

The University of Georgia
2009 Academic Affairs Faculty Symposium
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Panel 1: Synergy Among Teaching, Research and Service
Art Dunning, Robert Scott, Jere Morehead and Libby Morris (Moderator).

Jere W. Morehead

Vice President for Instruction

In preparing for today's program, I came across an article entitled "An Integrated Process in Teaching and Research." I was particularly drawn to the following statement in the article: "What universities need is a more holistic view of the scholarly activities of teaching, research, and service, where none is emphasized more than the other, and where all are seen as an integrated whole."



While that statement may be difficult to implement for faculty members focused on promotion and tenure, I certainly think it is critical for those of us responsible for instruction, research, and public service to be guided by that approach to managing a complex institution like the University of Georgia. All of us in this room should adopt an approach that sees instruction as supportive of research and research as supportive of instruction, and research, instruction and public service as all being very important to a land grant university like the University of Georgia.

In a budget reduction environment, we do not need to pit one area against the other. I know that we have many great teachers who also are great researchers. That should be the goal for most of our faculty, and I believe our faculty, in general, meet that goal with the quality of the records they have achieved in teaching, research, and public service.

Almost 20 years ago, Ernest Boyer argued that institutions need to take a more holistic view of scholarship and promoting the importance of both teaching and research. Graduate students working with research faculty is an obvious example of this concept in operation. On our campus, one of the best examples of this collaboration exists in the Center for Undergraduate Research Opportunities (CURO). I was very involved with CURO during its formative stages, when I served as Director of the Honors Program. CURO promotes opportunities for undergraduate students to engage in research with premier research faculty. CURO always has operated on a limited budget, yet it has expanded its reach and impact across the campus. I think CURO has endured and expanded under Pam Kleiber's leadership because our research faculty enjoy the opportunity to mentor undergraduates and teach them about creating knowledge and developing research plans. Both instruction and research have come together to make CURO a success.

I also would like to offer one more example of collaboration – this time between Instruction and Public Service. As a result of the Task Force Report on General Education and Student Learning, and several other prior reports, the Vice President for Public Service and Outreach and the Vice President for Instruction jointly created the Office of Service-Learning. Each vice president provides half of the funding, and we jointly supervise this office. Under Shannon Wilder’s leadership, we have seen – like CURO – faculty gravitate toward this collaborative effort between Instruction and Public Service and Outreach. Service-learning allows us to show, taking a phrase from Libby Morris in an article in *Innovative Higher Education*, “What we do for whom, where, and why.” As Libby noted, public service gives “students a chance to see us apply our knowledge and serve those who may benefit from our teaching and research.” The Office of Service-Learning has made this a reality on our campus.

I am excited about some important things that we are doing to work together. I am encouraged about where we can take the campus in the future if we work together.

Robert Scott

Associate Vice President for Research

Discussing collaboration and communication among the missions of research, instruction, and service, is in one sense artificial. Faculty are generally evaluated for contributions to these three missions, but I think of all these areas as part of a holistic faculty effort, involving activities associated with knowledge. Knowledge creation (research) is useless without dissemination and I consider instruction to be one form of knowledge dissemination. Public service consists of the utilization of knowledge to benefit humanity, and ultimately the goal of any knowledge creation is its utilization for the public good. So interactions among the three missions (and the three offices represented on this panel) are a natural outcome of the creation, dissemination, and utilization of knowledge.

Our three offices are already involved in several concrete examples of this holistic effort. The University of Georgia Research Foundation has as one of its goals to facilitate research activities across campus and provides funding to the Office of the Vice President for Public Service and Outreach to support seed grants in research into Poverty and the Economy. The Center for Undergraduate Research Opportunities (CURO) recognizes the importance of research to our educational mission, facilitating the involvement of our best undergraduates in real knowledge creation (research) projects across campus. More recently, the Office of the Vice President for Research has partnered with the Graduate School to create and offer a formal course in the Responsible Conduct of Research, to be offered for the first time this fall under the designer and instructor David Knauff. Every year sees new projects designed to make real the relationships among knowledge creation, dissemination, and utilization.

There is always more to do, improvements to make. Some of my pet projects include: an effort to develop the necessary infrastructure to facilitate the submission and operation of research training grants to support graduate education; development of better communication skills in our students including a formal required course in this training that is so important in the

dissemination of knowledge, regardless of career path; and increased communication among our three offices so that we keep abreast of opportunities for collaboration.

Art Dunning

Vice President for Public Service and Outreach

In the Office of the Vice President for Public Service and Outreach, our work focuses on adding value to the instructional and research missions of the University of Georgia through outreach and engagement with communities – locally, state-wide, nationally, and globally. For the instructional mission we ask: How can we add rigor to the curriculum by complementing what happens in class with experiences outside of the classroom? The primary strategy to address this question has been our support for faculty members interested in developing course-based service-learning opportunities for their students. This support is provided through a partnership with the Office of the Vice President for Instruction in the sponsorship of the Office of Service-Learning.

For the research mission, we ask: What can we do to reduce transactional costs (time and funding) for faculty and students to connect their disciplinary expertise to the needs of communities? UGA's Public Service and Outreach units, through their strong long-standing relationships with a wide variety of communities locally, state-wide, nationally, and globally, can assist academic faculty members and students (graduate, professional, and undergraduate) with identifying issues and needs of communities, and often can provide funding to support academic faculty and student projects.

The most recent platform established to reduce transactional costs for faculty and students is UGA's Archway Partnership Project. Archway professionals (public service faculty members) live in each of six Archway communities in Georgia. Theirs jobs are to build a strong relationship with their communities, to identify the needs and issues that the communities would like assistance with, and to address community needs with faculty and student expertise from the need-appropriate disciplines found in UGA's 16 schools and colleges.

To best apply university expertise to communities, we ask: How can we increase collaboration across the disciplines to address complex political, social, and economic community issues – recognizing that solutions typically lie at the intersections of disciplinary boundaries? To address this question, we provide a wide variety of support activities and incentives. Examples of support programs and activities include

- Faculty interest groups
- Faculty development programs (e.g. Service-Learning Fellows program)
- Data about Georgia (e.g. demographic data from the Carl Vinson Institute of Government's faculty member Warren Brown)
- Publication Venues (e.g. *The Journal of Higher Education Outreach and Engagement*)
- Conference Presentation Venues (e.g. The National Outreach Scholarship Conference)

Examples of incentives include the Office of the Vice President for Public Service and Outreach's Scholarship of Engagement Grants Program (for projects in Georgia, as well as for projects in Africa; Southeast Asia; and Mexico, Central, and Latin America), and Scholarship of Engagement Award.

In summary, the scholarship of engagement provides a mutually beneficial – rather than mutually exclusive – relationship among the university's teaching, research, and outreach missions. We in the Office of the Vice President for Public Service and Outreach believe strongly that collaboration and communication are central to supporting and encouraging the scholarship of engagement at the University of Georgia.