV.

Marie listed this article first, taking it out of reverse-chronological order (year 0000). Perhaps she did this to highlight this paper in particular (first author, published in a prominent journal).

If you list an article as "submitted," indicate the journal to which you submitted it (i.e., "submitted to *Nature.*")
Consider listing articles "submitted" or "in preparation" under a separate sub-heading ("Manuscripts in preparation or submitted").

Peer-reviewed Research (continued)

Wu, C.S., & Chandra Bose, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* **286**: 33-43.

Wu, C.S., & Chandra Bose, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* **262**: 421-436.

Marie provided the subheading again, to indicate that this section continues from the prior page.

Reviews, Book Chapters, Conference Proceedings

Wu, C.S. & Singh, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* (Brown, J and Smith, S. eds.), John Wiley & Sons, Inc., New York, N.Y., *in preparation*.

Chandra Bose, J., Sarabhai, V., **Wu, C.S.**, Bhagvantam, S. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* (Jones, B. and Ford, H, eds.), pp. 419-429. ASM Press, Washington, D.C.

Wu, C.S. & Chandra Bose, J. (0000) Typically a Fairly Long Title of Her Prestigious Publication Here, Taking Up a Full Line of Text Since Science is Complex. *Name of Journal Here* **33**: 170-171.

PRESENTATIONS

Research Talks–External

Marie used **bold** to highlight the conference/location where she gave the talk.

Advanced Topics in Microarray Analysis, National Institutes of Health
Bethesda, Maryland, January 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Lillehei Heart Institute, University of Minnesota
Minneapolis, Minnesota, October 0000
Tutorial: Name of Tutorial Here
Seminar: Name of Seminar Here

Research Talks–External (continued)

The Fourth BioPathways Consortium Meeting, Intelligent Systems for Molecular Biology
Edmonton, Alberta, Canada, August 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Physiological Genomics of Cardiovascular Disease: from Technology to Physiology
San Francisco, California, February 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Bay Area Bioinformatics Discussion Group
Stanford, California, January 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

NIH-NHLBI Programs for Genomic Applications, External Scientific Panel Review
Bethesda, Maryland, June 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Iconix Pharmaceuticals
Mountain View, California, June 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Department of Neurosciences, University of New Mexico Health Sciences Center
Albuquerque, New Mexico, October 0000
Typically a Fairly Long Title of Her Presentation

National Center for Genome Resources
Santa Fe, New Mexico, October 0000
Typically a Fairly Long Title of Her Presentation

Bay Area RNA Club
San Francisco, California, June 0000
Typically a Fairly Long Title of Her Presentation

Research Talks–Internal

Gladstone Institute of Cardiovascular Disease Scientists Meeting
San Francisco, California, May 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

With the large number of external talks that Marie has on her CV, ***listing internal talks is optional***. If you choose not to list internal talks, you can instead call your external talk section "Research Talks – Highlights". This implies that you have given additional talks as well. Remember, use your CV to highlight what you want the search committee to know about you; the CV does not have to be all-inclusive.

Research Talks–Internal (continued)

U.C. San Francisco, Pharmaceutical Sciences and Pharmacogenomics Program Retreat
Marshall, California, November 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

The J. David Gladstone Institutes Joint Scientific Retreat
Pacific Grove, California, May 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

Gladstone Institute of Neurological Disease Weekly Seminar
San Francisco, California, November 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

U.C. Davis, Structural Biology Department Retreat
Pacific Grove, California, November 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

U.C. Davis, Molecular Biophysics Club
Davis, California, February 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

U.C. Davis, MCD Biology Seminar
Davis, California, May 0000
Typically a Fairly Long Title of Her Presentation Here, Taking Up a Full Line of Text Since Science is Complex

MCD = ?
Remember to write the full name for acronyms which seem obvious to you but may not be known by your reader.

U.C. Davis, RNA Club
Davis, California, December 0000
Typically a Fairly Long Title of Her Presentation

Research Posters–External

Intelligent Systems for Molecular Biology
Edmonton, Alberta, Canada, August 0000
Name of Poster Title Here

Physiological Genomics of Cardiovascular Disease: from Technology to Physiology
San Francisco, California, February 0000
Name of Poster Title Here

Research Posters–External (continued)

The Third International Meeting on Microarray Data Standards, Annotations, Ontologies and Databases
Stanford, California, March 0000
Typically a Fairly Long Title of Her Poster Here, Taking Up a Full Line of Text Since Science is Complex

The Ribosome: Structure, Function, Antibiotics, and Cellular Interactions
Helsingør, Denmark, June 0000
Name of Poster Title Here

RNA Society Meeting
Madison, Wisconsin, May 0000
Name of Poster Title Here

RNA Structure Meeting
Santa Cruz, California, June 0000
Name of Poster Title Here

RNA Society Meeting
Banff, Alberta, Canada, May 0000
Name of Poster Title Here

Keystone Symposium: RNA-Protein Interactions
Taos, New Mexico, February 0000
Name of Poster Title Here

RNA Society Meeting
Madison, Wisconsin, May 0000
Name of Poster Title Here

Symposium on RNA Biology I: RNA-Protein Interactions
Research Triangle Park, North Carolina, October 0000
Name of Poster Title Here

Frontiers in Translation
Victoria, British Columbia, Canada, May 0000
Name of Poster Title Here

Research Posters–Internal

The J. David Gladstone Institutes Joint Scientific Retreat
Pacific Grove, California, May 0000
Name of Poster Title Here

Research Posters–Internal (continued)

U.C. San Francisco, Cardiovascular Research Institute Retreat
Tahoe City, California, November 0000
Name of Poster Title Here

U.C. San Francisco, Biomedical Sciences Program Retreat
Tahoe City, California, November 0000
Name of Poster Title Here

U.C. San Francisco, Tetrad Retreat
Tahoe City, California, September 0000
Name of Poster Title Here

Other Presentations

U.C. Berkeley, History of Science Graduate Student Workshop
Berkeley, California, January 0000
Panel Discussion: Name of Title Here

Sigma Xi Forum: Scientists, Educators, and National Standards: Action at the Local Level
Atlanta, Georgia, April 0000
Poster: Name of Title Here

Give a more specific heading for this section that will better explain the experiences here. For example, "Presentations in Science Education."

ADDITIONAL TRAINING

Strategies in Gender Equitable Teaching 0000–0000
U.C. Berkeley Extension, Berkeley, California

Biostatistics 183: Introduction to Statistical Analysis Fall 0000
U.C. San Francisco, San Francisco, California

Advanced Microsoft Access 97 August 0000
New Horizons Computer Learning Centers, Inc., San Francisco, California

Art of Lecturing Summer 0000
Gladstone Institutes, San Francisco, California

Scientific Writing Spring 0000
Gladstone Institutes, San Francisco, California

These experiences could be better highlighted by a more specific heading (rather than "Additional Training"). Marie could consider giving a sub-heading for training most relevant to a faculty position: Teaching, Scientific Writing, and Other Technical Training.

It would be fine to leave out training in Microsoft Access and Dreamweaver, as they are unlikely to contribute towards Marie getting a teaching position. Instead, in this case they may even distract from the much more relevant training in teaching, etc.

ADDITIONAL TRAINING (continued)

Beginning Dreamweaver 4 April 0000
Ciber Training Center, San Francisco, California

Microarray Academy Fall 0000
Genomics Core, Gladstone Institutes, San Francisco, California

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REFERENCES

C.V. Ramen, M.D.
Associate Investigator
Gladstone Institute of Cardiovascular Disease
University of California, San Francisco
P.O. Box 100
San Francisco, CA 94100-9100
123-456-7890
cvramen@gladstone.ucsf.edu

Srinivasa Ramanujan, Ph.D.
Associate Professor
Department of Biology
University of Maryland School of Medicine
112 Shoe Center
College Park, MD 20815
123-456-7890
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J.C. Bose, M.A.
Lecturer in Scientific Writing and Lecturing
Cardiovascular Research Institute
Gladstone Institutes
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505 Parnassus Avenue
San Francisco, CA 94143-0130
123-456-7890
jc@itsa.ucsf.edu

Above all other considerations, study biology because it is "irrelevant"—that is, study it for its own sake, because, like art and music and literature, it is an adventure for the mind and nourishment for the spirit. (Helena Curtis, 1983)

Marie 's quote helps make her statement unique and personal.

Inspiration

The above quotation from my Advanced Placement Biology text book in high school is what inspired me to become a biologist. It spoke volumes about the wonderment and joy I felt when learning about the intricate inner workings of cells. I also recall the twinkle in my undergraduate advisor's eye when he described the pluripotency of plant meristem cells during a late-night study session for an exam in introductory biology. It was my enthusiasm about the promise of the human genome project that led my molecular biology students to seek me out during office hours to find out more. In short, it is the inspiration of a great teacher that provides students with the motivation to persist in the hard work to follow.

Context

A typical biology text book contains over a thousand pages of detailed information, confronting students with information overload. The size of text books is symptomatic of the explosion of papers in journals and the wealth of new data generated from high-throughput genomics methods. For example, microarrays measure the expression levels of thousands of genes at a time, producing huge amounts of data from a single experiment. Since no one person can be an expert on thousands of genes, analyzing microarray data presents a significant challenge. This challenge led us to develop *(Marie included one sentence discussing primary research here)* Providing a context for the data has revealed new relationships between genes and generated new biological insights.

Marie inserted two/three paragraphs discussing how her research can be woven into the curriculum, both in terms of the design and how she would implement approach as well as the implementation.

Communication

The scientific process includes establishing the relevance and relationship of new research to what has come before, asking a question, designing and executing an experiment to answer the question, and determining whether the results of the experiment really do answer that question. The last and most important step of the scientific process is communicating the results to other scientists. Good communication skills are essential to giving and receiving feedback and should be taught throughout the biology curriculum. Presenting scientific results, whether they are one's own or derived from the literature, promotes a deeper understanding. I know that I understand something when I can explain it to someone else.

The small average class size at Williams College provides an opportunity to focus on communication skills. Discussions of the primary literature would be an integral part of my

courses. I would then require students to write a term paper where they critically reviewed one of the articles, as did the students in my molecular biology course. This will give the students practice in both evaluating the literature and writing about it. Furthermore, when students learn to identify weaknesses in papers from the primary literature, it stimulates their critical thinking skills and empowers them as scientists. Individual consultations and rewrites would allow students to make improvements. The process of writing and rewriting laboratory reports would hone skills for communicating experimental results.

A course could also be devoted to improving more formal speaking skills. Students would give an oral presentation on their own work or on a journal article. The student would leave the room while the others discussed the presentation. The student would then return to the room to hear a summary of the feedback from the professor. This creates a safe environment for both the speaker and the listeners to give and receive honest feedback. Later on in the course, the student would give another presentation to practice making the changes the others suggested.

Biology as a Liberal Art

Biology plays a critical role in the liberal arts college for both science majors and non-science majors. Williams College graduates will become tomorrow's scientific leaders in academic research, medicine, and industry. As such, our commitment to our majors extends beyond their individual careers to the larger community. Since they will be the ones who understand the science behind genetically modified foods, stem cell research, and environmental problems, to name a few, they will in large part be responsible for directing future science. It is essential that they understand the history and ethics of what they do. I plan to incorporate a discussion of the issues as a regular part of all my classes. Just as the students must learn to critically evaluate the science, they must also be able to critically evaluate the motivation behind it.

Biology as a liberal art is even more important to non-science majors. Critical thinking skills learned through practicing the scientific process broadly apply to reasoning in other academic disciplines. A course for non-science majors should give them an understanding of the principles of genetics and evolution that form the framework for biological thought, but also allow them to explore a subject in some depth so that they can practice the critical evaluation skills they will need as informed citizens.

Liberal arts colleges are uniquely suited to foster interdisciplinary study between biology and other fields in the humanities and social sciences. Having performed such interdisciplinary studies myself at the intersection of biology, gender, and philosophy at both the undergraduate and graduate level, I am eager to advise students with these interests and contribute to such courses.

In summary, I wish to give back those qualities that meant the most to me during my education: inspiration, putting science in context, communication of that science to the community, and the pursuit of biology as a liberal art. I hope to foster a love of learning in my students and share innovative pedagogies with my colleagues. To me, biology is both "relevant" and my heartfelt passion.

Examples are important. Here, she gives an example of an activity/assignment, and describes how this assignment will help student learning.

Marie tailored her Statement to the college she was applying to.

Take-away message to the reader:
This candidate is aware of the careers that Biology majors may pursue.

Take-away message to the reader:
This candidate has also thought about the needs of undergraduate non-majors.

It is important to end with a concluding paragraph that ties together the themes in your statement of teaching philosophy.