



The University of Georgia®

Office of the Senior Vice President for Academic Affairs and Provost

May 21, 2014

Regents' Teaching Excellence Awards Committee
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Regents' Teaching Excellence Awards Committee,

I am especially pleased to provide this letter in support of Dr. William Finlay's candidacy for the FY2015 Regents' Teaching Excellence Award. As a Professor of Sociology, Dr. Finlay has shown exceptional commitment to the teaching and learning missions of the University of Georgia.

While Dr. Finlay has won all of the university's major teaching awards, including the Sandy Beaver Award, the Lothar Tresp Outstanding Honors Professor Award, and the Josiah Meigs Distinguished Teaching Professorship, these accomplishments only hint at the extraordinary level of commitment he has for his students and their education. As a single example of both, Dr. Finlay developed and co-directs the Stellenbosch Study Abroad program, which takes students to South Africa. While there, he mentors and guides students as they engage in intensive, two-week service-learning projects where they enter poor communities and work with children in real-life contexts. Students experience the sociological concepts discussed in course settings in profound, authentic ways. Through these innovative, high-impact practices, students engage in truly transformational learning experiences.

While this is but one of many examples of his pedagogical excellence, the intensity of this program underscores Dr. Finlay's commitment to his students. It is no wonder that he also has been recognized by his college as an Outstanding Academic Advisor. During the 2013-2014 academic year, he was selected to join our Center for Teaching and Learning's Senior Teaching Fellows program. Dr. Finlay committed to the rigorous meeting schedule and other demands of this yearlong fellows program on top of his myriad responsibilities as a Department Head.

It is impossible to speak of Dr. Finlay's commitment to students and their learning with hyperbole. He is a shining example of instructional excellence at UGA and beyond. Thank you for considering him for the FY2015 Regents' Teaching Excellence Award.

Sincerely,

Pamela Whitten
Senior Vice President for Academic Affairs and Provost



The University of Georgia®

Honors Program

April 15, 2014

Regents' Teaching Excellence Award Committee

Dear Committee Members:

I am writing as a reference for Dr. William Finlay, who is being nominated for the University System of Georgia—Regents' Teaching Excellence Award. As I will explain, my knowledge of William and his excellence as an educator is extensive and is based on a wide range of interactions. Everything I know or have heard about him as a person, an instructor, a leader, and a mentor is extremely positive. Therefore I feel confident that William meets the very high standards expected of a Regents' Teaching Award recipient.

My first interactions with William were when we each served as a department head in the Franklin College of Arts and Sciences in the early 2000s—he for Sociology and me for Religion. He remains head of Sociology, while I have moved on to another administrative role, which I will detail below. I found it to be a delight to serve alongside William, who was a model colleague and a very effective leader. I knew him to be someone who strived to ensure that the needs of our students were met, even in times of economic challenges. Thus, I was not at all surprised when he went on to be awarded the Meigs Professorship in 2012, the highest teaching award at the University of Georgia. As a Meigs recipient myself (as is President Morehead, I might add), I know well what sustained commitment to academic excellence this recognition represents.

In 2004, I moved from serving as a department head to my current role as associate provost and director of the Honors Program at UGA. I came to appreciate all the more William's dedication as a teacher, as I heard directly from some of our finest undergraduate students about what a great teacher and mentor he is, including significant contacts beyond the classroom, and I also regularly read student evaluations of the Honors courses he has taught. It became obvious to me very quickly that he is innovative and is highly engaged with his students. Here are just a few sample comments from his students:

Dr. Finlay did an excellent job of leading our classroom discussions. He allowed free thinking and was open to new ideas which encouraged creative thinking.

Dr. Finlay was always excited to see us and stimulate our interests on subjects.

I was already interested in the subject, but he was always able to make it extra fascinating, and he highlighted the topics' real world applications. I enjoyed his use of outside resources such as news articles, short videos, and movies.

Just this past week, at our Honors graduation banquet, I was pleased to present William with the Lothar Tresp Outstanding Honors Professor award, our highest teaching award. It recognizes superior teaching and dedication to Honors students by senior faculty members and is selected by the Honors Faculty Council.

Last spring, I had a rare opportunity to observe William at work, up close. I am directly responsible for the Foundation Fellowship, the top academic scholarship at UGA, which has produced seven Rhodes Scholars since 1996. Uniformly, these students are astute, passionate, and globally minded. One of the hallmarks of the scholarship is the opportunity for students to take part in faculty-led international trips during their spring breaks. Given the level of excellence that these students represent, I look for only the best to lead these trips.

I have long known about William's leadership of a study abroad program in Stellenbosch, South Africa, which several impressive students I know have participated in and raved about. Thus, when I was planning the spring break trips for last spring 2013, I thought of William. I ended up going on this trip myself, because his plan for it was so exciting. The overall focus of the trip was *Education and Economics in Post-Apartheid South Africa*. I had the opportunity to watch William adroitly educate students throughout the week about life in South African townships, the challenges of ramping up education quickly after the end of apartheid, and also economic issues as South Africa tries to reengage with global markets following years of sanctions.

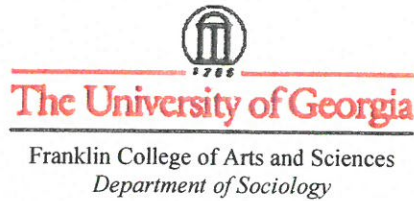
The students repeatedly told me, both during and following the trip, how impressed they were with William. As but one leading example of his impact on them, two out of our group of twenty students were inspired to return to South Africa to work in the township of Khayelitsha last summer, helping to repair the instructional technology used there.

I could go on. William Finlay is indeed a very special educator, and it is my privilege and honor to write in his support for the University System of Georgia—Regents' Teaching Excellence Award.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Williams', with a long, horizontal, wavy line extending to the right.

David S. Williams, Ph.D.
Associate Provost and Director of the Honors Program
Meigs Distinguished Professor of Religion



April 21, 2014

Dear Selection Committee:

It is my pleasure to write a letter of support for Dr. William Finlay for the University System of Georgia—Regents' Teaching Excellence Award. When I first interviewed at UGA in Athens more than 12 years ago, I knew I wanted to be part of UGA sociology because it was a department where teaching was taken seriously. I knew that specifically from my interview and discussions with William Finlay. It was then that I saw his passion for teaching and his dedication to students. Since that time, Dr. Finlay has formally served as my teaching mentor through the Lilly Program and more informally been my go-to colleague about teaching issues. I have spent time in his classroom and have discussed teaching materials with him on a regular basis. Thus, I feel confident in my ability to judge his teaching fortitude.

Dr. Finlay is exemplar on multiple dimensions, inside the classroom, outside the classroom, and as a leader for our department, UGA and Georgia University System. First, his classroom is an inviting place in which students clearly feel at home. When I watch him teach, I am jealous of the ease by which he can express his thoughts and engage students. His teaching techniques are innovative and pedagogically motivated. For example, in his Work and Industry class, he started each class with an open few minutes where students would offer interested experiences they had in their work environments. This allowed the students to share with the class and create a rapport that many think would be impossible at a large research university. What intrigued me even more was his ability to remember what the students had said and relate it back to the theoretical or empirical discussions they would later have. In addition, Dr. Finlay is excited to read his students' papers and essays. He tells me that grading is enjoyable because it gives him the opportunity to get to know the students and learn from their writing, know what they have learned, and help prepare him to teach. It is clear that his techniques stem from Dr. Finlay's enthusiasm for having meaningful intellectual relationships with his students.

Second, outside the classroom, he has worked with students closely in a mentoring capacity. Though throughout his career there have been many students, I want to highlight one recent success story. Dr. Ashley Mears was an undergraduate at UGA when she and Dr. Finlay wrote a research paper that was published in *Contemporary Ethnography*. That work spurred her into a top ranked graduate school – NYU—in sociology, where Dr. Mears continued her studies on the same topic and is now an assistant professor at Boston University. She was published in the *NY Times* where she talked about her research and later in interviews has said that her work and path to academia was heavily influenced by the terrific mentorship and collaboration she had with Dr. Finlay. Dr. Finlay beams with pride when he talks about Dr. Mears, completely consistent with his passion for knowing and nurturing his students.

Third, Dr. Finlay makes contributions to teaching at the department and the university level. He developed a study abroad program in South Africa. This program has been highlighted in the newspaper *USA Today*. Dr. Finlay wanted students to be able to learn from experiences outside the US context but in meaningful ways. Again because Dr. Finlay gets to know his students, his program is able to successfully push students outside their comfort zones and ultimately learn more than they could elsewhere. By creating this program, he has been able to broaden the scope of undergraduate education at UGA. Developing and administering a study abroad program is no easy task and yet Dr. Finlay does so for the benefit of student learning and interaction.

Dr. Finlay has also contributed to teaching as a faculty mentor. As I stated earlier, he was my Lilly Fellow mentor but also served as other's mentor. In fact, Dr. Finlay is an active participant in the Lilly program by being a regular panelist to talk to the first year Lillies. While an active mentor, he visited my classes and gave me feedback that to this day has changed the way I teach and provided me with strategies that have made me a more effective teacher. I think it was because of him that I was able to win the Special Sandy Beaver award from the Franklin College of Arts and Sciences and the Russell Award from the University. There are few faculty who are as dedicated to teaching but also to mentoring good teaching. He sees his role as a university teacher to affect change in his classroom and to spread good techniques among his colleagues. He thus is a role model and elevates teaching on campus even more broadly than his own classroom.

Dr. Finlay's teaching accomplishments have been noticed here on campus. He has several awards with the Franklin College, Honors College, and at the University level including the Josiah Meigs Distinguished Teaching Professorship (2012), Lothar Tresp Outstanding Honors Professor Award (2011 and 2014), General Sandy Beaver Teaching Professorship (1999-2002), Special Sandy Beaver Teaching Award (1995). He is a Senior Lilly Fellow and was inducted into the Teaching Academy in 2012. I believe the Regents award is the next logical step for such an outstanding professor.

In sum, Dr. Finlay likes to teach. That seems so simple but it is so profound. It means that teaching to him is his part of his identity. He is excited when he meets other faculty who are interested in teaching and thrilled to learn of good educators. He wants to celebrate the craft of teaching. With that comes his passion for students and their learning. In unparalleled ways he engages students, provides challenging environments, and gets to know and be part of university students' intellectual lives.

Sincerely,



Linda Renzulli
Associate Professor and Graduate Coordinator
Sociology

Abbreviated Curriculum Vitae – William Finlay

ACADEMIC APPOINTMENTS

2012-present	Josiah Meigs Distinguished Teaching Professor, University of Georgia
2002-2014	Department Head, Sociology, University of Georgia
2008-present	Co-director, UGA Study Abroad Program, Stellenbosch, South Africa
2001-2007	Instructor, UGA Study Abroad Program, Verona, Italy
1997-2001	Graduate/Undergraduate Coordinator, Sociology, University of Georgia
1992	Director, UGA Study Abroad Program, Venice, Italy
1988-present	Assistant to Associate to Professor of Sociology, University of Georgia
1984-1988	Assistant Professor of Sociology, University of Iowa

EDUCATION

1983	Ph.D. (Sociology)	Northwestern University, Evanston, IL
1979	M.A. (Sociology)	Northwestern University, Evanston, IL
1976	B.Soc.Sc. (Hons. 1 st Class)	University of Cape Town, Cape Town, South Africa
1975	B.Soc.Sc.	University of Cape Town, Cape Town, South Africa

SELECTED HONORS AND AWARDS

2014	Willson Center for Humanities and Arts Research Fellow, University of Georgia
2014	Lothar Tresp Outstanding Honors Professor Award, University of Georgia
2013	Wye Faculty Fellow, Aspen Institute
2013	Center for Teaching and Learning Senior Teaching Fellow, University of Georgia
2012	Inducted in the UGA Teaching Academy
2012	Josiah Meigs Distinguished Teaching Professorship, University of Georgia
2011	Lothar Tresp Outstanding Honors Professor Award, University of Georgia
2010	M.G. Michael Award, University of Georgia
1999	General Sandy Beaver Teaching Professorship, University of Georgia
1995	Sandy Beaver Excellence in Teaching Award, University of Georgia
1990	EGOS Book Award, Organizations and Occupations Section of the American Sociological Association

SELECTED PUBLICATIONS

Books

- 2009 Vallas, Steven Peter, William Finlay, and Amy S. Wharton. The Sociology of Work: Structures and Inequalities. New York, NY: Oxford University Press.
- 2002 William Finlay and James E. Coverdill. Headhunters: Matchmaking in the Labor Market. Ithaca, NY: Cornell University Press. (Paperback edition with a new Afterword published in 2007.)

- 1988 William Finlay. Work on the Waterfront: Worker Power and Technological Change in a West Coast Port. Philadelphia, PA: Temple University Press.

Pedagogical Articles and Chapters

- 2006 James E., Coverdill William Finlay, Gina L. Adrales, John D. Mellinger, Kimberly D. Anderson, Bruce W. Bonnell, Joseph B. Cofer, Douglas B. Dorner, Carl Haisch, Kristi L. Harold, Paula M. Termuhlen, and Alexandra L. B. Webb. "Duty-Hour Restrictions and the Work of Surgical Faculty: Results of a Multi-Institutional Study." Academic Medicine 81: 50-56.
- 2006 James E. Coverdill, Gina L. Adrales, William Finlay, John D. Mellinger, Kimberly D. Anderson, Bruce W. Bonnell, Joseph B. Cofer, Douglas B. Dorner, Carl Haisch, Kristi L. Harold, Paula M. Termuhlen, Alexandra L. B. Webb. "How Surgical Faculty and Residents Assess the First Year of the ACGME Duty-Hour Restrictions: Results of a Multi-Institutional Study." American Journal of Surgery 191: 11-16
- 2006 Christy Desmet, Robert Cummings, Alexis Hart, and William Finlay. "Pedagogical Performances in the Online Writing Class." Pp. 21-45 in Role Play: Essays on Distance Education, edited by Jonathan Alexander and Marcia Dickson. Cresskill, NJ: Hampton Press.
- 2004 William Finlay, Christy Desmet, and Lorraine Evans. "Is it the Technology or the Teacher? A Comparison of Online and Traditional English Composition Classes." Journal of Educational Computing Research, 31 (2): 163-180.
- 1999 Judith Priessle, Linda Grant, Josephine Beoku-Betts, William Finlay, and Gary Alan Fine. "Fieldwork in Familiar Places: The UGA Workshop in Fieldwork Methods." Anthropology and Education Quarterly, 30 (Spring): 238-248.
- 1991 William Finlay, Elizabeth J. Mutran, Rodney R. Zeitler, and Christina S. Randall. "Experience, Attitudes, and Plans: Determinants of the Productivity of Medical Residents in a Primary Care Clinic." Work and Occupations, 18 (November): 447-458.
- 1990 William Finlay, Elizabeth J. Mutran, Rodney R. Zeitler, and Christina S. Randall. "Queues and Care: How Medical Residents Organize their Work in a Busy Clinic." Journal of Health and Social Behavior, 31 (September): 292-305.
- 1990 William Finlay, Elizabeth J. Mutran, Rodney R. Zeitler, and Christina S. Randall. "Patient Age, Visit Purpose, and the Ordering of Consultations in a Primary Care Clinic." Journal of Aging and Health, 2 (May): 261-281.

Teaching Philosophy, Strategies, and Objectives

My approach to teaching is founded on four basic principles: teaching is a craft that everyone who is engaged in instruction can and should learn; teaching works when best when it is integrated with research; the most effective way of improving one's teaching is to surround oneself with colleagues who are committed to teaching excellence; and be willing to experiment with new teaching strategies and approaches.

I. Teaching is a craft

I started graduate school in the late 1970s, when teaching was often not emphasized in research universities. The result was that I entered my first academic job with little sense of how to be an effective teacher. I barely had a strategy for teaching, let alone a teaching philosophy. The philosophy that I developed has been shaped by 30 years of trial and error in classes ranging from 15 to 464 students and by dozens of conversations with colleagues and students during these years. It consists of three main ideas.

First, good teaching is a craft not a gift. Learning to teach well is like learning to be a good researcher or a good writer. Repetition, practice, and learning from one's errors provide the foundation for success in the classroom, even if reading those early teaching evaluations is often unpleasant. But, if one works at it, these evaluations will get better.

Second, learn with students. Teaching is a collaborative enterprise and our most eager collaborators are right in front of us, every time we enter a classroom. When I walk into class I try to do so with a sense that the unusual, the unknown, and the unexpected are waiting to be discovered.

Third, trust students and yourself. I see every course I teach as something of an adventure. I know where I want the class to go—in fact, I am a firm believer in the importance of being an organized teacher—but I am never quite sure how exactly we will get there or what will happen en route. Trust means believing that my students will become almost as excited about the power of ideas as I am, but how I get them to that point may involve unexpected detours, tangents, and even adventures. I embrace all of these with enthusiasm and I trust my students to go along with me on this journey of intellectual discovery.

II. Integrate teaching and research

This has multiple meanings. First, I expect students to do some original research in every class I teach. This can range from interviews to observations to library research, but I expect every student to be able to take an idea or an argument and to test it—to convert the abstract and the theoretical into the concrete and the empirical. Most of these research papers are quite short; the message I am trying to convey is that although there are a great many interesting ideas, what really matters is being able to test them to determine whether they stand up to scrutiny.

Second, I like to include students, especially undergraduate students, in my research projects. I find that they make fearless and enterprising research assistants, who come up with suggestions that frequently surprise me.

Finally, I have made the classroom itself a focus of research. I have studied the online classroom and compared it to a face-to-face classroom and I have studied the teaching and learning that occurs in hospitals where medical faculty train residents. I am the author or co-author of eight papers on these topics.

III. Immersion in a culture of excellence

I am fortunate to be in a department with a number of excellent instructors and I have picked up tips and ideas from many of them. There really is no need to reinvent the wheel when it comes to teaching; just as good research builds on a foundation laid by others, so too does good teaching.

As Sociology department head since 2002, I have had the opportunity to encourage and to foster a climate in which my colleagues' excellence in the classroom is valued and rewarded. One of my proudest achievements is that Sociology faculty members have won 22 College and University teaching and mentoring awards during my term as head; this includes multiple winners of UGA's highest awards, the Meigs Professorship and the Russell Award.

I have also had the privilege of serving as a Lilly Fellow teaching mentor to two of my colleagues, of being a Senior Teaching Fellow, and of being a Wye Faculty Fellow at the Aspen Institute. All of these have given me a chance to listen to and to learn from extraordinary teachers, many of them from outside my department and my discipline.

IV. Embrace innovation

One of the most enjoyable consequences for me of having spent many years in the classroom is the freedom it provides to try new ways of teaching. In my case, this has meant becoming involved in study abroad—I was involved in setting up one of UGA's most successfully programs in Verona, Italy, in the early 1990s and, more recently, I have established a program in my native country, South Africa.

I have always championed the benefits of studying abroad—I myself came to the US as an international student many years ago—but the South Africa program has proven particularly gratifying because of the success we have enjoyed as a result of incorporating service learning into the curriculum.

I have to confess that in the beginning I had some doubts as to whether service learning would work well in South Africa, largely because the students were in a completely unfamiliar environment, but the results have far exceeded my expectations. I am constantly amazed at the way in which the service activities, which involve working with schoolchildren, accelerate students' understanding of South African society, history, and culture. It is an extraordinarily effective pedagogical tool.

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May 1, 2014

University System of Georgia
Board of Regents
270 Washington St, S.W.
Atlanta, GA 30334

Dear Selection Committee:

I write with the highest possible recommendation of Dr. William Finlay to the University System of Georgia-Regents' Teaching Excellence Award. As an Assistant Professor of Sociology at Boston University and UGA alum (class of 2002), I have long benefitted from Dr. Finlay's mentorship and research; it was under his mentorship that I learned the craft of sociological research. I can state unequivocally that studying with Dr. Finlay was the flashpoint in my undergraduate studies that motivated me to pursue a Ph.D in sociology and a career in academia.

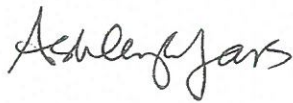
I took one course in my senior year with Dr. Finlay, an independent study focused on my research interests in qualitative methodology and the sociology of work and occupations. Together we developed a focused set of readings and assignments, and a plan for me to undertake what seemed a daunting interview project with a sample of women working in the Atlanta fashion modeling market. With his careful guidance in semi-weekly meetings, I succeeded in both the readings and in gathering and analyzing the data, producing a research report that we continued to work on past my graduation. The report eventually became a co-authored published article in the *Journal of Contemporary Ethnography*—the first one on my CV. This paper has been very successful: it is now in its third year of inclusion in the popular edited volume *Sociological Odyssey*. It would not have happened if Dr. Finlay had not persisted in revising and resubmitting to journals even after two first rejections, which would have been enough for me to throw in the towel. Thus Dr. Finlay taught me how to design and execute a research project, and of crucial importance, how to navigate the publication process.

After my independent study experience, I knew I wanted to pursue sociology as a career, especially after Dr. Finlay encouraged me to apply for graduate school. He took an active role in helping me sort the field of graduate programs, and he wrote letters to half a dozen schools on my behalf, including New York University, where I began training in Fall 2003. It was a rocky start. I found my graduate workload overwhelming and the urban university environment alienating. Dr. Finlay's continued encouragement was vital to my getting through the first year. He offered reassurance that the first year is often the hardest, and he gave me practical advice on how to build relationships with faculty in a large program. Sure enough, I excelled in the program and am now in my 5th year as an Assistant Professor, and my department has advised me to come up early for tenure. It is a tall order, but I aspire to be so effective in mentoring my own students today. In fact, I have adopted his approach of weekly meetings with my own graduate students to keep track of their progress on our own collaborative papers.

Now as my professional colleague, Dr. Finlay remains supportive to this day. He reads my work, offers comments on the substance of my ideas, and he keeps track of my progress and sends congratulatory notes when, for instance, I published an Op-Ed in *The New York Times* and when my book came out. My first book is based on my dissertation, which was itself a continuation of my research interests long ago formed under Dr. Finlay's guidance. Therefore I wrote the following note of thanks to him in the Acknowledgements of my book: "When I was an undergraduate at the University of Georgia, I was fortunate to study with William Finlay, who gave me a push just when I needed it, and who continues to be a mentor."

Please do not hesitate to contact me further.

Sincerely,

A handwritten signature in black ink that reads "Ashley Mears". The signature is written in a cursive, flowing style.

Ashley Mears
Assistant Professor
Department of Sociology
Boston University
Email: mears@bu.edu
Phone: 646.335.3644

Brock Perry
brockperry91@gmail.com
University of Georgia Class of 2012

April 24, 2014

Regents' Teaching Excellence Award Committee
Board of Regents
270 Washington St. SW
Atlanta, GA 30334

Dear Selection Committee:

I am writing to strongly support Dr. William Finlay's nomination to receive the Regents' Teaching Excellence Award. As a student of Dr. Finlay's, I have truly been inspired by his teaching inside the classroom as well as outside of the classroom. It was astonishing that I had to go halfway around the world to first see the impact of Dr. Finlay as an educator and as a person.

I was privileged to be one of Dr. Finlay's students during the 2011 Stellenbosch Study Abroad program in South Africa. It was amazing to see Dr. Finlay at work beyond the walls of the University of Georgia. It is a program that Dr. Finlay is extremely passionate about, and that energetic spirit is clearly reflected. Being a native South African, he was able to share stories and put course material through a lens no other professor would have access to. As someone who did not major in sociology, I was nervous that I would be lost in Dr. Finlay's class. However, he has the ability to relate the most complex of sociological theories into something that a student of any stripe could relate to. Discussing sociology in the context of our South African experience allowed every member of our trip to be more informed and more enriched as we continued on our amazing and life-changing journey. Although our class was less structured than a typical class in Athens, Dr. Finlay had a wonderful ability to create an environment rife with discussion. Our group would talk about what we heard from our daily experiences and he would be able to relate those experiences to the subject matter we were covering in class.

Dr. Finlay is also extremely committed to making sure that learning does not solely occur in the classroom, but also through hands-on interaction. One of the most memorable experiences of the study abroad experience that Dr. Finlay facilitated was a service-learning component in a township near Stellenbosch University. Understanding the struggles of those living in abject poverty was life-changing and added tremendously to the overall experience, and I am forever grateful to Dr. Finlay and the GLOBIS program for making this memory possible. Because of this incredible experience, some of my colleagues and I formed a student group on campus designed to raise money for the community that welcomed and hosted us for weeks. Dr. Finlay agreed to be our sponsor for this organization, and we are extremely appreciative of him to help us achieve our goal of helping those who we were able to get to know, if only for a few weeks. Additionally, I was able to work with Dr. Finlay as a research assistant during the spring of 2013. Rather than demanding that work be done, he creates a comfortable and academic environment where hard work is always maintained by the student to achieve the end product.

Dr. William Finlay is indicative of what is great about an educator at the University of Georgia: an engaging, intellectual, and accessible professor who cares about his students and wants them to succeed. He is someone that I have learned so much from. He emphasizes three of the most important types of learning: the analytical, the practical, and the meaningful. I talk to him even after I have graduated, whether it is about the latest developments out of South Africa or advice on what I should do next in life. He goes above and beyond the basic role of a college educator to inspire his students through learning and hands-on experience. Dr. Finlay has impacted my life in a way that is unlike any other professor. I wholeheartedly support his nomination for the Regents' Teaching Excellence Award. I hope I have been able to share a student's perspective of the impact a teacher can have, whether at the University or halfway around the world.



Brock Perry
Participant, 2011 Stellenbosch Study Abroad Program

Explanation of Attached Documents

1. The first group of documents provides evidence of the effectiveness of Dr. Finlay's use of service learning in the study-abroad program in Stellenbosch, South Africa, that he developed, co-directs, and teaches in. He began this program in 2008, after teaching for many years in UGA study-abroad programs in Italy. The objective of the South Africa program was to make full use of the local environment, which is why it includes a service-learning component.

All of the students are required to keep a daily journal and, after the program is over, to write a paper explaining what they have observed and experienced. The dossier includes brief extracts from one student journal and one student paper convey not only what the students actually saw but how they were able to integrate these "findings" with what they were learning in class.

In addition, a Voice of America story on the program and some student comments from the 2013 student participants are included as further illustrations of the program's value.

2. The second group of documents highlights his research on teaching. An extract from the first article ("Is it the Technology or the Teacher? A Comparison of Online and Traditional English Composition Classes"), one of two Dr. Finlay has written about the online classroom, explains why the students taking an online version of an English composition course were more satisfied and participated more in classroom discussion than those taking it in a regular classroom.

The second extract is from an article ("Duty-Hour Restrictions and the Work of Surgical Faculty: Results of a Multi-Institutional Study") that explores the consequences of the shift to an 80-hour week for medical residents. It finds that the surgical faculty members believe that this shift has diminished the effectiveness of their training of residents and has increased their workloads. Dr. Finlay's interest in the education of medical residents goes back to when he was a faculty member at the University of Iowa in the mid 1980s and wrote a series of papers on the training of these residents in a VA clinic.

3. The final document in the dossier compares Dr. Finlay's teaching evaluation scores for every class he has taught in the last five years with those of every other faculty member in his department during the same period. It includes all 15 items used in these evaluations and it shows that he has scored well above the Sociology faculty mean on every one of the items. His lowest mean score on the 5-point scale was 4.6 and his overall mean score was 4.75.

Extract from students' journal and paper, Stellenbosch study-abroad program

Thursday, May 14, 2013

Today was our first day going to Kayamandi, and I honestly didn't know what to expect from the Ikaya Trust...

The contrast of the shacks in the township less than 10 minutes from the beautiful buildings in Stellenbosch was astounding... Our guide for the walking tour around the township was named Bones, a very educated native of the Kayamandi who later said he wouldn't want to live anywhere else. I'll admit that I was expecting the people of Kayamandi to look like the pictures in advertisements when they're trying to get your donation to "save the children of Africa"—poor, gaunt, with tattered clothing. But instead I found that everyone was rather nicely dressed; women were wearing sweaters and men were wearing jeans or khakis with belts and a shirt that sometimes had a recognizable brand name...

After the tour we went to the Ikaya Trust and sat down with the director, a white South African who was humorous and very friendly. He introduced us to the place, made sure we knew there are *no* tigers and lions in South Africa, and split us up into groups; I ended up with the 8th graders. Only a few had homework to do, so the rest of them read out loud a rather interesting English book called *Broken Promises*...

Wednesday, May 15, 2013

The students today were so talkative and interesting and interested in *us* as well. They taught us words in their language, isiXhosa (we're still trying to get a hang of the clicking sounds). They asked us what we like to do in our free time and told us about themselves... When we asked them what they wanted to be when they were older, we heard mechanical engineer, biochemical engineer, lawyer/advocate... One of them wanted to one day own a car that could drive itself. We asked them about what obstacles they faced and their response sounded just like what an American high schooler might say: peer pressure, troubles at home, boyfriends...

Monday, May 20, 2013

Bernie (Mr. B) told us it was a relatively normal day at Kayamandi today in that two teachers were MIA and one had to be rushed to the hospital, so some in our group had to be in full command of their classrooms...

Both in class and when Mr. B was talking to us at the Ikaya Trust today, we learned about the concept of "ubuntu," the feeling of community that people in these areas have and that is so absent in the West. I haven't seen it yet, but apparently if one kid comes to school with food, he/she will immediately distribute it among the other children without any hesitance. It's so strange to think that this could happen, when in the West we're taught to think that greed is the norm (Hobbes, anyone?), and we have to instruct kids to share their toys. Maybe kids *aren't* naturally greedy; maybe it's just what they've learned from the surrounding adults.

Stellenbosch Study Abroad Service Learning Report

The service learning aspect of Globis' Stellenbosch study abroad program drew me in from when I first heard about it. When I was deciding where to travel this summer, I wanted to ensure that I didn't get caught up in a college town "bubble" where I wouldn't get to learn how a wide variety of locals lived their lives. This was even more important in South Africa, with its unique history and subsequent highest-in-the-world inequality levels. Our service learning at Kayamandi and Stellenbosch fulfilled this requirement and more. Working with learners in both a township and rural environment gave me the chance to witness completely different sides of South Africa than what the typical Cape Town-bound tourist would see.

To me, the term "township" used to conjure up images of tightly packed favelas in Brazil or slums in India. While I don't want to understate the major issues and poverty present in Kayamandi, I have to admit that I was surprised by how the conditions we witnessed in the township didn't match up with my preconceptions. I didn't expect the variety within the township and was surprised to see the section complete with cars that wouldn't seem out of place on American streets. Breaking my conception that "living in a shack" automatically meant "living in immense poverty" was certainly a surprising change for me. When we peered inside shacks, I must say that I wasn't expecting some to be outfit with hardwood floors...

Finally, it would be nearly impossible to discuss the experiences of Kayamandi and Lynedoch without mentioning the concept of Ubuntu. This concept was pervasive throughout our discussions in both our Globalization and Work and Politics of Development classes. The English translation we discussed ("I am because we all are") helped to get a grasp of it, but it was really our time in Kayamandi and Lynedoch that cemented what it actually meant...

Ubuntu was personified for me when I saw a student ask for a potato chip at Lynedoch, only to then turn around and give that same chip to Pierre, who he thought was hungry. Countless more examples we saw in both of our service learning experiences can be tied back to this philosophy. This radically different worldview challenged the typical Western view espoused in many of my classes, especially economics ones, that sees all individuals as solely acting in their own self-interest. Understanding that with Ubuntu many South Africans define their own self-interest by how others around them are faring contributes greatly to the perspective needed to understand many things we experienced in the areas around Stellenbosch...

Another thing that the interactions with learners in my service learning experience emphasized was how connected the modern world is. The pervasiveness of American culture is exemplified perfectly by the Fergie song we heard blaring through a radio while walking through Kayamandi or the fact that the kids would often point at my glasses and brown hair and call me Spiderman. Despite the distance and vastly different circumstances, many of the scenes we saw in Lynedoch could have occurred in a US school as well. When students went around the room and recited their dream jobs, the list could have easily come from any school in America.

Selected Comments from Students in the Stellenbosch 2013 Program

“This program encompasses all the qualities you could look for in a study abroad program—interesting classes, meaningful community engagement, cultural exploration, and the perfect sized group to make strong friendships.”

“I have never felt so welcomed by a city and its people, while at the same time felt myself venturing out of my comfort zone to discover an entirely new and complex culture.”

“Stellenbosch 2013 goes above and beyond ‘studying abroad’; here, you have the ability to live and immerse yourself into a new and exciting culture that will give you a new perspective on everything you’ve learned before.”

“Not only will I leave with the memories of a place—of sites, restaurants, views—but I will leave with memories of people—of little hands, smiles, and relationships and that’s something that no other study abroad could have given me.”

“This program stands alone in its design. You experience many cultures, step outside your comfort zone, and make course studies come to life with service learning.”

“This program is unlike any other. You will learn more about yourself and this great big world than you could ever imagine.”

“Our experiences with students in the township of Kayamandi and Lynedoch brought our lessons on development from the theoretical to the practical. The entire South African experience is incredible.”

“This trip has something to offer everyone. Not only are you completely immersed in South African culture via the service learning, but you also visit breathtakingly beautiful places, go on adventures, and learn more about the world and Africa’s place in it.”

“This program had the best mix of different activities that I could hope for. Doing community engagement in township schools, learning about another culture, and seeing and experiencing the beauty of a new continent, Africa, was an absolutely perfect part of my summer. If I could do it again, I 100% would.”



October 17, 2011

US Students Bond with Locals While Studying Abroad

by Faiza Elmasry



Dr. William Finlay (seated right) on a hike with a study-abroad group in South Africa.

Young people being pushed out of comfort zone to fully experience other cultures

Each year, about a quarter of a million Americans study abroad. For many of them, a summer or a semester in a foreign country involves more than just sitting in classrooms and hanging out with other American students. Instead, they are required to be involved in the local communities where they are studying.

On his first morning in Beijing, one American study-abroad student was dropped off in a distant part of the Chinese capital with \$5 and instructions to find his way back home on his own. It took a while, but he made it.

That's one example of how American students are being pushed out of their 'comfort zone' in order to fully experience another culture.



"It's absolutely crucial that they know something about how people in other parts of the world live and think and how they behave," says William Finlay, head of the sociology department at the University of Georgia. "Often those students go in large groups. They hang around each other. We felt that they really weren't getting to know the local inhabitants as well as they could."

In 2008, he co-founded a study abroad program with South Africa's Stellenbosch University. It combines traditional academic in-class learning with community involvement. The program partners with a local NGO which runs daycare centers for children of working parents and a library with computers available for patrons to use.

"Our students typically work either with the little kids in the day cares or they work in the library and teach basic computer skills to mostly young adults," says Finlay.

Having an impact

The three-week program proved to be a transformative experience for Hillary Kinsey.

"It was interesting to learn the history of the area and the recent development with democracy and that sort of thing," she says, "and then talk to these people and see what the social dynamics were, what the ethnic divisions were, how certain groups felt about other groups."

**IS IT THE TECHNOLOGY OR THE TEACHER?
A COMPARISON OF ONLINE AND TRADITIONAL
ENGLISH COMPOSITION CLASSES***

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ABSTRACT

Recent reviews of the literature on distance learning have reached two general conclusions. First, students are about as satisfied with the quality of their education in distance-learning (DL) classes as they are in traditional or face-to-face (FTF) classes. Second, students perform about as well in DL classes as they do in FTF classes. We examine this finding of "no significant difference" in a study of students at a public university in the Southeast who were enrolled in online and FTF versions of the same English Composition course. We looked at three student outcomes: satisfaction, learning, and participation in classroom discussion. We found that being in an online class had a positive effect on satisfaction and participation, but no effect on learning even when we controlled for instructor behaviors and classroom characteristics. We attribute the positive effect of being in an online class on student satisfaction—which directly contradicts the no-significant-difference assumption—to the way in which synchronous instruction mimics the traditional classroom. Our findings attest to the importance of both technology and instruction on student satisfaction, learning, and participation.

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Duty-Hour Restrictions and the Work of Surgical Faculty: Results of a Multi-Institutional Study

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Abstract

Purpose

To examine whether duty-hour restrictions have been consequential for various aspects of the work of surgical faculty and if those consequences differ for faculty in academic and nonacademic general surgery residency programs.

Method

Questionnaires were distributed in 2004 to 233 faculty members in five academic and four nonacademic U.S. residency programs in general surgery. Participation was restricted to those who had been faculty for at least one year. Ten items on the questionnaire probed faculty work experiences. Results include means, percentages, and *t*-tests on mean differences. Of the 146 faculty members

(63%) who completed the questionnaire, 101 volunteered to be interviewed. Of these, 28 were randomly chosen for follow-up interviews that probed experiences and rationales underlying items on the questionnaire. Interview transcripts (187 single-spaced pages) were analyzed for main themes.

Results

Questionnaire respondents and interviewees associated duty-hour restrictions with lowered faculty expectations and standards for residents, little change in the supervision of residents, a loss of time for teaching, increased work and stress, and less satisfaction. No significant differences in these perceptions ($p \leq .05$) were found

for faculty in academic and nonacademic programs. Main themes from the interviews included a shift of routine work from residents to faculty, a transfer of responsibility to faculty, more frequent skill gaps at night, a loss of time for research, and the challenges of controlling residents' hours.

Conclusions

Duty-hour restrictions have been consequential for the work of surgical faculty. Faculty should not be overlooked in future studies of duty-hour restrictions.

Acad Med. 2006; 81:50-56.

The duty-hour restrictions for residents enacted by the Accreditation Council for Graduate Medical Education (ACGME) in July 2003 have been the topic of heated debate.^{1,2} Research on duty-hour restrictions has tended to focus on residents and overlook faculty. We focus here on faculty in general surgery programs and explore how the restrictions have influenced their work. Studies conducted prior to the nationwide enactment of the ACGME duty-hour restrictions suggest that faculty believed the rules would decrease the quality of surgical education³⁻⁵ and increase faculty workloads.⁵ Only one study has explored faculty workloads and perceptions of the new duty-hour restrictions.⁶ That single-institution study suggested that substantial majorities of

surgical faculty believed the restrictions increased their work hours and, more generally, negatively affected faculty.

In this study, we probed two main issues. First, do faculty believe that the duty-hour restrictions have been consequential for various aspects of their work? Second, do faculty in academic and nonacademic residency programs have different views as to whether the restrictions have been consequential for their work? In this article, we present findings drawn from a larger study at nine general surgery residency programs⁷ on the views and experiences of surgical faculty and residents after one year of experience with the duty-hour restrictions. Our study included roughly equal numbers of faculty members in academic and nonacademic programs, thus permitting an exploration of the hypothesis that faculty views might differ across types of programs.

Method

We asked a total of 233 faculty members from nine residency programs in general

surgery located in eight states in three different time zones to participate. Five of the programs were academic and four were nonacademic (two community and two hybrid or mixed programs). We used a questionnaire and a set of follow-up interviews to probe the reasoning behind faculty views of the duty-hour restrictions.

Onsite coordinators in each program secured approval of the study from their local institutional review boards (IRBs), arranged administration of the questionnaire, addressed questions or concerns that arose, gathered completed forms (which respondents enclosed in envelopes to ensure confidentiality and anonymity) from a drop box, and returned materials to JEC, the lead author. Eligibility to participate, determined by the coordinators, was restricted to faculty members who had held a faculty position (but not necessarily at their present institutions) for at least one year. All participants thus had an effective baseline experience of at

Please see the end of this article for information about the authors.

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**COMPARISON OF DR. FINLAY'S MEAN TEACHING EVALUATIONS
WITH ALL OTHER SOCIOLOGY FACULTY, 2009-2013 (0-5 SCALE)**

		<u>Finlay</u> (18 classes)	<u>All Sociology Faculty</u> (286 classes)
1.	Preparation	4.8	4.6
2.	Instruction	4.6	4.3
3.	Stimulation of Interest	4.6	4.1
4.	Breadth	4.8	4.4
5.	Concern for Students	4.8	4.4
6.	Overall Rating	4.8	4.4
7.	The instructor explains things clearly	4.8	4.4
8.	The instructor is helpful	4.8	4.5
9.	The instructor assigns a reasonable amount of work	4.8	4.4
10.	The instructor facilitates questions and discussion	4.8	4.4
11.	The instructor is an excellent teacher	4.8	4.4
12.	This course is well-organized	4.8	4.4
13.	The course challenged me to think and learn	4.6	4.4
14.	Assignments and activities were useful for helping me learn	4.7	4.3
15.	This is an excellent course	4.7	4.2
	Mean	4.75	4.37