

## Teaching Statement

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My goals as an instructor are: 1) to encourage students to think critically about diversity in social science; 2) to foster students' sense of autonomy over their research development; and 3) to equip students with generalizable skills that will be useful to them throughout their professions. Below, I provide specific examples of techniques that are designed to manifest these three goals—techniques that I employ in my undergraduate teaching, research mentorship, and graduate student instruction.

Undergraduate Teaching. In the winter of 2020, I will be teaching an undergraduate seminar on Stereotyping and Prejudice. Over the course of that seminar, students will read 40 empirical papers, and these papers will be organized around competing perspectives on stereotyping (e.g., that stereotyping is a cold-cognitive vs. hot-cognitive phenomenon). Students will begin each class by meeting in small groups to discuss the readings, and they will then be assigned to either defend or criticize these readings during a semi-structured debate. All classes will conclude with a broad discussion of the strengths and limitations of each perspective. A recurring limitation that these discussions will emphasize is that on the whole, psychological science lacks diversity: diversity in terms of who asks scientific questions, and diversity in terms of how scientific questions are answered. My goal in structuring seminars this way is to highlight the need for an inclusive psychological science—and as well, to encourage students to think critically about the canon of scientific evidence that most psychologists accept as true.

Research Mentorship. One of the first undergraduate honors theses I ever supervised was conducted by a student who seemed reluctant to 'take the reins' on his own project. Rather than waiting for him to ask for my assistance, I went ahead and gave it freely: I told this student what articles to read, and then I met with him to go over the conclusions of those articles. Ultimately, this student had a hard time taking ownership over his research, in part because I had constrained his autonomy (unintentionally, of course). Years later, the Department of Psychology asked me to help teach the honors seminar in psychology that all thesis students take. In that role, I oversaw eleven honors theses, and I decided up front to let students decide how much help, if any, they actually wanted from me. My student evaluations from that course were some of the highest I have ever received (5.95/6.00), and students' thesis projects were diverse and interesting. One student, for example, surveyed tenured musicians from the top 50 orchestras in the U.S. and found that the *vast majority* of them suffer from moderate-to-severe levels of anxiety and depression. My philosophy about research mentorship—which is no doubt informed by experiences like these—is that students learn best when they are given structure in balance with autonomy.

Graduate Instruction. Most instructors teach about correlation, *t*-tests, and ANOVAs as though these are three distinct statistical tools. My approach to teaching statistics, in contrast, characterizes these as three variations on the *same* statistical tool: the linear model. For example, when I helped teach Northwestern's graduate-level seminar on statistics, I encouraged students to think about the independent samples *t*-test as nothing more than a special case of the linear model: a model with just one categorical predictor. In addition, I encourage students to think of ANCOVAs as regression models that employ some combination of categorical and continuous predictors. This approach to teaching statistics encourages students to think about these tests not as a disparate set of tools, but as a single tool that can be used to answer a wide variety of questions. Moreover, thinking about statistics in this way paves the way for students to learn about more complex modeling techniques down the road, like mixed and multilevel modeling. My goal in teaching statistics in this way—and in developing graduate curricula more generally—is to equip students with generalizable principles that they can use for solving a wide range of problems.

In sum, my philosophy is that teaching and mentorship should be implemented in ways that satisfy the broad goals of fostering students' awareness of diversity in psychological science, and of equipping students with flexible tools that enable their development into autonomous researchers.

## Teaching Effectiveness

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### Student Comments

“Chris was very enthusiastic in delivering the lecture, which I highly appreciated. He provided very interesting and relevant examples in class that helped link concepts to events in the real world.”

“He listened to students and responded thoughtfully, critiquing without being critical.”

“Clearly engaged in being a TA. Truly there to help you in any and all ways he can. Very friendly and approachable.”

“He is definitely interested in and knowledgeable about the subject, and enjoys sharing that with the students. He's also very understanding so if you have problems/questions, it's easy to talk to him about it and get good feedback”

### Instructor Comments

“Chris is friendly to students and articulate. He is very responsible about completing the work that I expected. The quality of his TA work is outstanding. I have utterly no complaints and appreciate having him assigned to my course.”

Alice H. Eagly

“Chris, you are the best. If we hire you as faculty, will you continue to be my TA?”

J. Michael Bailey

### Course Evaluations from Students

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Term	Subject	Average Rating (Out of 6)
2015 Winter	Social Psychology	5.24
2015 Spring	Social Psychology	5.49
2016 Winter	Statistical Methods in Psychology	4.44
2016 Spring	Social Psychology	5.21
2016 Fall	Linear Models: Correlation and Regression	4.71
2017 Winter	Cognitive Psychology	5.05
2017 Spring	Psychopathology	5.25
2017 Fall	Linear Models: Correlation and Regression	5.50
2017 Fall	Psychology of Attitudes	--
2018 Spring	Psychology of Gender	5.63
2019 Fall-Spring	Honors Thesis Seminar	5.95
2019 Summer	Negotiation Strategies	--

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*Note.* Due to programming errors, course evaluations are not available for Psychology of Attitudes (Fall 2017); and Negotiation Strategies (Summer 2019); PDFs of all other course evaluations are available upon request.