

The University of Georgia
2012 Academic Affairs Faculty Symposium
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Introduction by
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Teaching Academy Executive Committee

I am pleased to welcome you to the 2012 Academic Affairs Faculty Symposium. Good morning, my name is Joe Broder and I have the pleasure of serving with Trish Kalivoda as Co-Chair of the Symposium Planning Committee. I also have the pleasure of serving as Executive Committee Chair of the UGA Teaching Academy. Today's symposium is the 22nd in a series of symposia that were initiated in 1991. I invite you to review the list topics of past symposia in your packets. 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. I regret that Dr. Adams has a scheduling conflict and will not be with us this evening. I would like to acknowledge PriceWaterhouseCoopers and Mark Huber, Planning Committee Member, for 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, 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 2012 Academic Affairs Faculty Symposium will (what has been described in the literature as) the Teaching-Research Nexus or how can research universities build more effective bridges between research and the teaching and learning process. I know this sound like a luxury car or fancy shampoo, but there is more. The term Nexus derives from the Latin term **nectere**, which means **to bind**. Other definitions include:

- *an important connection between the parts of a system or a group of things*
- *a means of connection; tie; link*
- *a connected series or group*
- *the core or center, as of a matter or situation*
- *a specialized area of the [cell](#) membrane involved in intercellular communication and adhesion*

For this particular symposium, the question we are asking is, “How can our very best teachers and researchers work together to advance the mission of the University?” The Nexus will be examined in the context of classes, curriculum, student learning, faculty roles and rewards and institutional structure of departments, colleges, centers and institutes.

Our first task at today’s Symposium is to explore and move beyond the construct that we often hear on our research campuses: the Teaching - Research dilemma. Or, that teaching and research are mutually exclusive and that we are involved in a zero-sum game. Clearly, academic resources are limited and we face academic trade-offs. Instead of pitting one activity against the other, this symposium will examine areas where teaching can benefit from good research and where research can benefit from good teaching. At the institutional level, how can UGA integrate or translate our research activities into the teaching-learning process. At the system level, what can UGA offer to students that is unique to our campus and how can we use research to add value to UGA graduates and degrees.

As former graduate students, many of us were inspired by or attracted to university life because of a particular class or a professor that impacted our lives. Many of us were drawn to the teaching mission of the university. We soon discover that teaching is but one part of a research university and while one of the most important parts, we must balance our professional activities across several missions of the university, teaching, research, service and others. Very quickly, we discover that these activities compete for our time and we gravitate toward the activity that gives us the greatest chances of survival. Often, this means an emphasis on research and away from teaching. Yet in the process of segmenting research from teaching, is something lost in the process?

The dilemma faced in higher education was aptly described by Betty Jean Craige in her 2012 Founders Day Lecture. In that lecture, Betty Jean discussed her intellectual transformation from Dualism to Holism. That is, Dualism conceives the university as a collection of mutually exclusive activities as either/or. Holism views the university in terms of systems with components that are interactive. Betty Jean noted how valuable her friendships across disciplines have been to her teaching and research and to her intellectual growth. Today, we ask you to think holistically about the missions of the university.

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 to the Teaching-research Nexus. That is, faculty and administrators who have experience in or an appreciation for the interaction of teaching and research.

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 research can be better integrated into teaching in traditional and non-traditional learning environments and in undergraduate and graduate level courses.

Many of the conversations will take place in our breakout groups. Here, participants will be asked to examine the barriers and opportunities to the integration of teaching and research. Later, Trish Kalivoda, will give the specific charge of the break-out groups.

In preparation for this symposium, we asked you to read a several articles from the teaching-research literature.

- The Tomorrow's Professor article by Richard Felder on *The Link Between Teaching and Research - Does it Exist?*
- The Faculty Focus article by Jeffrey Buller on *Promoting Research while Advancing Instruction*
- The Jenkins and Healey article on research-informed teaching, *Developing the Student as a Researcher Through the Curriculum*
- The *Science* article by Feldon and others on *Graduate Students' Teaching Experience Improve Their Methodological Research Skills*

I hope you had the opportunity to review these articles and they helped set the stage for the break-out discussions to follow this afternoon.

In closing my remarks, let me thank you for accepting our invitation to participate in the 2012 Symposium. I especially want to thank and introduce our student participants in the Symposium and would ask them to stand as I call you names (Buck Tribble, Brian Jordan and Sarah Whitaker).

I hope your experience here will be enjoyable and productive. Also, I hope you will meet and make new connections here at the symposium and that you will re-connect back on campus. Finally, I hope that this symposium will help you to see the university as being holistic and that you will find new opportunities for your Teaching-research Nexus.

And now to officially welcome you to the 2012 Academic Affairs Faculty Symposium is Professor Jere W. Morehead, Senior Vice President of Academic Affairs and Provost.