



NEW YORK UNIVERSITY

A private university in the public service

Department of Environmental Studies
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Statement on Teaching Experience

I have developed, taught, revised, and supported a range of interdisciplinary courses in CAS since 2007, and have co-authored three undergraduate textbooks, *Food, Animals, and the Environment*, *Environment and Society*, and *Reflecting on Nature*. I am committed to robust, inclusive, engaged teaching, encouraging students to approach evidence, texts, claims, and ideas critically, and providing individualized feedback. My classes incorporate theoretical elements as well as case studies. They are cooperative and challenging spaces that include both independent and collaborative work. My aim is to advance students' understanding of major debates and concepts in ethics, education, and environmental science, justice, and policy, as well as to cultivate case-sensitive, critical analytical skills. I aim to channel concern about urgent environmental and animal problems into careful analysis towards more effective social responses.

My learning objectives include:

- Advancing understanding of complex, multifaceted empirical and conceptual domains like food, animals, and the environment, and climate and society. This includes empirical and ethical literacy, understanding competing claims, and situating contemporary problems in a historical context.
- Building critical thinking skills, including identifying fallacies, and challenging assumptions and conventional views.
- Creating an inclusive classroom to support critical inquiry and community building.
- Developing integrative analytical skills, e.g., across disciplines and between theory and practice.
- Accommodating diverse student learning styles by using a range of activities, assessments, and assignments.
- Identifying the challenges of real-world environmental problems by exploring ideal and non-ideal ethics, stakeholder engagement, and problem definition.

I advise a share of our students (many hundreds over the years), coordinate all student advising and enrichment, and mentor honors students (some theses have been published as peer-reviewed articles) and independent studies. I co-direct honors. I also mentor first-generation students (I am a first generation college student myself, and participate in CAS's Proud to Be First mentoring program), and offer career guidance for current students and alums (who number over a thousand), contributing to their impressive track record of top-tier job and graduate school placements. I built and contribute weekly to an internal career and internship database with thousands of resources for students and alums, and run a regular career series featuring environmental professionals.

My educational and mentoring philosophy extends to program development. I co-developed and have directed the undergraduate programs in Environmental Studies and Animal Studies for over a decade, and have just advanced a new minor in Environmental Humanities. These curricula are innovative, rigorous, interdisciplinary, and dynamic. Our student body is exceptionally diverse: ~45% of our students come from underrepresented minority backgrounds, making the ES major the largest and most diverse of its kind in the US. This is partly due to our commitment to inclusive curricular design and pedagogy, attentive advising and mentorship, fundraising (e.g., all royalties from our textbooks support scholarships), and substantial internship and career resources for our current students and over 1000 alums. I am constantly assessing and adapting our UG programs to meet the needs of our students in balance with the rapidly changing landscapes of ES and AS, including a substantial holistic renovation of the major a few years ago. I am grateful to have the opportunity to build cutting-edge educational programs from the ground up, and to reach as many students as I have in Environmental Studies.

Sincerely,

Christopher Schlottmann, Ph.D.
Clinical Professor, Associate Chair, Director of Undergraduate Studies