

## Teaching Academy - Class of 2007 -



(L-R back row): Gregg Coyle, Janet Frick, Jodi Holschuh, Marguerite Brickman, and Nelson Hilton. (front row): Sid Thompson, Linda Bamber and Ann Hollifield.  
Not pictured: Margaret Graham.

---

### **Linda S. Bamber, Accounting**

*The most rewarding words I can hear from a student is that he or she has achieved and grown more than they would have believed possible. . . While I hold students to high standards, they know that I hold myself to equally high standards. For example, I not only learn students' names, but I also learn about their prior work experiences, so I can illustrate the importance and/or practical application of the day's topic in the context the individual student's experiences.*

### **Marguerite Brickman, Plant Biology**

*After teaching at the college level for the past decade, I am just now becoming an effective instructor. This is a humbling statement, and it should be. Admitting failings and striving to improve are the essence of what makes a good teacher. It takes decades of trial and error, of justifying why students should spend their time learning what you have to teach, and of critically questioning your effectiveness before it is possible to become a good teacher.*

### **Gregg A. Coyle, Environmental Design**

*The product of excellent teaching is an excellent student and beyond that an excellent citizen. . . Teachers should act as an inspirational source directing students to take advantage of all the educational opportunities available in order to improve their chances of advancement. Teachers should also create opportunities and encourage students to capitalize upon given moments or tasks that potentially allow for self success.*

**Janet E. Frick, Psychology**

*Outstanding teaching, in my view, requires reflection more than anything else. It requires time and space and energy, much like academic writing. Outstanding teaching requires a deep knowledge of the subject, but that alone is insufficient. It also requires a passion for seeing students grapple with ideas, and for watching them be transformed by knowledge and growth. True teaching is transformative, both for the student and the instructor.*

**Margaret A. Graham, Language Education**

*I believe in the power of an inquiry mindset and have introduced my students - both pre-service and in-service - to teacher research, exploring with them the value of posing questions which grow from their own teaching practice and then identifying ways they might go about finding answers for themselves. Perhaps good teachers are simply very good learners who adapt to change, assume multiple perspectives, and value constant inquiry.*

**H. Nelson Hilton, English**

*Everyone should have the good fortune to spend life, or at least a goodly portion, in company of the perfect teacher. Such an exemplar would be untiring, always available, infinitely various, accessible, and profoundly engaging. The nature of that mentor will depend upon the student, of course, but I can say that upon first encountering mine in high-school I felt with shock the presence of a profound but accessible vision.*

**C. Ann Hollifield, Telecommunications**

*I believe that the primary role of the teacher is to mentor the intellectual and professional development of students through effectively managing the classroom experience. As a mentor, a professor is called upon to guide and advise students on the best means to accomplish their personal goals, to support and encourage them in their work, to cheer their successes and to tell them clearly when they have failed to meet expectations.*

**Jodi P. Holschuh, Reading Education**

*To me teaching is one of the great challenges in life. As a teacher I strive to help my students understand what it means to learn. . . I want students to see that learning is not merely memorizing facts for an exam; instead learning can be a transformative process. In fact, I believe that each learning experience changes the learner in some way.*

**Sidney A. Thompson, Engineering**

*For over 25 years, I have taught engineering courses at The University of Georgia and have always strived to create an environment that encourages students to think critically about their academic career and their professional career that enhances professionalism in the classroom and that makes the student appreciate the chance to learn.*