Assessing current activities
The overriding issues brought up in this group was that while the University had many valuable programs in place, there was still ample room remaining to increase the importance of the role of teaching at UGA as well as to increase the support for the instructional mission of the University. We also felt that it was important that the University continue to build an atmosphere of loyalty amongst its junior faculty.

The group identified many valued programs already in place. These included the Lilly Fellows Program, the Senior Teaching Fellows, the Teaching Academy’s Faculty Symposium, the Honors Mentoring Program, CURO, the Student / Faculty Enrichment Fund (although mention was made that currently graduate student interactions were not eligible for funding), and the Faculty Learning Communities.

Issues
The major issues that were identified included the fact that lecturers and non-tenure track faculty felt like second class citizens even though their role was crucial in many departments. In many colleges, these faculty members had no voice in faculty governance, and were not eligible for some programs such as the Lilly Teaching Fellows program. In many colleges, there was an absence of clear P&T guidelines for non-tenure track faculty. We also identified a need to develop methods to document excellence in instruction. The group consensus was that there was a disconnect between the message coming from upper and middle administration with relation to the importance of teaching at the University; upper administration clearly vocalizing its importance while this importance was diminished at the department and college level in deference to research. Finally the group indicated that while Service Learning was an extremely rewarding endeavor, it was currently not adequately rewarded at UGA.

A few minor issues were also identified. First, some of the faculty indicated that they would like more access to learning about Instructional Technology. Second, there was group consensus that
many were unaware of the excellent programs currently available at UGA and that we needed to identify better ways of getting the word out about existing University programs.

**Recommendations**  
The following recommendations were made. Although for the purpose of this report, these are grouped into early, mid and late career, many felt that these were largely artificial categories.

**Early Career**  
We recommend that the University develop a teaching mentoring program in addition to the Lilly Program. This program could be spearheaded by the University’s Teaching Academy (Academy Fellows) and would include all (or most) of the faculty who applied to the Lilly Teaching Fellows. The Academy Fellows could be either tenure track or non-tenure track and would receive mentoring (seminars, workshops, etc) from members of the Teaching Academy. From this group of Academy Fellows, the 10 Lilly Fellow would be chosen who would in addition get the two retreats, and the monetary award. We feel that this would increase the number of faculty on campus that would receive teaching mentorship, allow the teaching academy to be fully engaged in the teaching mission of the University while continuing the selective nature of the Lilly Fellows program.

We also recommend the development of a teaching portfolio development workshop similar to that developed by the University of Virginia (http://trc.virginia.edu/Workshops/Teaching_Portfolio). This would help faculty whose primary mission was teaching document their achievement for the promotion and tenure dossier. There is already such a program in place for graduate students/TA Mentors that could be expanded to include faculty.

We recommend expansion of the existing “Peer Consultation Team Program” to include faculty such as recent Lilly fellows, Senior Teaching Fellows and Post Doctoral Teaching fellows.

Finally, we recommend that there be a learning community dedicated to both Large Groups Teaching as well as Problem Based Learning.

**Mid Career**  
We recommend that the University eliminate the barriers to interdisciplinary teaching. Although interdisciplinary teaching was one of the recommendations originally made when the UGA Teaching Academy was conceived, the barriers between some colleges and departments currently include inability to share credit hours, and course credit. This has resulted attenuation of the desire to bring this unique learning opportunity to our students.

We recommend the development of a Blended Course Design Institute to assist faculty in multiple approaches to course design. The organic integration of thoughtfully selected and complementary face-to-face, online, multimedia and technology approaches to an existing class will result in blended redesigns and teaching innovations and advances. Interested faculty would meet for the Maymester for an intense one month immersion in multimedia
and learning technologies then will be mentored at regular intervals in regards to the development of their course design.

**Mid/Late Career**

We recommend that mid/late career faculty have the opportunity to be involved in the newly expanded Peer Consultation Team Program (see above).

While the University currently has multiple departmental policies that allow professional leave, there is no University-wide sabbatical policy in place. The lack of a sabbatical system at UGA has been a detriment to mid and late career faculty renewal, especially since finding time for research leave involves increased teaching duties in the semester before or after the leave. We therefore strongly recommend that the University implement a funded University professional leave (sabbatical) policy.