

Recommendations from the
2013 Academic Affairs Faculty Symposium
Brasstown Valley Resort
March 22-23, 2013

The 2013 Academic Affairs Faculty Symposium, *Learning Spaces - Learning Places*, examined current and emerging formats for student learning, ranging from traditional lectures, small group settings, online education, study abroad, social media and other learning environments. Participants addressed the role of instructional technologies and faculty support for student learning. Strategies and recommendations for enhancing the teaching- learning process in the following break-out group areas were developed:

- Large Residential Classes
- Online Learning
- Field-based and Experiential Learning
- Labs, Studios and Seminars
- Mentoring and Advising

Break-out group recommendations were summarized in letters to the Senior Vice President for Academic Affairs and Provost. The Symposium Planning Committee and the Teaching Academy Executive Committee were asked to review and synthesize these recommendations. The recommendations from this joint committee effort are presented below.

Large Enrollment Lectures

- Appoint a Learning Spaces Task Force consisting of teaching faculty, CTL, University architects and facilities personnel. The Task Force would assist and advise in classroom planning, assessment and renovation for large and small classes. The Task Force could be charged with designing 2-3 model classrooms distributed across campus that could be funded and named through the Capital Campaign.
- Provide opportunities and support for faculty innovations in large class lectures. Options would include an “Innovative Learning Design Fellows Program” that would provide a semester of learning and training on innovative instructional design, followed by a semester of implementation and conclude with a semester of mentoring. Fellows would receive release time during the first semester and operating grants to develop and implement their large class innovations.

Online Learning

- Appoint an “Online Learning Advisory Committee” to assist the Office of Online Learning and the University in defining best practices for online learning at UGA while removing barriers that inhibit successful online development and delivery.

- Create a pilot MOOC (Massive Open Online Course) that would give (non-degree seeking) students, alumni and the general public, access to a renowned University faculty member in an area interest or expertise that would be unique to UGA or the State of Georgia. Topics might include Georgia history, sports or a compelling topic from the FYOS. The UGA MOOC offering could be used to promote and complement the Capital Campaign.
- Develop online courses to complement and enhance experiential learning. Emphasis should be placed on majors where core courses prevent students from participating in experiential learning (study abroad and time-intensive lab and field courses). This would enable students to take larger course loads while being away from campus on study abroad, internships and service learning activities.

Experiential Learning

- Offer generic internship credits to students that would allow them to participate in experiential learning activities beyond the course offerings in their respective majors.
- Develop a clearinghouse for experiential learning opportunities at UGA, along with assessment instruments and reflective essays of student participation.
- Partner with and promote experiential learning with business and non-profit organizations. Explore incentives and dis-incentives to student participation.
- Add an experiential learning component to faculty research start-up grants, similar to the broader social impact statements in NSF and NIH grants. Faculty receiving start-up grants for research would be expected to show and provide broader impacts to the educational mission to include undergraduate research opportunities, internships and service learning opportunities.

Learning in Labs, Studios and Seminars

- The Learning Spaces Advisory Committee would address the learning environment in labs, studios and seminar spaces. With respect to labs, the potential for SCALE-UP (studio) classrooms/laboratories, such as those used at N.C. State University, should be explored as part of the Capital Campaign.
- A “UGA Center for Visualization” similar to the Chicago Museum of Science and Technology would be developed and integrated into the proposed Science Learning Center.
- The University should explore innovative ways of compensating faculty engaged in faculty-led seminars, field trips and guest speakers, similar to that provided to FYOS.

Mentoring and Advising

- Develop a First Year Odyssey Seminar for graduate students FYGOS with learning objectives that are similar to the FYOS. Topics would include understanding the larger Land Grant University, professional development in teaching, research and service, innovation and entrepreneurship, etc. Faculty or graduate students could suggest topics for the FYGOS (First Year Graduate Odyssey Seminar)..
- Develop Odyssey Courses for students who are not first-year undergraduates, including transfer students and seniors. A senior Odyssey course might provide students with a capstone experience as recommended by the 2008 Undergraduate Education Taskforce as well as, develop an culture and expectation for alumni giving.
- Develop a faculty mentoring program building on the strength of the existing internet based Project Promote (<http://promote.coe.uga.edu/files/default.asp>; Drs. Lloyd Rieber and Gregory Clinton), and enhancing utilization and effectiveness by adding programmatic features for face to face communication and lasting mentoring relationships.