

**The University of Georgia**  
**2010 Academic Affairs Faculty Symposium**  
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***The New Normal in Instruction: Flexibility***  
Break-Out Group Report  
Chuck Kutal, Facilitator

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The breakout group considered two major issues related to the changing nature of instruction at UGA.

A. The Changing Composition of the Instructional Corps

- Considerable discussion focused on differentiated models of faculty workloads, that is, the recognition that one size does not fit all in the distribution of effort among the traditional areas of teaching, research/scholarship, and service. It is important, however, that specific expectations about workload be stated explicitly in hiring letters and updated periodically during the course (e.g. annual evaluation) of a faculty member's career.
- The group suggested that UGA should be a leader in the strategic hiring of non tenure-track instructional faculty such as full time Lecturers and Academic Professionals. Moreover, these individuals should be eligible to submit grants for external funding, receive teaching awards, and be considered for service on various university, college, and departmental committees including graduate dissertation/thesis committees.

B. The Changing Composition of Instructional Delivery

- With some notable exceptions, UGA appears to be playing catch-up in offering distant education courses in an online format. The institution should continue to explore this mode of instructional delivery but be selective in its offerings. The sentiment was expressed that UGA should develop online courses and programs that play to its strengths and avoid duplicating material that is readily available from numerous other sources. Synergistic partnering with other organizations offers a way to leverage scarce resources and perhaps reach a wider audience.
- UGA has addressed the need for extending its academic reach beyond Athens by establishing degree and continuing education programs in regions of the state currently underserved by the institution. With input from faculty and several offices involved with instruction, UGA should develop a comprehensive strategic plan for its Extended Campuses Program. The plan should define institutional goals for extended campuses over the next five to ten years, identify the metrics that will be used to assess progress toward meeting those goals, and reaffirm UGA's commitment to providing the resources needed to offer a high quality education at all extended campuses.