Looking Forward: Center for Teaching and Learning launches new programs for faculty in the fall

In an effort to foster discussion and engagement regarding innovation and excellence in teaching, the Center for Teaching and Learning (CTL) launched a spring speaker series in February. Through this series, four national experts addressed interdisciplinary issues in teaching and learning, online courses, and the effectiveness of instructional technology trends while connecting to faculty articulated challenges within the instructional landscape.

The CTL speaker series was just the beginning of the new programs and events organized by the center this year. Eddie Watson, CTL director since September 2012, and his staff are taking significant steps to increase faculty instructional development, and the center plans to offer faculty development events and activities every week beginning in the fall. The speaker series will continue, along with sessions led by recent Meigs and Russell award winners. Members of the CTL will also be offering workshops based on a range of teaching and learning strategies and issues, including innovative uses of learning technologies. Workshops will also be offered in support of the transition from Blackboard Vista to Desire2Learn in the e-Learning Commons.

Upon his arrival in September, Watson launched an instructional needs assessment to better understand the challenges UGA faculty face as they teach. Critical challenges most often listed by faculty included difficulties with integrating instructional technology, engaging students and keeping their attention in class, and increasing class sizes and the selection of appropriate pedagogies in the large class setting.

The CTL is attempting to strategically develop meaningful programming that speaks to the results of the needs assessment as well as articulated college and university goals. The Complete College Georgia Plan, released last fall focusing on increasing student graduation and retention rates, is also informing many of the programmatic decisions in the CTL. Watson is proposing several other programs, including intensive fellows programs that will adhere to the goals of the institution and the instructional needs of faculty.

In addition to his focus on faculty development, Watson is working to (cont’d on page 5)
Faculty awarded 2013 Summer Innovation Instruction Grants

Twenty-six University of Georgia faculty projects designed to improve teaching were recently funded through grants provided by the Office of the Vice President for Instruction, in collaboration with the Office of the Senior Vice President for Academic Affairs and Provost.

Each of the Summer 2013 Innovation Instruction Faculty Grants provides $5,000 for faculty to improve teaching and learning through innovative instructional projects, such as re-design of course curricula and materials, integration of new techniques or pedagogical strategies for a course, or exploration of a new instructional technology. The projects also focus on faculty improving instruction in high-demand courses (large lecture classes, courses involving multiple sections, general education courses, etc.), as well as those that integrate instructional technology.

“This is the second year these instructional grants have been funded to faculty, and once again, the selection process was extremely competitive in large part to the overwhelming number of submissions and the overall quality of the proposals,” said Laura Jolly, vice president for instruction. “This year, the Office of the Vice President for Instruction identified an additional focus to provide even further interest in technology to enhance the student learning experience, as well as interests in supporting current campus initiatives.”

Guidance of the competition was reviewed by three faculty members outside the college from which the proposals were submitted. The 26 projects, which included 40 faculty across the university, receiving grants were:

- Emuel Aldridge (New Media Institute), Grady College of Journalism and Mass Communication: “Coding and Meet Badges: New Components for Inclusive Syllabus (Small Lecture Course)”
- Charles Byrd (Germanic and Slavic Studies), Franklin College of Arts and Sciences: “Integrating Student Videography and eLC-New in Elementary Russian I and II”
- Ike Choi (Career and Information Studies), College of Education: “Developing A Mobile Peer Evaluation Tool for Any Classroom”
- Chris Desmet, Rom Balthazar and Sara Steger (English), Franklin College of Arts and Sciences: “Digital Barn Raising for a Peer Review Platform”
- Ellen Evans (Kinesiology), College of Education: “KINS 2500: Exercise Medicine: A General Education Course Proposal”
- Kamal Gandhi (Forest Biology), Warnell School of Forest Resources: “Enhancing & Digitizing the Forest Pest and Pathogen Collection at UGA”
- Jennifer Gay (Health Promotion and Behavior), College of Public Health; and Laurel Morrow (GRU/UGA Medical Partnership): “Bringing the Gap between Public Health and Medical Education at UGA”
- Allison Haley, Simon Platt, Marc Kent (Small Animal Medicine), College of Veterinary Medicine: “Development of an Internet Based, Interactive Canine Neurology Teaching Model”
- Kelsey A. Hart, James N. Moore (Large Animal Medicine), Robert M. Gogal (Veterinary Biosciences and Diagnostic Imaging); Ira G. Roth (Small Animal Medicine), College of Veterinary Medicine; and Sun Joo (Grace) Ahn (Advertising/Public Relations), Grady College of Journalism: “Interactive Tools for Enhancing Instruction of Veterinary Diagnostic Skills”
- DeLoris Wenzel Hesse (Cellular Biology), Franklin College of Arts and Sciences: “Improving Assessment Techniques for a Large Enrollment Human Anatomy and Physiology Laboratory Class”
- Mary Hondalus and Sreekumari Rajeev (Infectious Diseases); Brad Gilleteland and Chris Herron (Educational Resources Center), College of Veterinary Medicine: “Incorporation of Computer Animated and Interactive Laboratory Learning Modules and Clinical Case Workup for Enhancement of Veterinary Student Engagement and Retention of Veterinary Microbiology”
- Shelley Hooks (Pharmaceutical and Biomedical Sciences), College of Pharmacy: “Active Learning and Assessment in Pharmacology Instruction” (cont’d next page)

Outstanding Advisor/Mentor Awards presented by OVPI

The 2013 Outstanding Advisor/Mentor Awards were presented this year to Terence Centner, a faculty member in the College of Agricultural and Environmental Sciences; Wanda Wilcox, an academic advisor in the Franklin College of Arts and Sciences; and Annemie Hitchcock, an academic advisor in Franklin College of Arts and Sciences.

The award is presented each spring to faculty and staff members for excellence in advising undergraduate students on class selection and course of study, assisting them with academic problems, and providing guidance on related matters such as decisions about graduate school and careers. Centner serves as advisor to the College of Agricultural and Environmental Sciences’ pre-law program, environment law minor and agricultural certificate. Both parents and students acknowledge his extraordinary commitment to students. Students praise Hitchcock’s ability to connect with and guide them.

Centner, Wilcox and Hitchcock each received a cash award, a plaque and recognition at the Faculty Recognition Banquet.

Recipient were chosen by a committee comprised of a previous winner, an advising administrator, and a majority of undergraduate students, two of whom served as co-chairs of the meeting at which nominations were reviewed and winners were chosen. The Office of the Vice President for Instruction administers the award each year.

Grants (cont’d)

- Imi Hwangbo (Sculpture), Lamar Dodd School of Art: A New Model for Technology in the Art Foundations Classroom
- Seema Janis and Mardi Schmeichel (Educational Theory and Practice), College of Education: “Learning to Teach Social Studies in Authentic Settings”
- Kyle Johnsen and Hillary Tanner, College of Engineering: “Mobile Immersive Learning Environments for Engineering”
- Nadia Kellam, College of Engineering: “3D Printing and Maker Learning Communities in the First Year Mechanical Engineering Program: Encouraging Retention and Professional Identity Development”
- Fan Xiong (Food Science and Technology), College of Agricultural and Environmental Sciences: “Using Flipped Learning to Improve Food Engineering Course at the University of Georgia”
- Paula P. Lemons (Biochemistry and Molecular Biology), Franklin College of Arts and Sciences: “Reinvigorating BCM1101 with Clicker Exercises and Flipped Class Sessions”
- Julie Velasquez Runk (Anthropology), Franklin College of Arts and Sciences: “Fostering Interaction, Local Engagement: FEMX 4110 Diverse Perspectives in ANTH3541 Anthropology of Eating”
- Kristin Sayeski (Communication Sciences and Special Education), College of Education: “Addressing Dyslexia: Instructional Strategies for Teaching Reading”
- Janice Simon (Art History), Lamar Dodd School of Art: “American Art and British Art in the Twentieth Century”
- Alan E. Stewart (Counseling and Human Development), College of Education; and John Knox (Geography), Franklin College of Arts and Sciences: “Collaborative Research in Atmospheric Science: Probability Forecasting – Perception of the Probability of Precipitation”
- Brock Tessman (International Affairs), Public and International Affairs: “Creating Conversations Outside the Classroom: A Cloud-based, Multi-media, Student-led Approach”
- Zion Tsai (Ho Tse and William Kisaa-Lita, College of Engineering: “Do-It-Yourself Approach for Learning Engineering Physiology”
Faulty Profile: Francis Assaf

Francis Assaf is no stranger to a classroom. Having taught count- less courses in French literature and civilization since his start with the university in 1981, Assaf was ready to try something new.

“I wanted to get out of the French routine. After much research with the departments of history and classics, I was surprised but disappointed to find there were no courses taught about Ancient Egyptian history,” Assaf explained.

Because there is no academic program currently available in which a class on Egyptian culture would fit, Assaf opted to teach a First-Year Odys- sey Seminar (FYOS), “The Civilization of Ancient Egypt.” First-Year Odyssey seminars allow students to engage with faculty and other first-year students in a small class environment to learn about the unique academic culture the university offers. Facul- ty share their passion for research, teaching and service as students begin their academic journey at UGA.

While hosting the first class to focus on ancient Egyptian culture at the university was a feat for Assaf, the content was not. As a native of Egypt, Assaf had substantial exposure to the history and culture of Egyptian people through his family and schooling. When he was a child, his mother assisted a French family and schooling. When he was a child, his mother assisted a French family.

“I enjoy transmitting knowledge to the students as they transition from high school. I like to interact with students and witness them react as they learn the implications of the material,” Assaf said.

Assaf has found creative ways to engage students in course content. He researches free apps that allow students to play games on their mobile devices to review the material covered in class, takes students to visit the Michael C. Carlos Museum at Emory, and hosts an Egyptian dinner to immerse stu- dents in the Egyptian culture.

“I think activities such as these are important to help students gain a sense of what the ancient Egyptians cared about. They also allow students to get a sense of what ancient Egyptians had left behind other than monuments and pyramids,” Assaf said.

Comments received from end-of- term surveys indicate that students enjoy these activities and felt they helped reinforce content taught in the classroom.

“I really enjoyed our trip to the Michael C. Carlos Museum. It helped me to appreciate our class more, and to see in action so many of the things we had talked about in class,” said one student. Assaf received his bachelor of arts degree in French from San Francisco State University and his master of arts and doctoral degrees in French from the University of California, Berkeley. He plans to continue teaching his passion for ancient Egyptian culture again next semester.

Photos by Brittnee Jones

Francis Assaf, distinguished research professor of French (below), takes a break with students in his ancient Egyptian civilization seminar to enjoy an authentic Egyptian dinner.

Summer 2013

Melissa Harshman, an associate professor in the Lamar Dodd School of Art at the University of Georgia, has been named faculty director of the First-Year Odyssey (FYO) Seminar program. Through the program, small-group academic seminars taught by tenured and tenure-track faculty are offered to all incoming freshmen. Harshman follows Tim Foutz, who served as director in the founding year of the program from 2011-12.

“Melissa is dedicated to student learning and engagement. Her experience teaching an FYO seminar, commitment to instructional excellence and administrative experience make her an ideal choice for this role. Melissa brings creativity, a collaborative style and a student- centered focus to the First-Year Odyssey Seminar program. We are thrilled to have her on the FYO team,” said Laura Jolly, UGA’s vice president for instruction.

Harshman has been a faculty member at UGA since 1991, teaching both undergraduate and graduate level courses. She served for two years as the graduate coordinator for the art school and has been chair of the printmaking and book arts department for 12 years. For the last two years, she has taught the FYO course, “The Fine Art of Printmaking,” which, in addition to her extensive involvement at UGA, has provided her with a solid foundation to lead the program.

“The First Year Odyssey Seminar program not only allows freshmen to work with some of the most distinguished faculty on campus, but also introduces them to the myriad of exciting opportunities at the University of Georgia. I’m delighted to be leading such an auspicious program,” said Harshman. As faculty director, Harshman is responsible for recruiting faculty; serving as a liaison to faculty groups; serving on the advisory committee; and, as a member of the FYO team, providing leadership for improving and sustaining the FYO program.

Harshman has received numerous faculty teaching awards at UGA. In 2009 Harshman was elected to UGA’s Teaching Academy and was selected as a UGA Senior Teaching Fellow. She is a 1996 Lilly Teaching Fellow with the UGA’s Center for Teaching and Learning (CTL) and received the university’s Sandy Beaver Teaching Award in 2011. In addition, Harshman is a member of the University Council and serves on the Faculty Affairs Committee, as well as the Instructional Advisory Committee for the CTL.

The First-Year Odyssey Seminar program was established in 2011 and provides students with an introduction to academic life at UGA by engaging them with faculty and other first-year students in a small class environment. Students learn about UGA’s unique academic culture through lectures, social events and learning opportunities outside the classroom. There are more than 300 courses in varying topics from which students may choose, from “Animal Forensic CSI” to “The Science of Chocolate” to the “Zombie Plague.”

Looking Forward

Melissa Harshman, an associate professor in the Lamar Dodd School of Art at the University of Georgia, has been named faculty director of the First-Year Odyssey (FYO) Seminar program. Through the program, small-group academic seminars taught by tenured and tenure-track faculty are offered to all incoming freshmen. Harshman follows Tim Foutz, who served as director in the founding year of the program from 2011-12. Harshman has been a faculty member at UGA since 1991, teaching both undergraduate and graduate level courses. She served for two years as the graduate coordinator for the art school and has been chair of the printmaking and book arts department for 12 years. For the last two years, she has taught the FYO course, “The Fine Art of Printmaking,” which, in addition to her extensive involvement at UGA, has provided her with a solid foundation to lead the program.

“The First Year Odyssey Seminar program not only allows freshmen to work with some of the most distinguished faculty on campus, but also introduces them to the myriad of exciting opportunities at the University of Georgia. I’m delighted to be leading such an auspicious program,” said Harshman. As faculty director, Harshman is responsible for recruiting faculty; serving as a liaison to faculty groups; serving on the advisory committee; and, as a member of the FYO team, providing leadership for improving and sustaining the FYO program.

Harshman has received numerous faculty teaching awards at UGA. In 2009 Harshman was elected to UGA’s Teaching Academy and was selected as a UGA Senior Teaching Fellow. She is a 1996 Lilly Teaching Fellow with the UGA’s Center for Teaching and Learning (CTL) and received the university’s Sandy Beaver Teaching Award in 2011. In addition, Harshman is a member of the University Council and serves on the Faculty Affairs Committee, as well as the Instructional Advisory Committee for the CTL.

The First-Year Odyssey Seminar program was established in 2011 and provides students with an introduction to academic life at UGA by engaging them with faculty and other first-year students in a small class environment. Students learn about UGA’s unique academic culture through lectures, social events and learning opportunities outside the classroom. There are more than 300 courses in varying topics from which students may choose, from “Animal Forensic CSI” to “The Science of Chocolate” to the “Zombie Plague.”
UGA-Griffin campus adds two new degree programs

By Matt Chambers

The UGA-Griffin campus has big plans in place for the upcoming academic year, including introducing one undergraduate degree completion program and one graduate program. This fall, the campus will be adding an undergraduate interdisciplinary studies program—one discipline with a psychology concentration and one discipline focusing on sociology. The psychology program will help those students looking at careers or further degrees in elder care services, adoption or child-care agencies, human resources or advertising and marketing. The sociology program will provide a foundation for programs such as social work, criminal justice and public administration. “Since we are one of the disciplines within the new Interdisciplinary Studies undergraduate degree program, we are very excited about hiring a full-time faculty member,” said Adam Goodie, associate professor and undergraduate coordinator for the psychology department in the Franklin College of Arts and Sciences.

“These programs are the result of what the community really wanted and asked us to bring to the campus,” said Doris Christopher, assistant vice president for academic affairs and director of academic programs at UGA-Griffin.

A group of vice presidents of student affairs in the University System of Georgia wanted to provide access to a student affairs leadership program to their mid-level managers and directors on their campuses; therefore, a doctor of education degree in student affairs leadership within the College of Education is also among the new offerings this fall. The program, with a cohort of approximately 15 students, has a goal to provide doctoral-level education for student affairs professionals around the state.

The three-year student affairs leadership program will be offered with a mix of face-to-face and distance learning. “The blended format allows individuals to work on their own at their campus or from home, but it also allows them to connect with a faculty member and cohort members at some point during that session so they can address any unanswered questions,” said Candace Maddox, program coordinator for the student affairs leadership program.

The program has a unique feature that will allow for some of the tuition cost to be covered for those who work for USG institutions.

The first degree completion programs were introduced in 2005. There are now 10 undergraduate programs and four graduate programs, and Christopher expects more to be added in the future.

Students participate in graduation recognition ceremony at UGA-Griffin campus

Twenty-two UGA undergraduate and graduate students enrolled at the UGA-Griffin campus were honored with a recognition ceremony and reception in Griffin on May 9. Doris Christopher, assistant vice president for academic affairs and director of programs at Griffin, led the ceremony with contributions from Dr. Laura Jolly, UGA vice president for instruction, and Nancy Reese, assistant director for student affairs at Griffin.

UGA students graduating at the Griffin campus lay bricks inscribed with their names and graduation year into the floor of the Naomi Chapman Woodruff Pavilion as part of the graduation recognition ceremony.

PHOTOS BY CASSIE WRIGHT

UGA-Griffin hosts Bionic Educator Conference

About 150 guests attended a free, one-day instructional technology conference for local administrators, general and special education teachers, instructional coaches, instructional technology specialists and paraprofessionals held at the University of Georgia Griffin campus on April 26. The Bionic Educator Conference was spearheaded by Clemene Ramsey, program coordinator in the College of Education’s Department of Communication Sciences and Special Education at UGA-Griffin and Justin Hicks, UGA-Griffin IT manager.

Participants came from a variety of backgrounds including college students, prospective students, college instructors and program coordinators, K-12 instructional technology support teachers, RESA director and coordinator, and K-12 administrators.

The opening keynote address was delivered by UGA graduate and author Christopher Lee, department head and director of the University System of Georgia’s Alternative Media Access Center, based at Georgia Tech. Lee spoke about his own school experiences as an individual with a specific learning disability and provided inspiration and insights on how to use technology to bring out the talents and skills of students with learning disabilities.


In addition, educators from schools around the state led breakout sessions on such technology topics from using tools and strategies to help teachers and students manage information to blending assistive and instructional technology in the classroom.

Conference participants had the opportunity to engage in informal discussions and question-and-answer segments with a presenters’ panel and a high-energy sharing segment called “Smackdown.” There were also exhibits by a number of technology vendors.

“I am so proud of the efforts made by the team here as they spent countless hours pulling this together. We owe a special thank to the College of Education for their support in assisting us in bringing this conference to fruition,” Doris Christopher, assistant vice president for academic affairs at the UGA-Griffin campus, said.

With overwhelmingly positive feedback from students and professionals alike, the Griffin campus is considering more conferences and workshops for the future.

Contributions from Michael Childs and Brittnee Jones

http://uga.edu/griffin
Bettendorff receives distinguished service award

Ruth Bettendorf, assistant vice president for academic affairs and director of the University of Georgia’s Gwinnett Campus, is the recipient of the 2013 Distinguished Service to GAEA Award given by the Georgia Association for Adult Education at a recent conference held at Calloway Gardens.

GAEA is an organization comprised of Georgia degree-granting universities and colleges, technical colleges, and business entities that provide goods and services within the higher education sector. The mission of the organization is to promote and develop adult and continuing education in Georgia among groups and individuals engaged in the field of adult and continuing education through communication, interaction and professional development that serves people of Georgia.

As a long-standing member of the GAEA, Bettendorf received the award for her dedication and significant impact of service to GAEA. She has served for several years on the GAEA board of directors and has a history of committee involvement and other service to the organization. She also is a frequent presenter at annual conferences on topics related to adult education and continuing education and has been a mentor and advisor to many GAEA members.

Bettendorf has been responsible for the day-to-day coordination of graduate and continuing education programs offered at UGA’s Gwinnett Campus since 2009. She also is a senior public service faculty member and holds an adjunct faculty position with UGA’s Department of Lifelong Education, Administration and Policy.

Before that, she served as associate director for learning services at UGA’s Center for Continuing Education Conference Center and Hotel for five years.

Bettendorf has served on numerous committees and task forces for the Association for Continuing Higher Education Internationally and ACHE South Region, and was chair of ACHE South Region in 2009. In 2010 the Georgia Adult Education Association named her Outstanding Adult Educator in Georgia, and in 2011 she was awarded the ACHE Continuing Education Leadership Award. She also is a member of the board of directors for the Jeannette Rankin Scholarship Foundation, which provides support and scholarships to adult women returning to college.

Bettendorf is scheduled to retire from her position at the UGA-Gwinnett Campus later this year, and the process for a nationwide search for her successor has begun. http://gwinnett.uga.edu

Joerschke new chair-elect of College Board Regional Assembly

Bonnie Joerschke, director of the Office of Student Financial Aid, will become the new chair-elect of the College Board Southern Regional Assembly in February 2014 at the Southern Regional Forum in Atlanta. She also will serve successive one-year terms as chair and immediate past chair. As chair, Joerschke will preside over two regional council meetings held annually as well as the annual Forum of the College Board Southern Regional Assembly.

The Southern Regional Assembly is comprised of delegates from member institutions and agencies who meet to address the interests and needs of pre-college and college students, educational institutions, systems, and state education agencies in the region. The Southern Region includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

“I just completed a three-year term as an elected representative to the College Board’s Southern Region College Scholarship Assembly,” Joerschke said. “It was a wonderful experience working with educators from K-12 and higher education institutions in our ten-state region. I look forward to serving in this leadership role as an advocate for the students and educators in our region.”

Since 1975 Joerschke has worked as a financial aid administrator at Colorado Northwestern Community College, The University of Tennessee-Knoxville, Oklahoman University, and Purdue University. Joerschke joined UGA in 2008 as the director of the Office of Student Financial Aid. She is currently the chair of the Reauthorization Task Force of the National Association of Student Financial Aid Administrators that is working on recommendations to be sent to Congress for statutory changes to the Higher Education Act. By Brittnie Jones http://osfa.uga.edu

The UGA Air Force and Army ROTC units held spring commissioning ceremonies for graduating cadets on May 10.

The Air Force ROTC, founded at UGA in 1947, which maintains bragging rights to the 2012-13 “Right of Line” award for the best AFROTC small detachment in the nation, commissioned 10 officers as second lieutenants. Cadets Stephen Crump and Hannah Calamoneri held the honor of distinguished graduates. Lt. Col. Philip Byrd (ret.), the previous commander for UGA’s Air Force ROTC program, gave the commissioning address.

Although the Army ROTC this year had one of the smallest commissioning classes since its founding in 1916, the nine cadets composed one of the most outstanding classes in recent history. Orry Young was ranked 25th in the nation among U.S. Army ROTC cadets and also received the Warrior Forge Commander’s Leadership Award last year. Kayla LaChance also was in the top 10% of cadets nationwide and was the only female cadet—and only one of five cadets nationwide—to complete the U.S. Army Mountain Warfare Course in January (see story on page 10). http://afrotc.uga.edu

http://www.armyrotc.uga.edu

Newly commissioned officers from UGA’s Air Force ROTC program (right) throw up their hats on the steps of the university’s Chapel, while Army ROTC cadets are commissioned into the U.S. Army on the Chapel stage (below).
UGA unveils redesigned license tag

The Bulldog Nation has a new way to show support for the University of Georgia on the road while also helping students fulfill their dream of a college education. UGA is releasing a new, sleeker version of its specialty state of Georgia license tag featuring the university’s iconic “power G” through the Georgia Department of Revenue. The new tag features a red, black and silver-gray design encompassing the entire plate. Beyond the display of Bulldog pride, the tag also raises money for the Georgia Access need-based scholarship fund at UGA. For each specialty tag on the road, $10 annually goes to UGA Foundation, said Tom Jackson, UGA’s vice president for public affairs. “We are hoping that with the new design there will be even more interest in people willing to change their plates and to show their loyalty to the University of Georgia,” Jackson said.

UGA cadet only female to complete January army training course

A s the only University of Georgia student and the only female in her class of 66 soldiers, Cadet Kayla LaChance successfully completed the Army’s Mountain Warfare Course on January 15. LaChance, a senior political science major from Newnan, Ga., was one of only five cadets who finished the rigorous course. Elite soldiers from all branches of the military, including Special Forces teams and senior enlisted soldiers, attend the Mountain Warfare Course hosted by the U.S. Army Mountain Warfare School. The course provides tactical and technical training for cold weather operations, a training based on techniques learned from Army units currently engaged in mountain warfare. Graduates earn the skill qualification identifier “Military Mountain Warfare Expert,” which is located in the mountains of Jericho, Vt., at Camp Ethan Allen Training Site.

As a member of UGA’s Bulldog Battalion, LaChance represented the 6th Brigade U.S. Army Cadet Command, which includes the 39 schools with ROTC programs in Louisiana, Mississippi, Alabama, Georgia, Florida, Puerto Rico and the U.S. Virgin Islands. Her selection was based on her academic excellence, military domain knowledge and a high level of physical fitness.

After graduating from UGA in May, LaChance received a commission as a second lieutenant in the Military Police Corps and is attending the Basic Officer Leadership Course at Fort Leonard Wood, Mo. By Brittnee Jones

UGA unveils redesigned license tag

Paying It Forward: Scott Taylor gives back to UGA in a meaningful way

Scott Taylor is a proud UGA alumnus who loves to come back to Athens every chance he gets. In fact, Taylor (BBA ‘88) has been coming back to the University of Georgia for the last 25 years. Taylor is president and part owner of Carter, a real estate investment, development, and advisory firm headquartered in Atlanta that has managed numerous building projects on the UGA campus, including the Coverdell Building, Complex Carbohydrate Research Center, the 2002 Sanford Stadium expansion project, the softball and softball stadium complexes on Milledge Avenue, the Performing Arts Center, Sanford Hall and the Terry College of Business renovation. Taylor spends significant portions of his time working on the strategic vision for Carter while nurturing the company’s major relationships and pursuing new business opportunities, and that includes his alma mater.

Taylor fits right in with the Carter philosophy of stewardship and good citizenship, and he has a long history of involvement in civic organizations that invest in the youth and communities of Atlanta. He loves the idea of giving back, especially when he knows what it’s like to struggle to reach one’s goals. Taylor is very familiar with this concept. He was the recipient of several scholarships that allowed him to attend UGA, and he wanted to do something to give students the opportunity for a higher education—especially when it is for his alma mater is even more meaningful. “I wanted to give back in a way that would benefit students like me who need help in paying for an education,” said Taylor. “Had it not been for the scholarships and financial aid I received in middle and high school, I might not have gotten into UGA.”

Continuing his own philanthropic philosophy, Taylor decided to deepen his ties to UGA with a gift to the Gateway to Georgia Scholarship Program. The Georgia Access Scholarship Fund, one of three scholarship funds in the Gateway program, is a needs-based scholarship that helps support students who are extremely qualified to attend UGA but may not have the financial means to make the dream of a college education a reality. Taylor credits scholarships that he received in middle and high school for allowing him to attend UGA, and he wanted to do something to give students the opportunity for a higher education and the fact that it is for his alma mater is even more meaningful.

“I wanted to give back in a way that would benefit students like me who need help in paying for an education,” said Taylor. “Had it not been for the scholarships and financial aid I received in middle and high school, I might not have gotten into UGA.”

In 2004, the campus began to tug at his heartstrings. “I feel such an affinity for UGA and am incredibly fortunate to have gone here. It’s wonderful being on campus, and it’s always nice to have a reason to come back,” said Taylor. Now he’s got another very good reason to come back to campus.

QUICK FACTS:
- In FY 2011, UGA awarded $3.5 million for need-based scholarships and $2.6 million for merit-based scholarships.
- Approximately 45% of UGA students graduate with $16,000 of student loan debt.
- Even after HOPE Scholarship and federal Pell grants, deserving students have up to $8,000 each year in feed that must be paid.
- Gifts of any size to the Georgia Gateway Scholarship can be directed to support student scholarships through the Georgia Fund website.
- A gift of $25,000 or greater can be pledged for up to five years, providing a scholarship naming opportunity in perpetuity.
- Gifts made payable to the University of Georgia Foundation are 100% tax deductible.
- Funds available through the Gateway to Georgia Scholarship Program:
  - Georgia Access (need-based)
  - Georgia Opportunity (merit-based)
  - Georgia Gateway (general)
- For more information on giving to the Gateway Scholarship Program, contact Lauren Griffith at (706) 542-8137 or lauren1@uga.edu. https://www.externalaffairs.uga.edu/index.php/gateway
2013-14 Service Learning Fellows

The Office of Service Learning, a unit jointly operated by the Office of the Vice President for Public Service and Outreach and the Office of the Vice President for Instruction, recently recognized the 2013-14 Service Learning Fellows. The Service-Learning Fellows Program is a year-long faculty development program that provides an opportunity for selected faculty members to integrate service-learning into their teaching, research, and public service work while becoming recognized campus leaders in service-learning pedagogy and community engagement. (Front Row, L-R: Roy Legette, Melissa Landers-Potts, Neelam Poudyal. Back Row, L-R: Gretchen Thomas, Alison Bramlet, Carissa DiCindio, Sujata Iyengar, Phillip Tomporowski, Sudhagar Mani, Carol Laws, Virginia Nazarea, Karen Tinsley)

servicelearning.uga.edu