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The University of Georgia<sup>®</sup>

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March 24, 2012

Dr. Jere Morehead  
Provost and Senior VP for Academic Affairs  
The University of Georgia  
203 Administration Building  
Athens, Georgia 30602

Dear Dr. Morehead:

We appreciate the opportunity to participate in the University of Georgia's 2012 Academic Affairs Faculty Symposium, *The Teaching/Research Nexus: Building Effective Bridges*. Our group was charged with exploring issues related to undergraduate classes and curriculum. Based on our firm belief that UGA can be at the forefront of excellence in integrating research into undergraduate teaching, we offer the following recommendations (\$\$\$ = high cost, \$\$ = medium cost, \$ = low cost) for your consideration:

### **I. Professional Development**

- \$ A. Faculty across campus could benefit from an expanded and better publicized Center for Teaching and Learning (CTL); we recommend that:
  1. Departments ask CTL staff to attend a faculty meeting to showcase the ways in which CTL supports teaching;
  2. The CTL staff offer a regular series of workshops throughout the academic year (including strategies for effective teaching in large classes);
  3. The CTL staff offer every new faculty member an opportunity sometime during their first two – three years on campus to attend a special August CTL tutorial on, e.g., teaching or curriculum development and that faculty who participate receive a modest honorarium for attending; these tutorials and honoraria would be modeled on the Maymester courses that CTL staff currently offer each year.
  4. The CTL have a larger pool of money to allow more faculty to attend their Maymester courses on teaching.
  
- \$\$ B. Professional development money for Lecturers to support, e.g., travel to attend conferences, books and journal subscriptions, or other activities that would help them keep up to date on the research in their field that they could then bring into their classes.
  
- \$\$ C. Postdoctoral students engaged solely in research could benefit from teaching opportunities. Inasmuch as many may be funded by research money with no teaching component, funding from the university for a 5% buyout of their time would allow them to work with an effective faculty mentor to hone their teaching skills and discover how to integrate their research into undergraduate teaching.

- \$\$ D. Create a model for graduate students in the humanities, arts, and social sciences similar to that being created for the STEM fields by the Center for the Integration of Research, Teaching and Learning (CIRTL) as described by Dr. Kutal at the symposium.
- \$ E. Create opportunities for undergraduate students who have excelled in a class to intern as TAs/tutors when that class is next taught by offering them course credit for such service or hourly compensation. This model already exists in some science courses; we recommend it be expanded it to other fields.

## **II. Interdisciplinary Goals**

- \$\$ A. Create a competitive grant program that would give faculty members summer support to develop a new team-taught course and then to buy out one (or both) faculty member's time when they teach the course; this would create an environment conducive to creative, interdisciplinary team teaching that would integrate research into the undergraduate classroom by giving faculty time to develop such courses and by obviating the EFT issue that is a current challenge.
- \$ B. To facilitate interdepartmental networking for junior faculty, offer nominal funding (e.g., Jittery Joes "coffee money") for informal meetings with colleagues across campus to discuss research interests and effective teaching strategies.

## **III. Teaching Research**

- \$\$\$ A. Make it a University goal to offer each department on campus a tenure track professor whose research interest is in the scholarship of teaching and learning in their discipline. This would benefit the departments and help brand the university as a center of excellence in integrating outstanding research with teaching and the classroom environment.
- \$ B. Evaluate the Institutional Review Board process and, if warranted, streamline it so that professors can more easily have students conduct research in particular classes.

We appreciate your consideration and look forward to developments as a result of the symposium.

Respectfully submitted,  
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