Two physics professors have taken Isaac Newton’s first law of motion—an object at rest will continue to be at rest unless acted upon by an external force—and applied it to the way they teach the subject.

For decades there was inertia on how physics classes were taught to undergraduates: A lecturer would talk to students about physics without the opportunity for them to actively engage in the concepts.

Assistant professor Craig Wiegert and associate professor Steven Lewis, faculty members in the Franklin College of Arts and Sciences, are trying to be that external force to provide some movement in how introductory physics courses can be taught at UGA.

Funded in part by a 2012 Summer Innovative Instruction grant from the Office of the Vice President for Instruction, the course they developed and jointly are teaching this fall aims to bring a hands-on, small class approach to a larger-sized class of about 50 engineering majors. The idea is to present the cerebral concepts of physics to students through group activity and instructor engagement.

“Having students engaged in activities that are designed to strengthen their learning allows them to ask questions and explore new ways of thinking about the various concepts that they have learned,” Lewis said.

To do this, Wiegert and Lewis are teaching this fall through a class model called SCALE-UP. Developed at North Carolina State University for large physics classes, SCALE-UP stands for Student-Centered Active Learning Environment for Undergraduate Programs.

The SCALE-UP model focuses heavily on group class participation and technology that makes student-to-student and student-to-teacher interaction easier in a larger class setting.

In a SCALE-UP model, the physical layout of the class—where students sit, where the instructor stands and where attention is focused—matters. The room in the physics building that was renovated for SCALE-UP classes has eight large round tables, each with nine chairs for students and three Apple computers.

(continues on page 2)
SCALE-ing it UP Cont’d

(cont’d from page 1)

The setup allows students to work in groups of three for class activities. The instructor station that operates the projector is in the center of the classroom.

“If you place the instructor in the middle of the classroom and away from the (white) board, then you create the physical environment where the instructor has a disincentive to go to the board and lecture to students,” Wiegert said.

SCALE-UP classes draw from the inverted classroom model in which students are introduced to material outside the class—whether through assigned reading or watching a video—and concepts are reinforced or misconceptions are corrected in the class.

At the beginning of each session, Lewis and Wiegert present a physics problem to students such as: “Suppose you throw a ball straight up in the air. Assume air resistance is negligible. When is the ball in free fall?”

Students first answer the questions individually, registering their choices through electronic clickers. Before the instructors provide the correct answer, students break into their groups of three to discuss their answers and then a class-wide discussion ensues.

Holden Copeland, a sophomore civil engineering major from Macon, said the interaction between instructor and students is particularly helpful. “Physics is a hard class already,” he said. “This makes it a little easier.”

Francis Chiefe, a sophomore biological engineering major from Suwanee, said, “The whole point of the interactivity is to let us make mistakes while we’re in class and not make the mistakes on the test.”

While SCALE-UP was designed with physics in mind, there is interest in using SCALE-UP classes beyond just the scope of physics.

Wiegert hopes the proposal for a new Science Learning Center, which would house additional class and student lab space, will allow for more SCALE-UP classes available for other science and math courses.

“I know there is a lot of interest in other departments in getting this SCALE-UP classroom model,” Wiegert said. “Having the space for these new teaching environments is important.”

The hope of Wiegert and Lewis is that by teaching this course with successful outcomes for students, they will have made the proverbial ball roll toward better opportunities for creating these active learning environments.
—Aaron Hale, UGA News Service
The University of Georgia began the implementation of its Complete College Georgia (CCG) plan in September 2012, as part of a statewide project coordinated by the University System of Georgia to improve student access to college and increase retention and graduation rates among the system’s institutions over the next eight years.

Each institution has developed a CCG plan tied to institutional goals tailored to the academic needs of the campus. UGA has tracked considerable progress on the following goals:

**Goal 1: Increasing Graduation Rates**
Based on the 2013 *U.S. News and World Report Rankings*, UGA has a higher six-year graduation rate (83%) than all but two of twelve-comparator peer institutions (as defined by the University System of Georgia Board of Regents). UGA’s first-year retention rate (94%) is higher than all but one peer comparator institution. In addition, the four-year graduation rate increased to 60.7% and the five-year rate to 80.6%. Increases in the four-year and five-year rates bode well for future increases in the six-year graduation rate.

UGA has developed programs to increase student contact with faculty and student participation in research, service-learning, and international education, including the following:

**First-Year Odyssey Seminar (FYOS) Program.** From 2011-2013, 100% of all first-year students completed an FYO seminar.

**The Center for Undergraduate Research Opportunities (CURO).** For AY ‘12-13, there were 536 CURO courses, an increase of 21% from AY ‘11-12.

**Undergraduate STEM Initiatives.** The number of undergraduates majoring in STEM disciplines has grown from 3,613 in 2006 to 4,578 in 2011. Data for AY ‘12-13 indicate 5,246 students majoring in STEM disciplines.

**Intensive Multi-Component Program (IMP).** The results of the pilot indicated that IMP streamlined the path to degree completion by removing several unnecessary academic burdens and improving student motivation.

**Office of Online Learning (OOL).** More than 1,080 students enrolled in 36 high-demand undergraduate courses during summer 2013.

**Implementation of DegreeWorks.** Tools are being developed as needed to aid advisors and students in the planning process, and a GPA calculator was recently added to allow students to anticipate grades needed for progression and completion. Integration of DegreeWorks with the new student information system (Banner) is underway.

**Innovative Instructional Grants.** Twenty-two University of Georgia faculty projects were funded in 2012 to develop innovative teaching strategies in an effort to encourage new practices that will improve student learning and engagement.

(cont’d on page 4)
UGA first-year students set records

The University of Georgia welcomed the most academically qualified first-year class in school history, with the highest GPA and SAT averages on record for entering freshmen. UGA also experienced a record number of applications with nearly 20,300 received for fall 2013 admission. Since 2003, the number of freshman applications has increased by 72 percent. Approximately 5,150 first-year students—up 4 percent from 2012—and 1,100 transfer students began classes at UGA on Aug. 12.

“Every year we are proud to say we have the most academically qualified first-year class in UGA history, and this year is no different,” said Nancy McDuff, associate vice president for admissions and enrollment management. “The record number of applications serves as a positive indicator that the University of Georgia is a solid choice among national universities, and this demand raises our standards for admission. Our freshmen remain committed to academics beyond the first year, as evidenced by UGA’s strong retention and graduation rates, among the highest in the country. Ninety-four percent of students continue their education past their first year at UGA, while more than 82 percent of UGA students graduate within six years.”

The entering freshmen class set records for academic criteria, attaining an average 3.86 GPA (the mid-50 percentile range is 3.74-4.03). Additionally, this class has the highest SAT average in UGA history with combined mean critical reading and math scores of 1280, plus an average writing score of 617, for an 1897 on the 2400 scale. The mid-50 percentile of the class scored between 1780-2020. This year’s mean score for students who took the ACT was 29, with a mid-50 percentile range of 27-31. More than 39 percent of the students were admitted based on ACT scores. The Honors Program enrolled 526 new students in the first-year class who accomplished an average high school GPA of 4.07 and an average score of SAT 1462 or ACT 32.7.

The rigor of students’ high school curriculum continues to be a key factor in admissions decisions, with some 95 percent of the students having enrolled in College Board Advanced Placement or International Baccalaureate classes while in high school. Many students earned enough credits to be classified as sophomores and several as juniors during their first term of enrollment. Fourteen percent of students dually enrolled in college while attending high school.

In addition to being the most academically qualified, the 2013 freshman class also was one of the most diverse in UGA history, with more than 28 percent of the entering freshmen self-identifying as other than Caucasian. More than 390 first-year African-American students enrolled in fall 2013 (7.6 percent of the class), and more than 284 first-year students self-identified as Hispanic (5.5 percent of the class). Almost 7 percent came from families where English is not the native language. Approximately 6 percent of the incoming freshmen were the first in their immediate family to attend college.

The university continued to strengthen ties throughout the state, with students coming from over half of the nearly 800 Georgia high schools and 137 of the 159 counties, up from 132 counties in 2012. Of all Georgia high school students graduating in spring 2012, almost one in 21 enrolled at UGA. About 13 percent of the class came from other states and countries, with the top feeder states outside of Georgia being Texas, North Carolina, Florida, Maryland, Virginia, Tennessee, New York, New Jersey, South Carolina and California.

—Tracy Coley Giese, OVPI

CCG Update (cont’d from page 3)

Goal 2: Increasing Scholarship Funding
UGA has seen a dramatic increase in the number of UGA students seeking Federal Pell Grants (92% increase since 2007-2008). In response to this need, UGA has undertaken the following initiatives in AY ’12-13:

Increase Georgia Access funding through the Georgia Access Award to $2,500 per year for 236 students during AY ’12-13. More than $600,000 in contributions to the Gateway to Georgia Scholarship Initiative since its inception in 2012. Accessing Open Online Resources: An Introductory Biology course has been developed through a USG Incubator Grant, that is expected to save students approximately $150,350 in textbook costs the first year as the project is being developed and $198,850 in subsequent years.

Goal 3: Supporting College Readiness
UGA provides strong, proactive pre-collegiate readiness opportunities among local elementary, middle, and high school students, including:

The Center for Latino Achievement and Success in Education (CLASE) has supported 7-9 doctoral students to work on a variety of outreach and research projects that help strengthen the pipeline for Latino students.

UGA’s Office of Admissions initiated early recruitment programs that place UGA representatives in local and regional middle schools to deliver a series of activities and information sessions focused on getting into college.

“College in Your Backyard” introduces local families to Athens area post-secondary institutions to help more students in our community attend college, even if not at UGA.

To view the complete update on UGA’s Complete College Georgia plan, visit: ovpi.uga.edu/initiatives/complete-college-georgia.
University of Georgia President Jere W. Morehead is continuing his commitment to students through a personal contribution establishing a need-based scholarship fund, in honor of his parents, designed to help undergraduates study in the nation’s capital.

With nearly 7,000 students attending the university who are eligible for the Pell Grant, “raising support for need-based scholarships is one of my priorities,” Morehead said, “and I hope to lead the way for many others to help students with financial need.”

The federal Pell Grant program, run by the U.S. Department of Education, provides need-based grants mainly to low-income undergraduate students.

Through the scholarship fund, Morehead is paying tribute to the important role his parents have played in his life. The Wade and Virginia Morehead Scholarship Fund will be used to support students with demonstrated financial need who participate in the UGA Washington Semester Program. The program sends students to Washington, D.C., to intern and study with legislators, government agencies, and businesses that call the nation’s capital their home.

“The university’s initiative to raise need-based scholarships is critical in helping our undergraduate students meet the costs of attending our institution,” said Bonnie Joerschke, director of the UGA Office of Student Financial Aid. “President Morehead’s generous gift and others like it are important to providing access and educational opportunities like UGA’s Washington Semester Program.”

Morehead’s initial gift of $25,000 establishes the scholarship fund. Additional gifts will help the fund reach $100,000 over the next five years.

Students will be chosen for the scholarship based on financial need at the discretion of the program coordinator. Individual awards will vary from $1,000 to $2,000, and awardees will be known as Morehead Scholars.

In addition to his new pledge, Morehead has been a long-time financial supporter of the Morehead Honors Support Fund in the Honors Program and the Jere W. Morehead Moot Court Fund in the UGA School of Law.

For more information on the Georgia Access Need-based Scholarship Fund, visit the Gateway to Georgia site at gateway.uga.edu/needbased.

—Stephanie Schupska, UGA News Service

Redesigned DC program website

The UGA Washington Semester Program website, which connects students with information about the opportunity to spend a semester in Washington, D.C., has been redesigned. The website offers information about upcoming deadlines, access to the application and details about the many opportunities in the Washington Semester Program.

The updated website displays photos that offer visitors a firsthand look at what life is like for students spending a semester in the nation’s capital. The site also hosts a unique alumni directory with testimonials from past participants as well as a directory of where students have interned.

dcsemester.uga.edu
A new director for the University of Georgia Gwinnett Campus has been named. Laura Crawley, who has served as director of the Executive MBA Program in the J. Mack Robinson College of Business at Georgia State University since 2009, succeeds Ruth Bettandorff, who retired in September.

Crawley holds the title of assistant vice president for academic affairs and director of the UGA Gwinnett Campus effective November 1. She reports to Laura Jolly, vice president for instruction, who oversees UGA programs on UGA’s extended campuses.

Crawley’s responsibilities include handling day-to-day coordination of academic programs, working with UGA schools and colleges on the Athens campus to maintain and develop new graduate degree programs for the Gwinnett Campus. UGA-Gwinnett also houses the Georgia Center for Continuing Education and the Small Business Development Center, which offer noncredit courses for professional development.

“Dr. Crawley has a proven record of leadership with extended campus programs, a strong commitment to quality education experiences and to student success,” said Jolly. “I am confident that she will provide the leadership necessary to support our continuing programmatic excellence on the UGA Gwinnett campus.”

For the last four years, Crawley has overseen the Executive MBA program at Georgia State University, which has moved up 15 places in the Financial Times international ranking of EMBA programs and this year has doubled in size. Crawley has introduced program and curriculum innovations and incorporated new technologies to respond to market and employer demand, relying on strong partnerships to develop offerings in entrepreneurship, international marketing strategy, leadership and comparative risk management. She has fostered relationships within the metro-Atlanta business community to create new opportunities for students and alumni, and she has managed international business residencies to China, Thailand, Vietnam, Brazil, Argentina, South Africa and Turkey.

Before coming to Georgia State University, Crawley was a business developer for Crane MetaMarketing, Inc., where she developed branding and marketing programs for nonprofit organizations around the country. In this role she consulted with clients in organizational development, strategic planning, fundraising and recruitment.

Crawley also held the position of assistant to the vice president of student affairs at Georgia Perimeter College, helping to oversee admissions, financial aid, disability services and other student support services. She has taught at Emory University and Georgia Perimeter College, and co-founded an international academic journal, The Journal of The Historical Society, based out of Boston University.

Crawley holds a bachelor’s degree from the University of Texas at Austin, and master’s and doctoral degrees from Emory University.

Crawley has lived in the Atlanta area for the last 22 years and held leadership positions in several community organizations, including the DeKalb Preparatory Academy, a public charter school in DeKalb County; St. John’s Lutheran Church; Thrivent Financial and the Six Star Refugee Partnership Board.

“My commitment to educational innovation and community development influences every decision I’ve made,” said Crawley. “The UGA Gwinnett Campus, located in one of the fastest-growing counties in the country, provides unique opportunities for working adults who seek advanced degrees. I look forward to partnering with the academic units in UGA’s schools and colleges to create new opportunities for success that extend beyond the boundaries of the campus.”

—Tracy Coley Giese, OVPI
The Best Medicine: Prof teaches students to be better consumers of information

Perry Buffington, a psychology lecturer teaching at UGA’s Griffin campus, offers a piece of vocational advice to his students taken from his own experience: Plan on having three careers.

“As you hit a milestone in your life, you’ve got to keep things interesting and active to keep your brain alert,” said Buffington, a trained psychopharmacologist and faculty member for UGA-Griffin’s new interdisciplinary studies with psychology concentration program.

Over the years, Buffington, or “Dr. Buff” as he is known from his syndicated columns, radio shows and TV spots, has found his calling as a practicing therapist and media personality. Both jobs inform his current one-teaching.

Buffington now is trying to make students better consumers of medication and urging professional psychologists and other health providers taking continuing education courses to be thoughtful about prescribing drugs.

“My number one goal in my classes: Psychologists must learn to be more proactive in patient safety,” he said. “I think medicine has become way too routine.”

Buffington encourages his students to understand the benefits and side effects of drugs.

While Buffington’s focus on psychology has remained steady throughout his career, his résumé has been atypical for someone with a doctoral degree in counseling psychology.

After a stint as a therapist, Buffington started writing columns for Sky, Delta Air Lines’ inflight magazine. That led to opportunities to write other columns in which he took “lofty psychological stuff,” as he put it, “and turned it into something people can understand.”

Buffington eventually would appear on local TV news stations in Atlanta and Jacksonville, Fla., to talk about career-oriented psychology.

During that time, Buffington also spent most semesters as an adjunct professor teaching psychology courses at colleges in Georgia and Florida.

His career took another turn when he chose to pursue a post-doctoral master’s degree in the science of psychopharmacology, the study of drugs affecting the brain and spinal cord.

After completing the work to become a licensed-eligible psychopharmacologist, Buffington began teaching at UGA-Griffin seven years ago as an adjunct professor. This fall, Buffington will be teaching as a faculty lecturer.

Growing up in Zebulon, about 12 miles south of Griffin, Buffington is a champion of the UGA Griffin campus.

“I don’t think people realize the potential value of this campus to the community and the state,” he said.

Buffington’s style as an educator borrows from the “Walt Disney school of teaching,” he said.

“A good instructor is as much entertainer as he is teacher,” he said. “If I can poke fun, I do. If I can make them laugh, I will. I think class should be fun.”

His focus, as it was in his media days, is getting students to understand how concepts relate to everyday life.

He said, “It goes from, ‘Is this going to be on the test?’ to ‘How can I use this to make my life easier?’ and ‘How can I use this to get a job?’ or ‘How can I use this at Wal-Mart to read the ingredients on the back of an over-the-counter drug?’”

—Aaron Hale, UGA News Service
Ten UGA faculty members who show passion and success in teaching have been inducted into the CTL Lilly Teaching Fellows Program. The newly selected Lilly Fellows are listed at right.

Each spring, up to 10 faculty members are selected to participate in the two-year program. At the time of nomination, applicants must be in their first, second or third year of a tenure-track position. A committee comprised of the program coordinators and Lilly Fellows from prior years interviews the finalists.

www.ctl.uga.edu/faculty/ctl_lilly_fellows

—Brittnee Jones, OVPI

From left: Lilly Fellows director Jean Martin-Williams stands with 2013 Lilly Fellows John Campbell (accounting), Nanette Spina (religion), Kate Myrna (veterinary pathology), Kelsey Hart (large animal medicine), Christopher Schulte (art education), Casie LeGette (English), Laura Lu (educational psychology), Karen Hilyard (health promotion and behavior), Jayani Jayawardhana (health policy and management), John Schramski (faculty affiliate), and Neelam Poudyal (natural resources, recreation and tourism).

Premedical Studies Program changes

The UGA Premedical Studies Program is implementing changes beginning with the hiring of an interim director.

The changes have been initiated following the departure of former director Alan Langford, who, after developing a strong foundation for the program for the past 16 years, has returned to teaching in the College of Pharmacy.

Joe Crim, former UGA associate vice president for instruction and former department head of cellular biology, will lead the Premedical Studies Program during the fall term. Crim is currently professor emeritus in cellular biology.

As interim director, Crim will assist staff of the Premedical Studies Program to guide undergraduates in establishing a robust academic portfolio competitive with the applicant pool. Crim also will serve as a liaison with other stakeholders whose mission is to foster the progress of students towards matriculation into medical school.

“Dr. Crim brings a deep well of knowledge and experience and will help identify areas of improvement to align our Premedical Studies Program with other top programs nationally,” said Ronald Cervero, associate vice president for instruction.

While a search for a permanent director is being conducted, the Office of the Vice President for Instruction is consulting with the National Association of Advisors for the Health Professions and with other large universities to identify ways to strengthen the Premedical Studies Program.

premed.uga.edu

—Brittnee Jones, OVPI

ABOUT The Premedical Studies Program

UGA’s Premedical Studies Program has a strong history of support for students, helping them remain nationally competitive with other universities and colleges by providing the necessary tools and resources for admission to medical, dental and optometry schools. The office advises and meets directly with UGA students and alumni, providing guidance with the medical school application process. The Premedical Studies Program also works closely with UGA staff and faculty advisors who clear students for UGA course registration.

In 2013, nearly 250 UGA students matriculated into more than 50 medical schools nationwide. Approximately 20-30 students matriculate in each year to osteopathic medical schools and approximately 8-12 to Caribbean medical schools. Several have been accepted to MD/PhD programs, such as Yale School of Medicine, George Washington School of Medicine and Health Sciences, Weill Medical College of Cornell University, Stanford University School of Medicine, Emory University and Johns Hopkins University School of Medicine.
Deep UGA roots inspire family to establish a scholarship

When Linton and Josephine Eberhardt waved goodbye to their eldest son Homer in 1921 as he boarded a train in Maysville, Ga., for the University of Georgia, little did they know that a 90-year legacy had begun. Through the Great Depression and World War II, the couple—whose living was supported by farming and Linton’s 28 years as a rural mail carrier—somehow managed to send all eight of their children to college through 1941. Nearly a century later, more than 90 UGA degrees have been awarded with almost continuous matriculation to members of the Eberhardt family.

“When we had our family reunion this summer in Athens, my wife Dawn and I started talking about how many members of the Eberhardt family are UGA alums,” said John Eberhardt Foster (BBA ’70, MBA ’71). “So Dawn started researching the family tree. We soon realized what an amazing connection this is for our family and its significance. They were so dedicated to make sure all their children got an education. Not everyone could do that, especially during the ‘20s and ‘30s. They had nothing, and really nobody had much of anything back then.”

The parents allowed more than $1,000 a year per child for college. All told, the Eberhardts spent nearly $50,000 to educate their family. The children also pitched in with contributions from their odd jobs, from packing peaches, selling Bibles and Fuller brushes to waiting tables, weighing lab rats and babysitting.

Their dedication paid off. All eight children became prominent members of their communities and the state. Homer (BS ’25) became a lawyer and was appointed to the Georgia Court of Appeals by Governor Vandiver, serving from 1961-74. Guy (DVM ’32) worked for the federal government as a meat inspector. L.W. “Hoop” Eberhardt, Jr., (BSF ’36) was the district agent for the Agriculture Extension Service in Athens. Reese (BSA ’41) became a medical doctor in Macon. Ira (BSHE ’32), Foster’s mother, served as a home extension agent, along with her sisters Ruth (BSHE ’28), Jeanette (BSHE ’37) and Golden (BSHE ’39).

Dedication to their family was evident even when the children were away at college. Every week for twenty years, Josephine sent them boxes full of homemade goodies—ham, fried chicken, cake, biscuits and candy cookies. She and Linton also made monthly visits to Athens and opened their home to their college friends on many weekends.

It was this commitment to family and ensuring a college education for each of their children that led Foster and his family to honor the legacy of their mothers, fathers, grandmothers and grandfathers with a scholarship in memory of the eight brothers and sisters. They are establishing a Georgia Access need-based scholarship through the Gateway to Georgia Scholarship Program.

“Because of what Daddy Lint and Mama Jo did for their kids, to give them a chance to go to college and start this legacy of learning, that’s what has enabled each of us to get to where we are today,” Foster said. “Giving their kids that chance has made a tremendous difference in the lives of four generations of Eberhardts and beyond. They are the greatest generation and made the way for all of us.”

Foster, who has had a successful career in the finance industry in Atlanta, feels that it’s time to give back, especially given the fact that the cost of a college education is proportionately greater than when his mother and her siblings were in school.

“Even now, it is an amazing burden for families to send their children to college. Why not help those who can’t afford to go to college? Without this opportunity, you may never know who the next great doctor, lawyer or economist will be.”

The Eberhardts look forward to continuing their family’s UGA heritage. Hoop’s great grandson is currently a first-year student at UGA.

gateway.uga.edu/needbased

—Tracy Coley Giese, OVPI

NASCAR driver Jeff Gordon may be known for driving at speeds just shy of 200 mph on the track, but when he came to visit Campus Kitchen at UGA and the Athens Community Council on Aging Aug. 29, he knew to slow things down in the kitchen.

Gordon helped student volunteers prepare meals for Athens grandparents raising grandchildren. “Some things you don’t want to go too fast with,” he said jokingly as he chopped strawberries during the meal preparation. “I need my fingers.”

Prior to helping out in the kitchen, Gordon took a tour of the ACCA building at 135 Hoyt St. His visit was part of AARP’s and AARP Foundation’s Drive to End Hunger. Created in 2010 to raise awareness about older adult hunger, the program aims to develop long-term, sustainable solutions to the problem. In 2011, AARP became NASCAR’s first cause-based primary sponsor with Drive to End Hunger featured on the No. 24 Chevrolet driven by Gordon.

“These last three years have opened my eyes to the scope and impact of older adult hunger,” Gordon told an audience at ACCA. “We’re talking about people who in many cases did all the things they were supposed to do in life, but still wound up struggling to put food on the table, whether because of a serious illness, an economic setback or family issue. These are people who often prefer to help family members and put their loved ones first rather than ask for help themselves.”

The Campus Kitchen at UGA is run by students and was established in 2010 through the Office of Service-Learning, which is jointly supported by the Office of the Vice President for Instruction and the Office of the Vice President for Public Service and Outreach.

Together with local partners, including the ACCA and the Talmage Terrace Senior Living Community, Campus Kitchen at UGA provides healthy meals to Athenians using fresh produce and collected excess food that would otherwise be wasted.

“In the United States-and I’ll put this in a term that all these Athenians will understand-we produce enough food waste to fill up Sanford Stadium every day,” said Sarah Jackson, outreach coordinator for Campus Kitchen at UGA. “At the same time, more than 9 million adults are at risk for hunger. Luckily, here at Georgia and across the nation, there are students who are here to do something about it.”

More than 200 students volunteer with Campus Kitchen at UGA and perform tasks from meal preparation to waking up Sunday mornings to collect and sort more than 1,000 pounds of food that local grocery stores would otherwise throw away.

“I love what the Campus Kitchen at UGA is all about and what they’re doing here,” Gordon said. “These are future leaders in our communities and nation who have taken the time to do this.”

After talking with the audience at ACCA, Gordon and student-volunteers Camden Lowrance and Amber Flanigan delivered meals to two families. The recipients of a special delivery by the four-time NASCAR champion were Deanna Schmidt and Gail Brooks, participants of ACCA’s Grandparents Raising Grandchildren program.

As he carried in a cooler containing their meals Gordon told the excited family, “I’m not Jeff Gordon today, I’m just here delivering this on behalf of Campus Kitchen.”

—Matt Chambers, UGA News Service
UGA uses grant to consider e-textbooks to reduce costs for students

The University of Georgia Center for Teaching and Learning is looking at ways to save students money by offering free e-textbooks for introductory biology courses at UGA through a $25,000 University System of Georgia Incubator grant awarded this summer.

UGA students who take the entry-level biology courses pay around $97 for a new biology textbook. This grant will collectively save students enrolled in these courses approximately $150,350 in the coming academic year as the project is being developed and $198,850 in subsequent years according to Eddie Watson, CTL director.

According to a 2011 National Survey of Student Engagement, more than one-third of UGA students had unmet financial needs, which contribute to attrition and graduation rates.

Like other schools in the University System of Georgia, UGA has made a commitment to meeting the goals outlined in the statewide Complete College Georgia Plan. The objective of the project, coordinated by the CTL, aims to save students money and increase access to education without impacting the quality of instruction by providing free textbooks and other learning materials through Open Education Resources, or OERs.

The CTL is working with 2013 Meigs Award recipient Peggy Brickman, along with fellow faculty members Erin Dolan and Tessa Andrews, to replace textbooks in two introductory biology courses with OERs from OpenStax, a non-profit organization committed to improving student access to quality learning materials.

Brickman’s OER textbook “Concepts of Biology for the University of Georgia” can be found at openstaxcollege.org/pages/GeorgiaBiology and will be used in her sections of Biology 1103: Concepts of Biology this fall and beyond. The team is currently preparing material through OpenStax for Biology 1104 that will be taught spring semester. More about the OpenStax project can be found at openstaxcollege.org.

OERs include textbooks and other learning materials in public domain with open copyright licenses that are available at no cost to faculty, students, or the institution. Materials are authored by highly regarded faculty from peer and aspirant institutions. Content is reviewed in the same manner as printed textbooks. Because content is accessible online, the texts provide a foundation for faculty course development.

Instructors also have the ability to pull from and combine multiple OERs to create content specific to their class giving them an opportunity to create a custom textbook. Because faculty have the ability to edit OERs, they also have the opportunity to integrate the most current and relevant information into their e-textbooks without the expense and time of publishing traditional textbooks according to Denise Domizi, coordinator of the Scholarship of Teaching and Learning in the CTL.

The USG Incubator grant supports proof-of-concept and start-up projects aligned to the priorities of Complete College Georgia. The grant provides early-stage funding and other support for innovative institutional, multi-institutional, or regional level projects aimed at increasing college completion. In addition to funding, the grant will place a strong emphasis on sharing promising practices and methods growing from these projects.

—Brittnee Jones, OVPI
UGA’s Army Reserve Officers Training Corps was presented with the official plaque for the 2012 MacArthur Award announced earlier this year.

A unit of the Office of the Vice President for Instruction, UGA’s Army ROTC won one of eight MacArthur Awards from the U.S. Army Cadet Command. UGA is the only school out of 39 senior Army ROTC programs in the Sixth Brigade in the Southeastern U.S. and Puerto Rico to receive the MacArthur Award for the 2011-2012 school year.

Presented on behalf of the Gen. Douglas MacArthur Foundation, the award recognizes the ideals of, “duty, honor and country” as advocated by MacArthur, and is based on a combination of the achievement of the school’s commissioning mission, cadets’ performance and standing on the command’s national Order of Merit List and cadet retention rate.

Col. Brent Barnes, Sixth Brigade commanding officer at the U.S. Army Cadet Command, was on campus Sept. 27 to make the official presentation to Laura Jolly, vice president for instruction, and Lt. Col. Kurt Felpel, commander of UGA’s ROTC program.

“I am certainly honored and humbled that UGA’s Army ROTC program has been selected as one of the eight best out of more than 270 ROTC programs from across the nation,” said Felpel, commander of the Bulldog Battalion and an adjunct professor of military science. “I am proud of the cadets and how well they perform in the classroom, in leadership roles and when compared to other cadets from across the country. This award means that we are a program headed in the right direction and all the hard work put in by the cadre and cadets has been recognized at a national level.”

Cadet Command and the MacArthur Foundation have given the awards annually since 1989. The plaque is on display in the UGA Army ROTC office. armyrotc.uga.edu

UGA hosts fall Law School Fair

The Pre-Law Advising Program welcomed 88 law schools and 156 University of Georgia students and alumni to the annual Law School Fair on November 4th in the Miller Learning Center.

The event offered students considering law school the opportunity to meet directly with recruiters from law schools across the nation. Some of the schools included Boston College, University of California-Los Angeles, Case Western Reserve University, Duke University, Emory University, University of Georgia, Georgia State University, George Washington University, Loyola University-Chicago, Mercer University, The Ohio State University, Penn State, Vanderbilt University, Villanova, and Washington and Lee University.

prelaw.uga.edu
The University of Georgia and the Clarke County School District have launched Experience UGA, a new partnership that aims to bring every Clarke County student to UGA’s campus for an annual field trip and opportunity to experience learning on a college campus, explore college options and interact with UGA students.

The partnership’s vision is that children who start kindergarten in a Clarke County school will have at least 13 opportunities to visit the UGA campus by the time they graduate from high school and ultimately will come to view a post-secondary degree as an attainable option for their future. While students in Clarke County schools typically have an opportunity to participate in at least one field trip to UGA during their K-12 years, there has not been funding available or a structured plan to reach all 13,000 students every year. The field trips started earlier this month.

In its inaugural year, Experience UGA will offer seven field trips, all hosted by a variety of academic departments and public service units across campus that are providing teacher resources, faculty expertise, student volunteers and critical funding for bus transportation—one of the biggest financial barriers to getting students to campus. The President’s Venture Fund is providing substantial support to launch this partnership.

“No factor is more important to an individual’s success in life than education, particularly higher education,” said UGA President Jere W. Morehead. “I am pleased that the University of Georgia, through the College of Education and the Office of Service-Learning, is creating a partnership with the Clarke County School District to introduce every student to the UGA campus. I believe that Experience UGA will change the lives of many of the Clarke County students who come to this campus.”

Planning meetings between CCSD and the UGA Office of Service-Learning and College of Education’s Office of School Engagement began over the last year. Nearly 5,000 Clarke County students are expected to participate in trips led by hundreds of UGA students from service-learning courses connected to the academic content of the field trip. Some well-established trips such as the fifth grade tour hosted by the Georgia Museum of Art, will serve as models for new Experience UGA trips. Trips this year range in grade level from Pre-K to high school and cover a range of curricular topics, from art and music to biological sciences:

• The State Botanical Garden, a unit of the Office of Public Service and Outreach (OPSO), will offer a trip for Pre-K to high school and cover a range of curricular topics, from art and music to biological sciences:
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  • The J.W. Fanning Institute for Leadership Development (unit of OPSO) will work with sixth grade students to develop leadership skills in an Outdoor Leadership Lab.

  • Seventh grade students will explore ecosystems, nutrition and food production at the State Botanical Garden and UGArden, UGA’s student-led community garden.

  • The Richard B. Russell Building Special Collections Libraries will host eighth grade students studying Georgia history.

  • The Franklin College of Arts and Sciences and the Office of the Vice President for Research will host ninth grade students on a tour of more than 20 biological sciences research facilities across UGA’s campus to explore careers in science with UGA science students and participate in hands-on science activities.

  • The Warnell School of Forestry and Natural Resources will host 10th-12th grade students studying environmental science, AP environmental science and AP biology for hands-on experiences with white-tailed deer and various aquatic life.

The Experience UGA partnership plans to add additional grade-level trips each year as more curricular connections are made to UGA units and as funds to support trips are secured through private donations and grants. [servicelearning.uga.edu/experience-uga](servicelearning.uga.edu/experience-uga)

—Shannon Wilder, Office of Service-Learning
UGA instructors had a bevy of opportunities to enhance their understanding of teaching college courses this fall with two speaking series, more than a dozen pedagogy workshops, eLC-New workshops and a movie night—all revolving around teaching college students.

The ambitious schedule, which covered topics ranging from technology as a teaching tool to engaging a diversity of college students, is provided through the university’s Center for Teaching and Learning.

CTL, under the leadership of Eddie Watson, is seeking to provide more opportunities for UGA faculty to learn about effective teaching practices and how to use ever-changing technological tools.

For the fall semester, CTL aimed for quantity and quality. "Every week there is something going on," Watson said. "It's a big campus, and by providing a diversity of content, we hope to address a diversity of instructional concerns.”

Continuing the series that began in the spring, the CTL offered the National Speaker Series, headlined by José Bowen, dean of the Meadows School of the Arts and professor of music at Southern Methodist University.

Bowen, the author of *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, has called for stripping technology from the classroom setting and relying more heavily on class discussion.

Rather than opposing technology entirely, Bowen argued that technology—podcasts, videos, etc.—is most useful for assignments outside of class. He proposed that students should first engage with a course’s material, reserving class time to discuss the material.

"His message appeals to both faculty and administrators," Watson said.

Bowen offered a “flipping the class” workshop on Sept. 11, the same day as his presentation.

The UGA Award-Winning Faculty Series, which also kicked off this fall, featured faculty who recently have won teaching awards.

“We do a really good job of highlighting (these teachers) through the faculty awards process, but we don’t often hear much detail regarding what they actually do,” Watson said.

Through this series, Russell Award winners and Meigs Professors shared how they engage students in the classroom.

The fall series featured Gary Green, the 2012 Russell Award-winning associate professor from the Warnell School of Forestry and Natural Resources; Ron Pegg, the 2013 Russell Award-winning associate professor of food science and technology; and Peggy Brickman, the 2013 Meigs Professor of Biological Sciences.

The center also hosted its first CTL Movie Night at Ciné, free for faculty, staff and students with a UGA ID. The CTL screened the 2011 documentary *First Generation*, about four low-income students preparing to attend college. The screening was followed by a panel discussion led by a group of first-generation UGA students.

In addition to these events, the CTL offered 15 pedagogy workshops throughout the fall. The workshops were led by CTL staff, UGA faculty and guests speakers from the national series. Those workshops began Aug. 30 with Watson leading the workshop “How to Teach Today’s Students.” Another workshop included “The Twitter Revolution: Engaging Students in 100+ Classes.” That workshop was taught by Thomas Chase Hagood, CTL’s new coordinator for faculty development and recognition.

For more information, visit ctl.uga.edu/fall2013.

—Aaron Hale, UGA News Service
Changing Course: Scholarship provides first-generation student with life-changing opportunity

Today’s high school student is expected to work hard, make good grades, take a great yearbook picture and prepare for higher education. But this isn’t everyone’s reality.

Higher education certainly wasn’t in Manuel “Manny” Coutinho’s post-graduation plans. A native of New Rochelle City, NY and raised in Portugal, Manny had an ideal upbringing. Nightly family dinners and weekly Sunday mass were the norm, even after moving back to the states for high school.

Manny had always envisioned life beyond high school as long workdays and coming home to his mother’s home-cooked meals. Never had he imagined long nights in the Miller Learning Center, the tune of Glory to Ol’ Georgia blaring on Saturdays, or social dining hall dinners.

“Growing up I didn’t think I was going to be able to go to college. I expected to graduate and enter the workforce to start working to support my family,” said Manny.

Manny, a senior pursuing a bachelor’s degree in health promotion, is a first-generation scholar. His grandfather and father, who have a fourth-grade education and GED respectively, wouldn’t have had it any other way. The duo have always stressed the importance of education to Manny, and when graduation rolled around, the two continued to encourage him to pursue a college education.

After much coercion, Manny applied to the University of Georgia and the Georgia Institute of Technology. Soon after Manny discovered the Coca-Cola First Generation Scholarship Program offered by UGA. The scholarship supports academically outstanding students who are the first in their families to attend college and demonstrate a financial need.

With affordability in mind, Manny withdrew his application from Georgia Tech. “At that point it was either UGA or nothing,” said Manny.

In November 2009 Manny was notified that he was not only admitted into the University of Georgia but that he was also a recipient of the Coca-Cola First Generation Scholarship.

“I was ecstatic,” Manny said. “The first best moment in my life was hearing that I was accepted into the university, and the second was finding out I was selected to receive the scholarship. It was the moment that I realized, ‘Wow this is something that is actually attainable now.’”

Manny has taken full advantage of his opportunity to study and get involved in activities offered by the university. He has served as the vice president and is currently the co-president of SuperSibs!, a role that allows him to work with hospitalized children during Children’s Healthcare of Atlanta’s Activity Day. He has also served as the community service chair for the past two years for the Hispanic Student Association in which he tutors low-income Spanish children. Additionally, he has participated in two study abroad programs to advance his dreams of becoming a pediatrician.

“I’d like to open my own private pediatric office in an underserved area,” Manny said. “There is an extreme lack of access in some areas, and I want to bridge that gap in health disparities and improve access.”

Manuel is looking forward to graduation in May and has applied to nearly 15 medical schools in hopes of pursuing his dreams. ovpi.uga.edu/coca-cola-firstgenscholars

—Brittnee Jones, OVPI
OVPI website gets a makeover

The Office of the Vice President for Instruction has launched a redesigned website that highlights opportunities and resources for students, faculty and staff offered within the units and programs that report to OVPI. The site utilizes a clean layout and easy navigation, showcasing such units as the offices of Undergraduate Admissions, Registrar and Student Financial Aid as well as programs and initiatives—like the First-Year Odyssey Seminar Program and the Gateway to Georgia Scholarship Program—that ensure student success from start to finish. ovpi.uga.edu