

The University of Georgia
2011 Academic Affairs Faculty Symposium
Unicoi Conference Center
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Introduction by
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Teaching Academy Executive Committee

I am pleased to welcome you to the 2011 Academic Affairs Faculty Symposium. Good morning, my name is Joe Broder and I have the pleasure of serving as Co-Chair of the Symposium Planning Committee and Executive Committee Chair of the UGA Teaching Academy. Today's symposium is the 21th in a series of symposia that were initiated in 1991. I invite you to review the topics of past symposia. Many significant academic initiatives at the University have been explored and developed at these events. Often, the impacts of these symposium are not immediate but new ideas are certainly set in motion for future opportunities.

Before we begin this morning, let me take a moment to thank those who made this symposium possible. First, I want to thank the Senior Vice President for Academic Affairs and Provost, Professor Jere Morehead, for his financial support and for his participation in our program. Provost Morehead, we greatly appreciate your generous support for this symposium and for the teaching and learning enterprise. Next, I want to thank President Adams for his continued support of the symposium series, the Teaching Academy and for Teaching and Learning. Dr. Adams will be with us this evening. I would like to acknowledge PriceWaterhouseCoopers and Mark Huber, Planning Committee Member, their assistance in providing the portfolios for the Symposium.

At this time, I would like to thank the members of the Planning and Coordinating Committee, their names can be found on the back of the program. I would ask the members of the Committee to please stand and be recognized. I want to express a sincere thanks to Stefani Hilley, my administrative associate, for her dedicated assistance in planning the symposium. Finally, I would like to recognize the members of the UGA Teaching Academy for their support and participation in the symposium. Could I ask the Teaching Academy members to please stand and be recognized. Let's give them a round of applause. A brief description of the UGA Teaching Academy can be found on the back of the program.

The 2011 Academic Affairs Faculty Symposium will explore the modern student culture, experience, motivation and expectations for higher education. The symposium will address the questions of how well do we understand our students and are we adequately prepared to teach them. Understanding our contemporary students is critical to curriculum design, effective classroom teaching, academic programs and the success of First Year Odyssey Seminars (FYOS)

Note, that the title of the Symposium includes the term "Ethos." While not a term we hear every day, Ethos captures the essence of this Symposium. Definitions of Ethos include:

*The disposition, character, or fundamental values peculiar to
a specific person, people, culture, or movement*

. . . spirit, character, attitude, beliefs, ethic, tenor, disposition

Our first task at today's Symposium is to explore, examine and better understand of our contemporary student. We are pleased to have Jean Twenge with us today to give us the benefit of her life-long research on the social trends and generational changes. Dr. Twenge, we look forward to your keynote address and appreciate your being part of this year's symposium.

Today's symposium is both timely and relevant to the First Year Odyssey Program, the mainstay of the University's Quality Enhancement Plan for the 2011 SACS reaffirmation. I am sure that many of you have heard that the SACS reaccreditation process was a tremendous success with the SACS reviewers giving us their unqualified or "no-recommendation" approval. Hence, we are in the midst of implementing the FYOS and we are pleased to have with us today, Tim Foutz, FYOS Director, who will be our luncheon speaker.

No doubt, the FYOS is a huge undertaking for the University and one that will require a level of coordination and participation, like few other initiatives on campus. Our concern for launching and sustaining the FYOS is our faculty's ability to engage our first-year students. For those of us with teen-age children, we have a rough idea of the spirit, character, attitudes, beliefs and expectations of our entering students. For those of you who have not taught or been the parents of first-year students, you may be in for a surprise. Do we know how our contemporary students think, do we know how they learn, do we know what motivates them to learn. Finally, are we qualified to teach these students and to meet the learning objectives of the FYOS? Our goals today is to better understand our students so that we can become better and more effective teachers.

A second objective of the Symposium is to capture and extend the benefits of the FYOS over the student's undergraduate experience. Hence, we have designed our break-out groups to explore various classroom formats and learning environments, as well as, the student support program on Campus. Later this morning, Trish Kalivoda, Co-Chair of the Planning Committee, with charge the Break-out Groups and the discuss the deliverables from the Symposium.

No doubt, some of you have asked, just how did I get invited to this Symposium? Each year, the Planning Committee develops the theme of the symposium and then invites faculty that are the best candidates for addressing the issues and problems. This year, we invited faculty, students and professionals who could offer a unique perspective on first-year students and those who have expressed an interest in the FYOS or and its impact on student experience at UGA.

The UGA Teaching Academy has been invited to plan and coordinate these symposia since 2004. These symposia have become an integral part of the University's conversation on academic affairs. At this particular symposium, we will explore and develop "how we as faculty come to better understand and become better teachers".

Many of the conversations will take place in our breakout groups. Here, participants will be asked to examine communication and collaboration in various contexts. Later, Trish Kalivoda, Planning Committee member will give the specific charge of the break-out groups.

In preparation for this symposium, we asked you to take the on-line quiz, How Millennial Are You? This quiz, hosted by the Pew Research Center, should give you an indication of your generation. I found the quiz to be revealing and reminded me that I have been around a long time! Call me GenMa for generation Mature!! I hope that you had an opportunity to take this quiz and if not, please do so at your earliest convenience. Now for a show of hands,

How many of you completed the quiz?

How many of you remembered how you scored?

Were you surprised at the outcome?

How many of you were more Millennial than you expected? Less Millennial than expected?

I won't ask you for your individual scores, but would encourage you to share your scores in your break-out groups. As you develop your strategies and recommendations for improved teaching and learning, your group might ask, does your Millennial Score impact your teaching effectiveness? A more general question might be, how can faculty from earlier generations become effective teachers of the Millennials and future students?

And now to officially welcome you to the 2011 Academic Affairs Faculty Symposium is Professor Jere W. Morhead, Senior Vice President of Academic Affairs and Provost