

The University of Georgia
2010 Academic Affairs Faculty Symposium
Unicoi Conference Center
March 26-27, 2010

The New Normal in University Citizenship
Break-Out Group Report
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Summary of Deliberations

When a faculty member joins the University community, enthusiastic, tireless, robust citizenship should be “a given.” “It is part of who we are.” University citizenship includes the facets outlined below. UGA-community members

- Have an inherent responsibility to be fully engaged in **departmental** activities – in the spirit of doing all they can to maintain an effective department.
- Should embrace service on **college-** and **university-**wide committee service as a source of renewal and professional development as well as a means of contributing to the well-being of the institution.
- Should embrace the practice of the **scholarship of engagement**¹, which occurs when a faculty member partners with a community (of place, interest, or characteristic) to identify a community need. The faculty member then works with community members to design and implement a research-informed outreach program or activity to address the need. In most cases, the community benefits from
 - Inclusion of undergraduate, professional and graduate student time and intellectual resources, and
 - Collaborations by faculty members from multiple disciplines and units in addressing the community need.

Lessons learned from the community partnership and the outreach project inform the faculty member’s research, teaching, and other outreach endeavors, and enhance student learning experiences.

The scholarship of engagement contributes to the **civic purpose** and **civic responsibility** of the University to address the needs of its local community, the state, the nation, and the world.

An action step that could be taken to underscore and support University Citizenship:

Members of the Teaching Academy could draft a University Citizenship motto, code, or statement for review and approval by the University Council. The statement could be presented to each new faculty member (in an appropriately elegant format/media (e.g. plaque, engraved-paperweight, or framed document)).

¹See Ernest Boyer’s, *Scholarship Reconsidered: Priorities of the Professoriate* (1991).