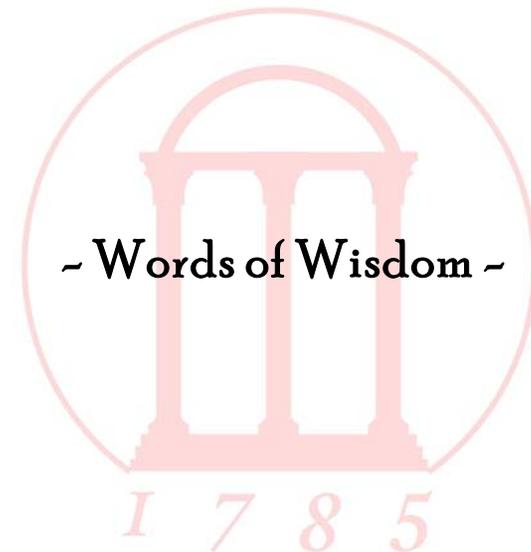


Though universities come in many forms, I believe the research university provides one of the best sources of education to students. The active research programs and the state of the art research agendas make faculty at research universities an important asset to students. It is my role as a researcher that makes me the teacher that I am. The combination of research and teaching that I do in and outside the classroom rests upon one important element- the excitement created in learning something new. My goal as university teacher is to impart that passion to my students in and outside the classroom. ... Supporting student learning is fundamental to my role as a professor. I believe that students will develop a craving for learning if I provide an exciting and rigorous intellectual climate inside and outside the classroom. *Linda Renzulli*

Dr. Fausto Sarmiento's teaching philosophy is pragmatic as to engage students with enriching educational experiences through inquiry-based learning, critical thinking, 'real-world' application to life experiences, and innovative strategies for usable learning outcomes. In his definition of learning, he sees himself teaching a student, not teaching a class. ... With enthusiasm and candor, Dr. Sarmiento sees himself as a professor because he professes the need to understand human-environment interactions. He sees himself as a teacher because he teaches by example, making students to strive for excellence, not to be content with mediocrity. Finally, he sees himself as an instructor, because he instructs the young minds of students to be attentive to critical thinking, reasoning responses with "it-depends-type-of-answers" and to cultivate mnemonics to grasp challenging material from the geographies of mountainous regions. *Fausto Sarmiento*

UGA Teaching Academy

Class of 2011



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... Everything that I do as a teacher is designed to awaken or nurture a genuine thirst for knowledge and to demonstrate to my students the enormous good that they can accomplish with their legal education. . . . From my perspective as a teacher, the most important question to ask my students is "why." ... my teaching focuses on shaping students to be true professionals. ... my most rewarding experience as a student was realizing the relevance and practicality of my legal education, thanks largely to my two very special professors. Now, from my viewpoint as a professor, I must concede that the satisfaction I receive from witnessing that same epiphany in my students is - to borrow a popularly overused description - priceless. My professors truly gave me a gift that can never be repaid, but I intend to continue doing the next best thing, and that is to pass it on. *Lonnie Brown*

A line we must not cross in teaching - Is to confuse our job with preaching -- We ought not impose our political views - Student sit at desks, not kneel in pews. ... Another balance has to be found - Be friendly but don't pal around -- Stay approachable yet remain dignified - Encourage their intellects to open wide. ... For that, classroom style has to vary - Otherwise it becomes all too dreary -- Lecture and listen, answer and ask - There's no one way to accomplish the task. ... For at some point our students must here depart - Go out into the world and play their part -- I want them to continue to think and to read - Be ready to contribute and even to lead. *Mark Cooney*

My teaching philosophy entails the three concepts of engagement, knowledge-based learning strategies and introspective analysis. ... I believe that instructors are responsible for not only delivering knowledge, but also for creating active learning environments. ... I try to design engagement exercises that emphasize life-long learning. ... One approach I use is to update select lectures each term and design assessments and arrange peer evaluations only on these lectures. ... Motivation is a key factor in classroom engagement. The instructor has to be motivated to present active and engaging lectures while students need to be motivated to put in the extra time that allows for engagement exercises in the classroom. *Brian Cummings*

I am committed to a pedagogy that engages students in thinking deeply and theoretically about research, both their own and others. As a faculty member, I believe it is my responsibility to ensure that students are intellectually stimulated and prepared to pursue their professional goals

through high quality research and publication. ... I view teaching and learning as creative endeavors. My courses are my designs that I continually work to refine and improve. Each course and each class during the course is carefully crafted to reflect my commitment to challenging students through personalized, active, theoretically grounded, experiential learning. *Kathleen deMarrais*

One of my teaching goals is to guide my students toward the ancient texts with an eye to increasing their sense of involvement with, and grasp on, the ideas and values that have shaped their own cultural backgrounds. I am confident when we begin the semester that the class will come to enjoy reading the ancients, and the Socratic method is a perfect way to provide the structure and proper parameters of exchange. I think of my role in the classroom as a mediator between the works of literature and the students. I ask questions. We have debates. ... In days governed by the seemingly limitless opportunities that technology can provide, the Socratic method may seem a little old fashioned. But it works spectacularly. *Erika Hermanowicz*

Throughout my own life, I have found strength and solace as well as joy and enlightenment in the English language and its literary artifacts. So, whether teaching freshman composition, general sophomore surveys, upper division English courses, or graduate seminars, it has always been my primary goal to emphasize the power of the English language and the means by which it achieves its force and effect. ... I find the world of literature and language endlessly fascinating and deeply fulfilling. In short, my teaching philosophy is built around the desire that my students develop the curiosity and the skills to experience and enjoy that world as much I do. *Elizabeth Kraft*

My observations, initially as a student and later on as an educator, suggest that there are three distinct levels of teaching that contribute to its effectiveness. At the basic level, instructors deliver the information, and students passively receive, memorize and reiterate it. At the next higher level, instructors explain the material well, allowing students to understand and transform it as their own knowledge. At the highest level, instructors inspire students to learn not only the material, but also how to use their own analytical mind to reason and integrate information. ... Helping students develop broadly applicable skills from the specific subject matter of physiology is, for me, the highest level of teaching effectiveness. *Wan-I Oliver Li*