

# 2012 Academic Affairs Faculty Symposium - Evaluation



## Results Overview

Date: 6/29/2012 2:05 PM PST  
 Responses: Completes  
 Filter: No filter applied

### 1. How effective was the 2012 Symposium in addressing the teaching-research nexus?

	Very effective	Effective	Somewhat effective	Marginally effective	Not effective	N/A
	5	4	3	2	1	N/A
	Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
Keynote Address	12 40%	9 30%	5 17%	3 10%	0 0%	1 3%
General Sessions	6 20%	20 67%	2 7%	0 0%	0 0%	2 7%
Break-out Group Sessions	21 70%	7 23%	2 7%	0 0%	0 0%	0 0%
Panel Discussions	11 37%	18 60%	1 3%	0 0%	0 0%	0 0%
Break-out Group Presentations	7 23%	15 50%	4 13%	0 0%	0 0%	4 13%
Informal Discussion	18 60%	10 33%	2 7%	0 0%	0 0%	0 0%
Pre-conference Readings	5 17%	13 43%	7 23%	3 10%	0 0%	2 7%
Overall Symposium	15 50%	15 50%	0 0%	0 0%	0 0%	0 0%




### 2. How many previous UGA Faculty Symposiums have you attended?

none		21	70%
1		3	10%
2		1	3%
3		0	0%
4 or more		5	17%

### 12. How often should future symposiums be scheduled?

Every year		30	100%
Every other year		1	3%
Every three years		0	0%
As needed		0	0%

**13.** When during the year should these symposiums be sheduled?

March		21	78%
April		5	19%
May		1	4%
September		2	7%
October		3	11%
November		0	0%

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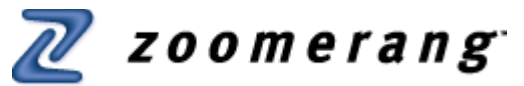


Date: 6/29/2012 2:06 PM PST  
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6. In your judgement, what were the highlights of the 2012 Symposium?	
#	Response
1	Keynote address and fireside chat
2	Panel Discussions and interactions with non-related (non-Franklin college) faculty.
3	The panels and the fireside chat with Jere.
4	The keynote, the panel presentation, and the small group work
5	Networking with other faculty and admin across disciplines and ranks.
6	The highlight of the 2012 Symposium was meeting faculty members from a variety of disciplines and discussing important higher education topics in an informal setting.
7	Panel presentations and break out group discussions and reports.
8	Learning from people from different schools and departments
9	Keynote address, breakout sessions, panel discussions
10	1. Meeting and speaking with other junior and senior faculty 2. Gaining an appreciation for what the provost's office does
11	1. I enjoyed meeting and listening to people in my breakout group 2. I especially enjoyed the short talks by William Kisaalita, Chuck Mobley, and Rick Weston 3. I appreciated the participation of the Provost, especially the Q&A fireside chat
12	fireside chat
13	The informal and panel discussions were excellent. I learned a great deal about a demographic (the humanities and arts professors) that I had limited experience with and their needs.
14	While the keynote address and the talks by the Provost and Dr. Lee were very good, I really like the exchanges we had during the panel discussions. I only rated them a 4 because I was not sure that the themes listed in the schedule fit with what we were actually asked to talk about.
15	Networking (break out and informal discussions) and the Panel Discussion I
16	I was particularly interested in the overall concentration on the teaching and research nexus.
17	The break-out group discussions were outstanding. My group worked effectively and collegially to produce some excellent proposed actions.
18	Chat with Dr. Morehead. Networking opportunities among faculty. Strong sharing of ideas on an important topic. A Cappella group was great too.
19	The group breakout sessions, getting to interact with the Associate Deans/Deans, VPs and Provost, informal conversations about teaching with colleagues. :)
20	Breakout groups and informal discussions during break periods. It would be nice to increase the time for these activities.
21	Key note, panel and report out sessions. Break time to walk and talk.
22	keynote address, fireside chat with Provost, work with my break-out group
23	the breakout sessions and the ability to meet and discuss common issues to faculty with a broad diversity of people
24	The discussion groups-- I learned a lot from them by talking about a certain topic and seeing different perspectives on the same issue.
25	Keynote address and panel discussions
26	What an outstanding group of folks and a great theme! Highlights were being able to meet a variety of people doing interesting things, the entire group being small enough that I actually got to know people. The keynote laid a great foundation. The panelists were great, but I worried a bit that some of the formal presentation time would have been better used in large or small group discussion.
27	Presentations
28	Break-out Group sessions
29	The Q&A with the Provost was very informative.

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8. What can you take back to campus that has the potential for making a difference?	
#	Response
1	Designating inquiry-based course suffixes
2	Some of the informal discussions provided great ideas/suggestions for graduate students and the graduate curriculum in my department.
3	My department needs to get more involved with STEM initiatives
4	New ideas about blending teaching with research.
5	Reorganizing to improve research-teaching and student learning.
6	I learned about a number of UGA programs and activities that can help my students and fellow faculty members. I made contact that I can reach out to when needed.
7	Will try to get involved with CIRTL and PDA. Hope to see recommendations from the groups being implemented.
8	Find a way to integrate research and teaching.
9	Innovative teaching methods/techniques. Potential contacts
10	Tips on time management skills Feedback to department head regarding clarity of tenure
11	I learned that I need to do more outreach in inviting grad students and especially postdocs to our summer Entering Mentoring workshop. Apparently it's not as well advertised as I thought.
12	A willingness and curiosity w.r.t. combining research and teaching
13	I was excited about the funding opportunities that were available for combining teaching and research. I would am interested in organizing activities to capitalize on this.
14	The ideas on how to get postdocs into classrooms, how to restructure the awards and incentives for p&t, and many of the suggestions I received from the other participants I think will make a large difference in the campus culture, if we can implement them.
15	Ideas for bringing research into the classroom. Looking forward to teaching modules from CTL.
16	I am very interested in putting this nexus into action. I intend to refocus my scholarly efforts in synthesizing teaching and research in the classroom with undergrads and grads.
17	There is a real need to help our new and future (graduate students and postdocs) faculty bridge the research/teaching nexus. The good news is that many units on campus are interested in addressing this issue. Needed is better coordination of effort and at least a modest infusion of resources.
18	A new passion and desire to integrate teaching and research more so into my own teaching, and to encourage others to do the same.
19	Ideas for involving undergraduates in the collection and interpretation of social science data. Citizen science! :)
20	A new awareness of issues and tools in this area. New contacts are also very nice to have.
21	Review of our dept and college offerings in the light of student learning.
22	teaching styles; ways to integrate research in teaching; contacts in areas of interest, the positive energy that others brought about teaching at UGA!
23	I feel energized by teaching all over...it is clear that the campus places high emphasis on both teaching and research.
24	A lot of new information about available resources on campus, and a few new ideas to use in the classroom.
25	new professional contacts
26	Connection with people who I didn't previously know.
27	Now I'm motivated and definitely convinced about incorporating my research to my teaching.

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9. What new issues related to academic affairs should be addressed in future symposiums?	
#	Response
1	UGA's role in K-12 education. Graduate and Professional Education. External funding and fund raising Affiliated organizations - Athletic, Foundation, UGARF, etc Inter-disciplinary teaching, research and service.
2	Somehow standardizing the graduate experience at UGA. It became clear that graduate students in some colleges and/or departments have many fewer (if any) requirements compared to others.
3	On-line teaching and learning
4	curricular integration: What steps can a faculty members take in an intentional examination of how to seamlessly integrate critical skills and activities (e.g., study abroad, service-learning, writing, critical thinking, democratic practice) into the redesign of degree programs?
5	Synergy through Interdisciplinary Scholarship
6	Student Grade inflation
7	1. Role and Future of Distance Education 2. Inter-disciplinary Courses and Programs: Is there a place for these and how do we develop them?
8	Something related to faculty productivity, effectively combining research with outreach effective grant-winning strategies time management - doing more with less time
9	One of the big areas that I see a potential for is Science Business. Unfortunately, there are very few opportunities for students (and even fewer for postdocs) to explore this at UGA. Even taking classes on business principles is not easily done for graduate students and is even more difficult for postdocs.
10	Effective teaching in diverse classroom settings (small discussions, large lectures, split-level, grads only, etc.)
11	I think that we could talk more about the implementation of the research/teaching nexus in the classroom, field and laboratory.
12	How about a symposium specifically addressing "Preparing the Faculty of the Future"? It touches upon this year's theme but it could be taken a lot farther. Just a thought.
13	Placing students into jobs and, related, encouraging more alumni tracking at the department level and alumni/student networking.
14	Innovative techniques for evaluating student learning--collecting data beyond the standard exam or pre/post test.
15	More practical applications of bridging teaching and research... in the class room and particularly in big undergraduate courses where new learning approaches can be difficult to implement.
16	Reward system. Adopting university wide the teaching portfolio.
17	high impact teaching strategies
18	absolutely we should address the lack of a formal mentoring process and i would like to see a mandatory orientation system for all new faculty; however, as a "larger topic" it would be great to discuss how to make our students Global Students/Citizens particularly so they can compete in this global economy, but also so they understand other cultures/economies better. i am not just talking about promoting study abroad, which may be part of becoming a Global Citizen, but other ways that we can incorporate the global current events into curricula etc
19	How to better judge quality of teaching, rather than quantity. Why do we teach 12 credits, when we can teach a little less but a lot more effectively? What makes a good teacher, and specific ways to incorporate research into teaching and vice-versa.
20	Interdisciplinary programs
21	(1) co-teaching or collaborative teaching - effective models for supporting it at the level of the classroom, unit, and institution (could address classroom practice and policy) (2) interdisciplinarity in teaching (3) teaching writing and communication across disciplines (nice complement to the 2001 theme - science and math students want to know why they have to learn to write / communicate), this is a special challenge in large enrollment classes
22	Undergraduate and graduate teaching.