

## Session 1: The University Context – Dr. Juddith Stoddard

- What is your teaching and learning environment: includes the physical space you teach in, the support around you, curricular requirements, resources available for teaching (whatever that is), where + who you teach (plus the community in your classroom, including relationship between teachers and students) -> larger than a single classroom
  - Department, other faculty, classes curriculum
  - Students: demographics, expectations, preparation
  - Institution: type, mission, values
- New teaching prep never ends – is heavy loaded in the first few semesters though
- Teaching load varies between appointment type and department
- Teaching is context sensitive – never teaching in a vacuum or just in a classroom
- Life is different at every institution and within institutions too
- Summer – 9 month contracts but ‘there is always something to pick up’ if you want
- Schools have mission statements that don’t always match the guidelines they have for faculty
- As a faculty member, knowing how you will be evaluated is important and varies between institutions
- Institutional statements matter for:
  - Applying for a job, preparing for a job
- How do you characterizing teaching style and approaches:
  - Match institutional type, and match students’ expectations. Want the teaching philosophy to address elements of the school’s vision and mission statements
  - Where? For whom? About what?
  - Give someone a sense of what your classroom looks like
- Group Discussion notes:
  - The mission and value statement we were assigned did not have alignment between the statement and the teaching evaluation. The statement really emphasized community but the teaching evaluation was focused on practiced in the classroom and evaluating teaching impact but less about connection with the broader community.
- Initial reflection: university context matters so that is an important thing to think about to make sure the classroom you set up will meet those goals and the you are prepared with skills for a classroom in the type of job you are looking for. This information would be useful for applying for jobs and I think the biggest use in the classroom will be knowing what the evaluation technique will be so that I know what achievements I am working towards.
- Artifacts: videos, slides, papers given to us
- Materials developed: any notes I have about the comparison of the statements for the different universities. (so we compared the mission/vision for the community college with the faculty evaluation)