

**The University of Georgia**  
**2014 Academic Affairs Faculty Symposium**  
Unicoi Conference Center  
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Introduction by  
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Teaching Academy Executive Committee

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I am pleased to welcome you to the 2014 Academic Affairs Faculty Symposium. Good morning, my name is Joe Broder and I have the pleasure of chairing 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 24<sup>th</sup> in a series of symposia that were initiated in 1991 at the recommendation of the Senior Teaching Fellows. 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 UGA President Jere Morehead, for his moral support, for his financial support and for being a champion for teaching at the University of Georgia. We especially appreciate the significant role he has played in these symposiums. He could not be with us this morning but has agreed to host the Symposium's Fireside Chat this evening. Next I want to thank and congratulate our new Senior Vice President for Academic Affairs and Provost, Dr. Pamela Whitten. Dr. Whitten we appreciate your support and participation in this symposium and hope the discussions and recommendations will be helpful to your leadership at UGA. 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 and Executive Secretary of the Teaching Academy, 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 2014 Academic Affairs Faculty Symposium, *Changing Roles, Perceptions & Expectations: Faculty in the American Research University*, will examine how faculty roles and expectations of university faculty have changed over time and how this has impacted the quality of their professional lives and the culture of the university, itself. As a symposium designed for faculty, we will examine the challenges and opportunities of working at an American Research University. While much research in higher education has focused on the quality of the student experience, the role and well-being of faculty has not received the same level of attention. Has your experience as a faculty member at UGA met the expectations that motivated you in graduate school?

The theme of this symposium and is in memory of the late Thomas G. Dyer, University Professor emeritus, Vice President for Instruction Emeritus and former director of the Institute of Higher Education. Allow me to give you some background on Tom Dyer and the impact he had on the University.

To quote President Morehead, "Tom Dyer was a true servant of the institution and the finest example of an academic professional," Tom was instrumental in the founding of the UGA Teaching Academy. During a campus visit in the Spring of 1999, Dr. Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, invited UGA to establish a teaching academy as part of the Foundation's initiative to foster a national network of teaching academies. The goal of these academies was to provide a structure, support and forum for the scholarship of teaching and learning.

In response to this invitation, Tom Dyer, then Vice President of Instruction, invited Meigs and Russell Award Recipients, Lilly and Senior Fellows, and Regents, Research and University Professors to consider forming and participating in such an organization. From this initial inquiry, an Advisory Committee was formed, and on October 27, 1999 the UGA Teaching Academy was officially founded with 13 charter members. These founding members crafted the mission statements that guide the work of the Academy. Tom's vision for a community of scholars within the larger university was the motivation and spirit of the UGA Teaching Academy and of the many symposiums that have followed.

Tom was a historian and had a keen interest in the history of higher education. His luncheon address at the 2011 Academic Affairs Symposium, spoke to the changing roles of the professoriate in higher education. I hope that you had an opportunity to read his presentation and reflect on you own personal experience as a faculty member.

For this particular symposium, the question we are asking is, "How have the roles and expectations of University faculty changed and how should faculty and the institution respond to these changes? We hope that you gain a new appreciation of university life as distinct from many other professions and the meaning and value of academic freedom. What is the distinct and proper role of research universities and how can we remain viable and relevant in an increasing proprietary world?

These questions will be examined across a broad context of faculty activities, from recruiting new faculty through the many activities that sustain faculty productivity and well-being. These questions will be addressed in our 5 break-out groups. These groups will meet three times to assess the current efforts in their particular activity (i.e., recruiting and retention) and develop recommendations for the Provost on how this aspect of faculty life can be improved. While state (and private) universities have faced financial difficulties, we ask that you not focus and dwell on these economic shortcomings but to explore creative and constructive strategies, programs and activities to re-engage university faculty.

University faculty are a special and unique set of people. While our undergraduate roommates graduated and begin productive careers outside of the university, many of us continued our education in hopes of a career in higher education, as teachers, researchers and public servants. We were patient and learned delayed gratification and the meaning of intrinsic

rewards. For many, that meant being poor throughout our graduate student years but knowing that we would one-day join the faculty ranks. Little did we realize that another 5 or more years would pass after we received our PhD degrees until we had job security and a sense that we made the right decision to enter higher education.

As former graduate students, many of us were inspired by or attracted to university life because of a particular class, a special professor or we so enjoyed being on a university. Some would say that we were afraid of the real world! Once we joined the faculty ranks, we soon learned that the university enjoyed by our elders has changed significantly over the years. Where once the intellectual enterprise was steady and contemplative, the pace of the enterprise can be overwhelming, both good and bad. The demands to teach more classes and more students along with the pursuit of publications and grants has hastened the pace and expectations faculty at research universities. This heightened pace has both challenges and opportunities. These we explore today.

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 can best contribute or benefit from the dialogue. This year, we invited faculty and administrators who could offer a unique perspective to and or benefit from a discussion of the *Changing Roles, Perceptions & Expectations: Faculty in the American Research University*,

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 annual conversation on academic affairs.

Many of the conversations will take place in our breakout groups. Here, participants will be asked to examine the challenges and opportunities for teaching across various learning formats. Chris Franklin will give the specific charge of the break-out groups.

In preparation for this symposium, we asked you to read:

- Tom Dyer's "*Changing Roles, Changing Perceptions: Faculty in the American Research University*"
- AAUP's *Statement on Professional Ethics*

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 2014 Symposium. 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 have the opportunity to work together back on campus. Finally, I hope that this symposium will help you to develop new appreciation for the role of university faculty and that you find new and creative ways to re-engage your professional career at the University.

And now to officially welcome you to the 2014 Academic Affairs Faculty Symposium is Dr. Pamela Whitten, Senior Vice President for Academic Affairs and Provost. Dr. Whitten.