

The University of Georgia
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Maintaining the Quality of our Programs in Tough Times
Break-Out Group Report
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Communicating Value-Added Activities of a Research University

1. Background –

From a positive recognition of the value we create, additional revenues can flow to help in tough times. As mentioned throughout this year's symposium, UGA needs to do a better job of communicating the value we add to the state, nation, and world. However, it is not enough to explain what we do to add value while assuming the problem to be that others do not understand our message. Understanding may not be the issue. Perhaps our stakeholders do understand but do not value what we do. It is up to us to help others to value what we do.

2. Recommendations –

- a. UGA should create training for faculty, students, staff, and administration to help them recognize and communicate how the work we do contributes to the improvement of others (our stakeholders). Learning to recognize the value to others inherent in what we do is equal in importance to learning how to communicate that value to others.
- b. Longitudinal salary surveys of our graduates could provide support for our contention that the UGA educational process creates value for and through its graduates. Successful graduates contribute financially to their communities and beyond. Our message, based on the surveys' data, would emphasize the tangible and intangible value we add to society through our graduates
- c. Professors should profess. Each department should plan and implement a way to share news about the value we create and how we create it – for example FACS had a college-wide requirement for each faculty member to create an impact statement to highlight their value to the state. The FACS Dean's Office is compiling this information for future internal and external communications.
- d. For students, student leaders should emphasize Amazing Students activities and could create student ambassadors to spread the word. Eddie Lovett will mention this idea to the SGA Executive Board.

Collaboration and Reciprocity

1. Background –

Several classes covering similar content are taught by multiple departments across the University, e.g. a Ph.D.-level multivariate statistical methods class. Some of these classes don't make due to low enrollment. However, if students were cross-enrolled and taught by a single department, the class would make.

2. Recommendations –

- a. Coordinate to prevent duplication and more efficient use of teaching resources. Reduce redundancy so that more courses can be offered without consuming more resources. Departments could alternate teaching responsibility between units thereby preventing a complete loss of credit hours. Note: an exception to this recommendation, offered by our student member, suggested that at the undergraduate level, the timing of courses can influence credit hour generation so multiple course sections may actually facilitate student enrollment.
- b. Use FRED to enable faculty to take the initiative to find out what others are doing in similar courses (or discover that similar courses exist) at graduate and undergraduate levels.

Transparency

1. Background –

Communication of important information and its subsequent understanding by faculty and students is uneven. We are not placing blame; rather we are highlighting an area for improvement. For example, some members felt that the credit hour reimbursement plan and student "\$100" fee were known about by various levels of UGA and BOR administration but not widely understood by significant numbers of faculty and students.

2. Recommendations –

- a. Transparency lays the foundation for surviving tough times by creating trust and fostering a willingness to sacrifice for the greater good of the University.
- b. Transparency begins by letting the faculty and students know what's going on so we can help – we can take the bad news – and we should have the courage to surface it as well. Perhaps this is a case of "University 1.0 versus University 2.0" – faculty and students want to know more but more importantly, they want to be a part of a two-way conversation and not just passive recipients of information. Additionally, students and faculty want to be able to share issues with decision makers in a more open and timely manner. One way to do this would be to Expand Open Mic with Mike to other decision makers, e.g. Open Time with Tim (Burgess)

- c. Faculty and students involved in governance, e.g., University Council representatives and SGA members, must be responsible for sharing information with their constituents. Individual faculty and students should be aware of who their representatives are and what information their representatives can provide.