**Statement of Teaching Interests and Philosophy Erik Crosman**

I have a diverse educational background and research experience in synoptic, mesoscale, and boundary-layer meteorology and would be comfortable teaching classes in all of these topic areas. I also have expertise in remote sensing and numerical modeling.

I have teaching experience in atmospheric instrumentation methods, and have helped develop and teach the undergraduate instrumentation class (ATMOS 5050) at the University of Utah over the past 3 years. I also have teaching experience in Synoptic Meteorology, where I helped co-instruct Synoptic Meteorology as a Ph.D. student. I have also provide guest lectures in several classes, including introductory meteorology and climate classes, as well as air quality classes. I lead a user group for helping students learn how to model with the Weather Research and Forecasting (WRF) model and would enjoy developing an elective class on WRF model training in the future.

I enjoy the challenge of helping facilitate students understanding of difficult concepts and making these concepts accessible to all students. I am highly dedicated to investing sufficient time into developing classes that are effective and enjoyable for the students, while at the same time highly academically rigorous. Weather is such an exciting area of study, and I would hope to be deeply involved in synoptic and mesoscale-focused weather discussions in any department where I teach. I believe being able to give well-organized weather discussion presentations is an important skill for students to have. I have also helped organized the involvement of over a 100 students undergraduate and graduate volunteers from various academic departments at the University of Utah in three observational field campaigns funded by the National Science Foundation. My future plans during my career will include providing numerous opportunities for both undergraduate and graduate students to participate in any field campaigns that I am funded for.

My teaching philosophy is based on four key principles: High expectations, hard work, respect, and understanding. I have high expectation that students work hard to do the best they can in the class, but I also I believe that respecting the students as human being and understanding any personal or academic struggles they face is even more important than fostering academic excellence. A leaning environment needs to be fostered where students are comfortable to express their needs, and the material presented needs to be framed in terms of the larger picture of their education and the relevancy of the material being taught to possible future career paths.

I believe that effective teaching is based on the relationship one develops with students. I find that once students have confidence that you believe in them and their abilities, even if they are not ‘A’ students, they become much better students. I make myself available during extended office hour times and believe that investing in this ‘one-on-one’ time to help explain difficult concepts or problems to each student is critical. Each student may have particular learning styles that can be better understood by the instructor during office hour tutoring than within a group classroom setting.