University of Georgia

First Year Odyssey
Program
2011-2016

A Quality Enhancement Plan
developed in conjunction with the University of Georgia’s
application for re-affirmation of accreditation by the
Southern Association of Colleges and School Commission on Colleges, 2011.
Table of Contents

I. Executive Summary

II. Background
   a. History (History)
   b. UGA QEP Development Process (History)
   c. Literature Review and Best Practices (BP/Lit Rev)

III. UGA’s Plan
   a. Identification of the Topic (PD&I)—purpose, broad goals, description of the program
   b. Learning Outcomes and Assessment Plan (O&A)
   c. Actions to be Implemented (PD&I) (SS)
   d. Timeline (PD&I)

IV. Support for the Plan
   a. Organizational Structure (ORG)
   b. Professional Development (PD)
   c. Best Practices (BP)
   d. Resources (Budget)

V. Appendices
   a. Timetable of QEP Development
   b. Summary of campus QEP activities
   c. History of UGA work leading to QEP selection
   d. QEP Team Members
   e. Sample Materials
   f. Seminar Selection criteria
   g. Faculty Steering Committee Guidelines
   h. Student Advisory Group Guidelines
I. Executive Summary

[From Rationale: why would the QEP be transformative for UGA?]

We are concerned that many of our undergraduate students are well into their college careers, or even graduate from UGA, without a clear grasp of the research and service missions of the University. This limits the value they gain from pursuing undergraduate education at a research- and service-intensive land-grant university. By acquiring a better understanding of these missions, realizing how they enhance the quality of life in our community, state and region, and embracing opportunities to get involved and contribute, students will have a richer undergraduate experience at UGA. The QEP will achieve these goals by encouraging seminar topics that illustrate how the faculties of research-intensive universities such as UGA are striving to address problems that confront our constituencies and to enrich their lives in other ways as well.

We are also concerned that too often our freshmen and sophomores find themselves in large classes with limited opportunities for dialog and interaction with tenured and tenure track faculty. As a consequence, we may miss important opportunities to quickly and fully engage new students in intellectually rich exercises that pattern their learning activities for the remainder of their undergraduate years at UGA. The QEP addresses these concerns by immersing all freshmen, typically during their first semester, in small seminar-style classes that are intellectually rigorous, emphasize critical thinking and promote effective communication, especially in writing. Simultaneously, the QEP encourages relationships between students and tenured or tenure track faculty that may extend beyond the seminar and the first year. The QEP will engage students on a personal level in the multiple missions of the University, cultivating a deeper sense of investment and long-term commitment to learning.

The involvement of all entering freshmen in the QEP will ensure that its impact is broad and significant.
II. Background

GENESIS OF First-Year Seminar Program

The University of Georgia began its search for a Quality Enhancement Plan in the spring of 2008 with a campus-wide meeting to explain the process and to announce the committees that would do the work. In fall 2008, the team charged with finding possible topics for consideration began to meet, renaming themselves the Student Learning Enhancement Team (SLET). The Team (Appendix 1) had faculty, students, administrators, staff, and alumni representatives.

Through the 2008-09 school year, the SLET met with faculty, staff, and students to solicit ideas. An important tool was a website that invited participation. All members of the campus were invited to submit short “pre-proposals” on what the QEP should be. These pre-proposals were short (one-two pages) and could be submitted by one or more authors. Pre-proposals were available online as they were submitted so that anyone could read and comment on them. The website allowed comments to be posted on any pre-proposal. The results were gratifying: by January 2009, 85 faculty, staff, and students had submitted 31 pre-proposals.

In addition to the website, the SLET used a variety of ways to reach the academic community. In all, the SLET held two campus-wide forums aimed at faculty and one aimed at staff (though all members of the university community were welcome at all forums). The SLET also conducted a survey of alumni with the help of the Alumni Association and set up tables in the dining halls through the Student Government Association to get student input.

In the spring 2009, the SLET worked through those pre-proposals, hearing from the campus at large in a lunch session with the University Teaching Academy and in a large forum, as well as holding eleven meetings with a wide range of invited guests. Pre-proposals were examined, combined, and re-thought; surveys were analyzed, and everything was discussed at length. At the end of the term, the SLET rewrote four of the proposals to incorporate the spring term work and sent the four to the QEP Leadership Team, which chose the First-Year Seminar Program as UGA’s Quality Enhancement Plan.

[From History]

The First-Year Seminar Program draws on existing programs for UGA students, such as the Orientation Program offered to all incoming students (Office of Admissions), the Freshman Seminar Program (Franklin College of Arts and Sciences), the Student Learning Communities (University Housing, the Vice President for Instruction, and the Service Learning Office), and the Undergraduate Advising program (Vice President for Instruction and Vice President for Student Affairs). The QEP will work with these existing programs campus-wide to offer students a more coherent and intellectually challenging experience that will prepare them effectively for their work at the University of Georgia.

Furthermore this particular topic draws on an existing commitment, the University of Georgia’s long-time interest in improving undergraduate education. In 1996, President Charles Knapp appointed a Task Force on the Quality of the Undergraduate Experience, which was chaired by Jere Morehead and presented its report in 1997 to the incoming president, Michael Adams. Implementing that task force’s suggestions became a focus of President Adams’ administration.
A subsequent committee on the quality of the undergraduate experience became an important part of the 1999-2000 Self-Study, which emphasized the undergraduate experience. Moreover, in the fall of 2002, Del Dunn, the Vice President for Instruction, appointed a committee to help the university assess undergraduate quality and engagement through the National Survey of Student Effectiveness. That work has continued, and may be seen as an important complement to the work of the 1990s. At UGA, several major initiatives have been developed or expanded as a result of responses in past years, including the creation of the Office of Service Learning, a major Writing Initiative, Student Learning Communities, and the Provost’s Task Force on General Education and Student Learning.

The Provost’s Task Force, chaired by Del Dunn and Jere Morehead, studied General Education and Student Learning with a variety of recommendations in 2004-2005. Like the earlier reports, the 2005 report emphasized that a first-year student’s experiences are crucial, shaping the rest of that student’s education at the University of Georgia. It included a variety of recommendations about the first-year experience, but the university has had limited success in producing the necessary resources to implement all of the recommendations. Moreover, the success of the programs that the University of Georgia has instituted suggests that these efforts need to be more extensive and more effectively coordinated across the campus.
Literature Review Subcommittee  
Outline for Literature Review  
Draft Literature Review

OUTLINE

I. **UGA Context and Evidence** – Author: Pamela B. Kleiber, Ed.D., Associate Director, Honors Program  
   A. Current Practices at UGA  
   B. UGA Strategic Plan  
   C. NSSE Results: http://www.uga.edu/ovpi/nsse.htm  
   D. First Year and the Research University  
   E. First Year and the Land-Grant University  
   F. Rationale for Transition from First-Year Experience to First-Year Seminar  
   G. Definition of Terms; Alignment with Strategic Plan and Mission

II. **Foundational Research on the First Year of College** – Authors: Heidi Leming with Diane L. Cooper, Ph.D., Professor, College Student Affairs Administration, College of Education; Jan Barham, Ph.D., Director of Assessment and Staff Development, Division of Student Affairs; Laura A. Dean, Ph.D., Assistant Professor, College Student Affairs Administration, College of Education (writers)  
   A. First-Year Socialization and Support  
   B. College Students’ Intellectual Development/Theme of Transition  
   C. Persistence Models  
   D. Principles of Good Practice in Undergraduate Education

III. **First-Year Seminars In Practice** – Authors: Caroline Cason Barratt and Heidi Leming  
   A. Research Skill Development  
   B. Information Literacy Skill Development  
   C. Writing and Oral Skill Development  
   D. Service-Learning, Global Curriculum, and First-Book Programs  
   E. Assessment

IV. **First-Year Programs at Peer and Aspirational Comparator Institutions** – Author: Christine Miller

====================================================================

DRAFT LITERATURE REVIEW

I. **UGA Context and Evidence**

Research and land-grant institutions have for the last decade focused efforts on integrating the tripartite missions of teaching, research, and public service into the first-year experience. According to the Boyer Commission on Educating Undergraduates in the Research University (1998), however, “the freshman year has too often been reduced to remediation or repetition of
high school curriculum, rather than an introduction to a new and broader arena for learning.” (p. 1). Two reports, *Returning to Our Roots: The Engaged Institution* (Kellogg Commission, 1999) and *Reinventing Undergraduate Education: A Blueprint for American Research Universities* (Boyer Commission, 1998), provide a foundation for the SACS Quality Enhancement Plan (QEP) for the First-Year Seminar.

The Kellogg report reestablishes the land-grant ideals of teaching, research, and public service and the fundamental purpose of putting students first. The authors suggest “we must introduce all students—and, in particular, first-year students—to classroom experiences that stretch their intellectual horizons and force them to exercise analytical muscles most of them never knew they had” (p. 4). The Boyer Commission (1998) states that while universities like to tout esteemed faculty and research facilities in their advertising, undergraduates often do not see those faculty members or taste the excitement of research. These undergraduates often graduate with credentials but without the skills to think, speak, and write coherently.

Research universities are characterized by a commitment to create knowledge and, therefore, include libraries, laboratories, technology, and faculty researchers (Boyer Commission, 1998). The challenge is to share the vast resources available at a research university with the youngest members of the academic community. Research universities are characteristically international, heterogeneous, multicultural, and multi-ethnic, yet undergraduates may not experience the richness in intentional ways. It is possible for an undergraduate at a research university to receive an education without equal. This experience, however, is not considered the norm for most students.

The National Resource Center for The First-Year Experience and Students in Transition was established at the University of South Carolina more than 25 years ago as a network for scholarly practitioners to share best practices and lessons learned in programs designed to address first-year topics. The work of the National Resource Center is invaluable in consideration of planning, implementing, and assessing the first-year seminar QEP at the University of Georgia. The National Resource Center work has illuminated the differences between the first-year academic seminar and the more general first-year experience and provided perspectives that informed the final decision to select the first-year academic seminar for the QEP (see Koch, Foote, Hinkle, Keup, & Pistilli, 2007).

The University of Georgia has a plethora of first-year experience opportunities through various units, especially Student Affairs, that focus on social and emotional development and that can complement the new academic first-year seminar focus. The QEP committee conducted an inventory of these programs (see Leming, 2009). No single programmatic intervention currently offered at the University of Georgia consistently prepares all first-year students for the academic expectations of a research university.

A review of the most recent National Survey of Student Engagement (NSSE) Report (2008) reveals room for improvement in students’ investing time in their studies at UGA. For example, UGA first-year students and seniors stated that they spent less time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, or other academic activities) than did respondents in UGA’s Carnegie Class or Peer Group.
Both UGA first-year students and seniors stated that they spent less time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, or other academic activities) than did respondents in UGA’s Carnegie Class or Peer Group. For example,

• 40% of UGA first-year students spent 10 or fewer hours per week preparing for class as compared to approximately 30% of first-years in UGA’s comparison groups

• Only 17% of seniors spent more than 20 hours per week preparing for class as compared to approximately 25% of seniors at comparative institutions

• Fewer UGA students stated that their institution emphasized devoting very much time to studying and academic work (35% of first-year and 29% of seniors) than did respondents in the Peer Group (39% and 36% respectively) (NSSE, 2008, p.8)

Faculty expect students who are critical thinkers, writers, and discussants who can perform in an environment that is qualitatively more complex than that from which the students have transitioned. The focused academic seminar proposed for first-year students signals a break from learning in high school and provides an example of concentrated study in a participatory seminar environment with an experienced professor. The value is in practicing the skills to be exercised throughout the four years: critical thinking, discussing, deliberating, and writing. While students will not acquire all the necessary skills in the first-year seminar, the exemplary power of the first-year seminar to organize their attention to the seriousness and depth of study as well as to research, service, and the local and global implications is the strongest rationale for such an undertaking (Leamnson, 1999; Weingartner, 1992).

References


II. Foundational Research on the First-Year of College

Theories of cognitive, moral/ethical, and psychosocial development of traditional-age college students note the importance of creating challenging situations and environments that also offer support for growth (Baxter-Magolda, 1993; Chickering & Reisser, 1993; Perry, 1999). First-year students tend to be more absolute in their thinking, looking for the “right” answer. The challenge is to create programs and activities that will encourage and facilitate movement toward more complex ways of seeing the world. Astin’s (1984) theory of student involvement states that the more time and energy (physical and psychological) devoted to learning, the greater the developmental benefits. Furthermore, Tinto’s (1997) theory of college student attrition states that social integration must occur in the classroom because it is the gateway for student involvement in the academic and social community of the college or university. One factor considered in Astin’s (1984) theory is the “subject-matter theory” of pedagogy (p. 299). This theory has a strong emphasis on course content and states that student learning and development depend primarily on exposure to the right subject matter.

Research shows that for students to be retained, they must form meaningful relationships within the campus community with faculty, staff, and other students (Tinto, 1997). These relationships develop both inside and outside the classroom. Desired outcomes of these relationships go far beyond retention and good grades, however. Upcraft, Garner, and Barefoot (2005) articulated other critical first-year student outcomes, such as:

- Developing intellectual and academic competence
- Establishing and maintaining interpersonal relationships
- Exploring identity
- Deciding on a career
- Maintaining health and wellness
- Considering faith and spiritual dimensions of life
- Developing multicultural awareness
- Developing civic responsibility (pp. 8-9)

These outcomes can be achieved through a variety of programs and services available on most college campuses. The key here is to find ways to integrate the opportunities into the fabric of the institutional culture so that all students have multiple possibilities to increase their likelihood of success.

The term “first-year experience” was coined by the National Resource Center for the First-Year Experience and Students in Transition (2009) to describe the comprehensive and intentional approach to the curricular and co-curricular initiatives focused on the first-year of college. Programs that are typically considered part of an institution’s first-year experience include admissions, orientation, academic support services, academic advising, first-year seminars, and student affairs functions. First-year seminars are the most common curricular intervention targeting freshmen on campuses today (Barefoot, 2005).

The Policy Center on the First Year of College (now John N. Gardner Institute for Excellence in Undergraduate Education) (2002) reports that 94% of accredited institutions now offer a first-
year seminar, with more than half enrolling 90% or more of their freshmen students. With such a proliferation of first-year seminars, there are just as many variations of the course. As Friedman and Marsh (2009) state, “institutions design first-year seminars to meet their specific needs, desires, and realities” (p. 30). One type of seminar identified by Barefoot and Fidler (1992) is academic seminars on various topics.

References


UGA FYO Program—Working DRAFT 5/1/2010
III. Promising Practices

Given the mission of land-grant institutions, it is particularly desirable to incorporate service learning and undergraduate research opportunities into first-year seminars at this type of university. Best practices in the first-year seminar have recognized that the integration of service learning and research, or inquiry-based activities, offer the most effective pedagogical practices (Hyers & Joslin, 1998; Jamelske, 2000; Pitkethly & Prosser, 2001). Inquiry-based instruction is defined as a form of teaching that includes “educational activities in which students, individually or in groups, become involved in a process of inquiry and knowledge production relating to a specific problem and learn through inquiry rather than through simple transmission of knowledge from [a] teacher” (Gilardi & Lozza, 2009, p. 246). Hu, Kuh, and Gayles (2007) analyzed how these undergraduate research experiences have led to an increase in students’ academic persistence and satisfaction with their undergraduate studies and have often led to graduate school study and success.

As partners in the research process, librarians may be embedded in first-year seminars to support the development of information literacy among students and to provide expert instruction in the use of campus library resources. Rather than providing a general “Library 101” session, librarians and instructors should work together to create assignments that ask students to discover and integrate information to develop scholarly research skills. Summarizing what many researchers in information literacy education have found, Snavely (2008) asserts, “the best way to teach information literacy is to integrate it into the most important parts of the curriculum so that it is introduced at the point of need” (p. 37; see also Hardesty, 2007; Leckie, 1996; Snavely & Wright, 2003). Evidence of this emerging “academic literacy” as students develop into university-level scholars is often demonstrated in the form of writing projects. As writing is regularly involved in the process of understanding any subject, WAC (writing across the curriculum) is noted as a key activity in connecting academic content, inquiry-based activities, and responsible use of information in first year seminars (Boyer Commission, 1998; Brent, 2005; Masiello, 1993).

“Service learning” is an educational experience in which students participate in an organized service activity for course credit. The activity fulfills a community need, and students reflect on the service activity in such a way as to gain further understanding of the course or discipline content while enhancing their sense of civic responsibility (Bringle & Hatcher, 1996). Programs that philosophically and operationally emphasize an integration of class instruction with out-of-class activities yield students who report greater levels of engagement, higher levels of satisfaction with the institution, and increased academic success (Hyers & Joslin, 1998; Jamelske, 2009; Pitkethly & Prosser, 2001). While traditional lecture-centered approaches to higher education provide a knowledge base through discipline-specific content passed from faculty members to students, a service-learning-enhanced approach includes the application of general theoretical principles to a specific situation and incorporates time for student reflection of their actions (Gilardi & Lozza, 2009).
To measure the effects of these first-year initiatives, national standardized assessments have sought to measure the success and satisfaction of first-year students in programs blending academic and co-curricular activities. Some of the more popular benchmarking tools include the Cooperative Institutional Research Program’s (CIRP) Freshmen Survey, Your First Year of College (YFYC) Survey (CIRP, 2009) and the National Survey of Student Engagement (NSSE) (NSSE, 2009 and Tobolowsky, 2008). Conducted annually, these surveys enable analysts to examine trends, such as changes in student values and student behavior, in college freshmen and are used by policy analysts as a measure of student satisfaction and engagement in curricular and co-curricular activities. The learning outcomes achieved within first-year seminars have been positively correlated with increased retention rates, student success, and student satisfaction (Wright Sidle & McReynolds, 2009; Jamelske, 2009).

Tinto (1993) ascribes responsibility for student success to the institution and the student, and Barefoot (2000) advises institutions to use an inclusive process to develop specific objectives and define first-year student success. The American Association of Higher Education (1996) identifies nine principles of good practice for assessing student learning, and Cuseo (2009) provides recommendations for all aspects of evaluating first-year courses and first-year seminars. These practices may be useful to UGA in creating the assessment strategy for our QEP. Findings from the 2006 National Survey of First-Year Seminars indicate that 60.2% of institutions formally assess the first-year seminar.

A combination of pedagogical approaches will foster students’ intellectual engagement and civic growth, creating individuals who are prepared to thrive in the university and develop into lifelong learners positioned for success beyond the academy. Strategic alliances with campus instruction librarians and members of service learning, undergraduate research, and first-year composition departments will serve to support the students and faculty taking part in the first-year seminar program. Inquiry-based pedagogy combined with opportunities for service learning and writing can promote the professional identity in a specific discipline and lead to reflection that gives students an increased sense of personal efficacy, awareness of the world, awareness of their personal values, and increase engagement in the classroom experience (Vogelgesang, Ikeda, Gilmartin, & Keup, 2002).

References


*Reinventing undergraduate education: A blueprint for America's research universities.* 
Stony Brook, NY: State University of New York–Stony Brook. Retrieved from 
http://naples.cc.sunysb.edu/Pres/boyer.nsf/

*College Composition and Communication, 57*(2), 253-276.

*Journal of Higher Education, 67*, 221-239.


development: Assessment of a field research-based course. *Innovative Higher Education, 
34*(4), 245-256. doi: 10.1007/s10755-009-9109-0

University of South Carolina, National Resource Center for the First-Year Experience 
and Students in Transition.

Hu, S., Kuh, G., & Gayles, J. (2007). Engaging undergraduate students in research activities: Are 

Hyers, A. D., & Joslin, M. N. (1998). The first-year seminar as a predictor of achievement and 
persistence. *Journal of The First-Year Experience and Students in Transition, 10*(1), 7-29.

student GPA and retention. *Higher Education, 57*(3), 373-391. doi: 10.1007/s10734-008- 
9161-1

Leckie, G. (1996). Desperately seeking citations: Uncovering faculty assumptions about the 

SC : University of South Carolina, National Resource Center for the First-Year Experience 
and Students in Transition.

National Survey of Student Engagement. (2009). *About the NSSE.* Retrieved from 
http://nsse.iub.edu/html/about.cfm

Pitkethly, A., & Prosser, M. (2001). The first year experience project: A model for university- 


IV. **First-Year Programs at Peer and Aspirational Comparator Institutions**

An exploration of first-year programs at peer and aspirational comparator institutions yielded a diverse array of strategies aimed at facilitating the transition to college and making first-year students successful. Although the exploration included a broader review of the first year at our comparator institutions, this summary will focus on the first-year academic seminar since our QEP focuses on the first-year seminar.

The review of peers and aspirants included the following institutions: University of Virginia, University of North Carolina at Chapel Hill, University of Michigan, University of Kentucky, Louisiana State University, University of Florida, North Carolina State University, University of Texas–Austin, University of Wisconsin–Madison, University of California–Berkeley, University of Delaware, and University of Maryland. A complete list of University of Georgia peer groups may be reviewed by visiting http://www.oir.uga.edu/comps/peergrps.html.

The most ubiquitous first-year strategy is the first-year seminar. All twelve comparators have a version of the first-year seminar. Eight comparators offer a specific course prefix and one or more course numbers, three comparators offer an assortment of courses affiliated with academic departments, and the University of Virginia has a non-credit, non-course seminar.
Faculty members preside over first-year seminars at five of our comparators. Either faculty or staff professionals helm the seminars at four institutions. Upper-class peers serve as instructors at two institutions, and academic advisors teach USC 101 and USC 102 at North Carolina State University.

Participation in the first-year seminar is voluntary at eight of our comparators. University of Delaware has a mandatory seminar, and University of Texas–Austin and Louisiana State University require a sub-set of students to complete the seminar.

With the exception of the University of Virginia, seminar attendance enables students to accrue one to four hours of academic credit. Some seminars offer a letter grade, and others use a pass/no pass option. About one quarter of the comparators have seminars that focus on academic content. The others focus on extended orientation topics, the theme of transition, and building community. First-year seminar programs typically report to Undergraduate Studies, Student Affairs, or the College of Arts and Sciences. The duration of most courses is one semester or less. University of Delaware requires participation throughout the first academic year although transfer students are generally exempt from the requirement. A few seminars, such as those at North Carolina State University, include a mandatory co-curricular component.

Chickering and Gamson (1987) identify contact between students and faculty as one of their seven principles of good practice in undergraduate education. A number of comparators offer first-year seminars that facilitate contact between students and faculty inside and outside the classroom. Many seminars at University of California–Berkeley are tagged as ‘food for thought’ or ‘beyond the classroom’ seminars. “Food for thought” seminars are offered prior to lunch or dinner and include a meal with the faculty member. “Beyond the classroom” seminars include field trips and other opportunities to become acquainted with the surrounding community. Berkeley offers seminars to first-year and second-year students. North Carolina State University creates the opportunity for Pizza with a Professor via their forum series. University of Texas–Austin has a number of college- or discipline-specific offerings, such as the Freshman Research Initiative and Women in Engineering.

At the University of Georgia, our students set the agenda for greater engagement between students and faculty. We analyzed our comparators, considered our unique context, and designed a first-year seminar program that extracts elements from comparator programs and fits our culture and values. The University currently offers a high quality first-year seminar initiative; our QEP gives us the opportunity to become more intentional and build assessment into the program design. The QEP offers a transformational opportunity for the University of Georgia to renew and modernize our land-grant mission, create new opportunities to engage our constituencies, and put students first.

References

III. UGA’s Plan

The First-Year Seminar Program

Overview

Through small-group seminars led by faculty members, the First-year Seminar Program will engage each first-year student in the culture of academic rigor, investigating the research, public service, and international scope that define the University of Georgia. First-year seminars have three goals:

- Challenge first-year students with an academically rigorous course that values critical thinking and communication skills so that we *accelerate and enhance student engagement in the academic culture of the University*;
- Introduce first-year students to the research, public service, and international missions of the University and how they relate to teaching and learning in the classroom so that we *increase student understanding of and participation in the full mission of the University*; and
- Give first-year students an opportunity for meaningful academic dialogue with a faculty member so that we *establish positive, sustained student-faculty interactions*.

The scale of engaging each of over 5,000 first-year students in an academically, institutionally, and personally rich experience has the potential to transform our campus.

Program Coordination & Oversight

The First-Year Seminar Program will have a faculty director and a faculty steering committee who share primary responsibility for coordination and oversight of the program. While the Program respects academic freedom and recognizes the need for faculty to have flexibility in how they teach, it is a campus-wide program that will also meet the SACS requirements for a Quality Enhancement Plan. As such, the faculty director and faculty steering committee will work to ensure that seminars include common goals and outcomes, are consistent in student workload, and participate in assessment of student learning for the improvement of the Program as a whole. A student advisory group will provide input and feedback to the faculty.

Student Requirements

- All first-year students (except for transfer students) must take a first-year seminar.
- Most first-year students will take seminars in the fall semester.
- Students can enroll in only one seminar.
- Students must complete a seminar during their first year.
- Students will begin taking the new seminars in Fall 2011.
Seminar Specifications

- Seminars will be small, with 15 students. This class size means we will need to offer 300-350 seminars each year.
- Seminar faculty will be tenured, tenure-track, or emeriti.
- Seminars will be one credit hour. Faculty can choose to develop and offer seminars for two credit hours but will only be compensated for a single credit hour.
- Seminars will have consistent student workloads.
- Seminars will be graded on an A-F scale.

Key Elements

- Each seminar should have an academic focus (see Appendix 2) determined by the faculty member. Topics that tie to the faculty’s own scholarship and explicitly to the missions of the university will be strongly encouraged.
- Each faculty member should introduce students to his/her own personal and educational background and experiences that led to the development of his/her research interests.
- Each should include one or more written exercises that document dialogue with the instructor and the student’s learning. The purpose of these exercises should be to guide students in thinking and rethinking issues related to the academic focus of the seminar. Examples of such exercises include a traditional written term paper, a poster presentation, an oral presentation, a mathematical proof, or other sorts of projects that include student writing, feedback from the instructor or peers, and revision.
- Each seminar should explore how UGA contributes to research or service in the area of the academic focus, locally or globally, as relevant.

Optional Elements

- Faculty may choose to incorporate assignments or include a class period taught by UGA library staff that provides guidance on how to obtain and critically assess information.
- Faculty may choose to include overviews of UGA research, public service, or international programs, especially as befits the topic of the seminar, taking advantage of resources specifically prepared for the seminar program in consultation with the corresponding UGA offices.
- Faculty may choose to introduce students to the concept of a portfolio and how a portfolio can be created and developed over the course of the student’s tenure at the university.
- Faculty may choose to include opportunities for students to refine their speaking and presentation abilities.

Mentoring

- Faculty will be encouraged to meet individually with each student in the first weeks of the course.
• Faculty will be encouraged to include at least one “social” experience with the students (e.g., dinner at a faculty home), with reasonable costs reimbursed by the program.
• Faculty will be encouraged to continue informally in a mentoring relationship with students beyond the fall semester, including meeting as a group in the spring semester.
• Faculty who wish to serve a more formal advising role could become the student's advisor within the discipline and "clear" students for registration.

Instructor Resources

• The First-Year Seminar Program will develop an annual faculty workshop organized around best practices in seminar elements.
• The First-Year Seminar Program will develop and maintain an online site to allow faculty to share teaching resources.
• The online site/listserv will also feature activities on campus that might be of particular interest to participants in the seminar program.
• The First-Year Seminar Program, in collaboration with other campus offices, will develop resources (video, podcast, web-based, printed, etc.) specifically designed to support both key and optional elements of the seminars.
• The First-Year Seminar Program will make appropriate allocations to existing UGA offices or develop additional resources as the program is implemented and additional needs are identified.

Compensation

• Faculty compensation will be $2500 per seminar.
• Funds can be used for salary supplement or research/scholarly support (including travel, supplies, salary for a research assistant, etc.).
• Funds will be available to offset the costs of informal meals with students as well as provide opportunities for special events or activities.

Extending the Effects

To allow faculty considerable flexibility in designing their seminars, provided that they meet the program's general criteria, we will encourage them to try different strategies to amplify the impact of the first-year seminars. Such strategies might include the following, although this list of examples is neither proscriptive nor exhaustive.

A. Linked Introductory Courses

First-year students often take the same courses. Faculty will be encouraged to design a set of first-year seminars specifically tied to a course. All students in the seminars would also be enrolled in the linked course. For example, SOCI 1101 could be the focus of a number of seminars, each seminar dealing with a different aspect of sociology (e.g., poverty, prisons, gender).
B. Linked Follow-up Courses

Faculty may wish to extend the first-year seminar with another course, linked by content to the original seminar. That follow-up course might be another one-credit course or a three-credit course. The course might include or be focused on an extended field trip or even a study-abroad experience. Faculty and departments might find that the first-year seminar could act as an attractive entry point into an under-explored major.

C. Common Campus Experience

Based on faculty interest, a number of seminars could focus on common campus events, such as a common book, a lecture by a prominent speaker or a theatrical performance. Based on the University of California, Berkeley’s “On the Same Page” Program, UGA’s First-Year program could, in conjunction with other campus groups, choose a common book and fund a major speaker and linked events on campus. A group of faculty could formally propose such a book and linked set of events and be funded to bring in a speaker. In exchange, the faculty group would agree to offer a number of seminars linked to that common book or major speaker. This strategy would link the first-year seminar program to the entire campus.

D. Intentional Engagement

Students in a seminar could be required to attend at least three campus events during the fall semester that highlight some aspect of the mission of the university. These might include a theatrical performance, a musical performance, or a lecture. The program will work with campus programs to provide opportunities for interested students to learn about various opportunities on campus (e.g., CURO, Service Learning, Study Abroad).

E. Connection to campus-wide first-year efforts

The University of Georgia presently has a wide number of programs designed to ease the transition of high school students into the first year of university life. The Office of Student Affairs administers many of these programs. Although some of these programs are academic in nature, they cannot reach a substantial number of students. Therefore, a common academically focused seminar would greatly supplement the considerable efforts already devoted to the first-year experience. The first-year seminar program director would be able to better coordinate the academic experiences with these other efforts.
Learning Outcomes and Assessment

DRAFT, 4/22/2010

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th>The first year seminar will accelerate and enhance student engagement in the academic culture of the University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1A</td>
<td>Students will demonstrate enhanced engagement in their academic experience by:</td>
</tr>
<tr>
<td></td>
<td>Progressing more swiftly to degree completion</td>
</tr>
<tr>
<td></td>
<td>Making efficient academic choices</td>
</tr>
<tr>
<td></td>
<td>Violating the student code of conduct less often</td>
</tr>
<tr>
<td></td>
<td>Adhering to the academic honesty policy</td>
</tr>
<tr>
<td></td>
<td>Using library resources more effectively</td>
</tr>
<tr>
<td></td>
<td>Participating in more extra-curricular activities</td>
</tr>
<tr>
<td>1B</td>
<td>Students will demonstrate improved critical thinking skills</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>Students will demonstrate the ability to revise work for improvement.</td>
</tr>
</tbody>
</table>

Goal 2: The first year seminar will increase student understanding of and participation in the full mission of the University participation in the full mission of the University

<table>
<thead>
<tr>
<th></th>
<th><strong>Outcomes</strong></th>
<th><strong>Direct Measures (possible)</strong></th>
<th><strong>Indirect Measures (possible)</strong></th>
</tr>
</thead>
</table>

UGA FYO Program—Working DRAFT 5/1/2010
<table>
<thead>
<tr>
<th></th>
<th>Students will be able to articulate how the research mission of the university effects the learning experience of students</th>
<th>analysis of direct survey responses</th>
<th>focus group feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>evalulation of seminar artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>More students will participate in undergraduate research</td>
<td>counts of CURO participation, expansion of CURO</td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>Students will be able to articulate how the service mission of the university effects the learning experience of students</td>
<td>analysis of direct survey responses</td>
<td>focus group feedback</td>
</tr>
<tr>
<td></td>
<td>evalulation of seminar artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D</td>
<td>More students will participate in service and service learning opportunities</td>
<td>counts of S-course enrollments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>counts of participation service activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E</td>
<td>Students will participate in more service learning opportunities</td>
<td>analysis of service participation via Volunteer Solutions</td>
<td></td>
</tr>
<tr>
<td>2F</td>
<td>Students will be able to articulate how the international scope of the university effects the learning experience of students</td>
<td>analysis of direct survey responses</td>
<td>focus group feedback</td>
</tr>
<tr>
<td></td>
<td>evalulation of seminar artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2G</td>
<td>More students will participate in international opportunities</td>
<td>counts of study abroad participation</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3:** *The first year seminar will help establish positive, sustained student-faculty interactions*

<table>
<thead>
<tr>
<th></th>
<th>Outcomes</th>
<th>Direct Measures (possible)</th>
<th>Indirect Measures (possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Students will have increased positive perceptions of student-faculty relationships.</td>
<td></td>
<td>Specific NSSE items</td>
</tr>
<tr>
<td>3B</td>
<td>Students will be able to articulate the roles and responsibilities of faculty in a land-grant, research institution</td>
<td></td>
<td>focus group feedback</td>
</tr>
<tr>
<td>3C</td>
<td>Students will discuss academic issues with faculty more often</td>
<td></td>
<td>Specific NSSE items</td>
</tr>
<tr>
<td>3D</td>
<td>Students and faculty will establish informal mentoring relationships</td>
<td>counts of directed study courses</td>
<td>Senior survey items focus group feedback</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

Actions to be implemented/timeline

[Integrated outline from David Lee/Allan Aycock ]

Spring—summer 2010
- April 26: QEP Team approves QEP, forwards to Leadership Team.
- May 20: Leadership considers QEP, approves or returns to QEP Team.
- June 16: Leadership team approves final QEP to forward to University Curriculum Committee.
- July 1, 2010: Recruit QEP Director

Fall 2010
- August 10: Leadership Team/QEP Team submit two proposals (as follows) to University Council Curriculum Committee for consideration. If approved, they will move to the agenda first University Council meeting in mid September.

Proposals 1: New Course
Necessary elements include:
- Academic Home for course (OVPI)
- Completed course application with
  - course description
  - course objectives
  - topical outline

Proposal 2: New University-wide Requirement
Necessary elements include:
- Clear narrative description of the requirement
- This should include the following pieces of the Program Design: Overview, Student Requirements, Seminar Specifications, Key Elements (possibly changing “should” to “will”), and Optional Elements. Moving forward, the proposal will be the basis for defining the requirement and the courses that satisfy it, so we need to make sure to include all elements that must be part of the experience.

- September 1: OVPI submits request for new course prefix (4 characters) to University Curriculum Committee. This request is approved at the UCC level, so this can move forward prior to final approval of the course and requirement. Later, if Honors wants to use seminars to satisfy honors course requirements, OVPI will need to request H suffix approval. We may want to consider an S suffix as well if there will be Service Learning specific sections.

The following proceed automatically after the course and requirement are approved:
- Curriculum Systems lists the course in the UGA Bulletin (including description, course objectives, and topical outline).
• Curriculum Systems lists the requirement in the UGA Bulletin. We will need to draft and submit special descriptive language if needed.
• The Registrar enters the course in the Course Inventory
• The Registrar programs the requirement into DARS/Degreeworks so that it appears appropriately and is satisfied in the program of study defined for each academic program.

• **September 1, 2010:**
  - Hire staff and establish office
  - Establish combined faculty/student advisory committee
  - Establish Seminar Program Website

**November 2010—February 2011**

• **December 1, 2010:**
  - Determine QEP Standard Operating Procedures
  - Implement seminar selection process

• Via Admissions: Secure time on schedule for Freshman Orientation schedule.

• Via Admissions: Have QEP items added to the Bulletin worksheet (this is a worksheet designed to increase familiarity with the Bulletin that all first-year students are required to complete before orientation. It requires students to use the Bulletin to find specific information and accomplish specific tasks).

• Via Admissions: begin disseminating seminar information to accepted first year students.

• Develop QEP website as a tool for listing course information, seminar topics & call numbers, helping students select seminars (see Franklin College site). This is likely to be the primary (possibly the only) tool to help students identify seminars in which to register. If possible, this should be automated so that the sectioning officer can enter them once into a database that populates the website and any other internal databases that track seminar information.

• Sectioning officer (QEP Admin) begins entering courses into Course Offerings
  - Academic Home
  - Course entered in system—each semester by Sectioning officer entry. Call numbers as part of the load. This can start after d/a January 2011.

**March 1, 2011:**
• Recruit QEP faculty
• Approve AY2011/2012 seminars
• Organize spring faculty development and orientation program
- **May 15**: Hold summer faculty development and orientation program

- **June 1-Aug, 2011**:
  - Advertise seminars
  - Recruit and register students

**By August, 2011**:
- Start fall semester seminar classes
IV. Support for the Plan

Org. Structure/Supporting Offices

1. Organizational structure
   a. Office of the First-Year Seminar will report directly to the Vice President for Instruction.
   b. The Office will consist of a faculty director and an administrative assistant. Both positions will be full-time.
   c. A Faculty Advisory Committee and a Student Advisory Group will both provide input to the program through the Office. The Faculty Advisory Committee will be appointed by the Vice President for Instruction and the Student Advisory Group will be appointed by the Vice President for Student Affairs. Both groups will have an ex-officio member appointed by the appropriate vice president.
   d. A number of units on campus will contribute to the First-Year Seminar through the Office. Their potential roles are listed below (number #4). These units include
      o Writing programs at UGA
         ▪ First-year composition
         ▪ Franklin College Writing Intensive Program
         ▪ Writing Certificate Program
      o Libraries
      o Office of Service learning
      o Office of the Vice-President for Research
      o Office of the Vice-President for Public Service and Outreach
      o Center for Teaching and Learning
      o Office of International Education
      o Center for Undergraduate Research Opportunities
      o First-Year Seminar Program
      o First-Year Learning Communities
      o Office of Vice Provost for Academic Affairs

2. Org chart will be created later.

3a. The faculty director’s office, including director and administrative assistant, will:
   • Coordinate recruitment of faculty to teach seminars
   • Work with faculty to encourage seminar topic that are tied to faculty areas of scholarship
   • Schedule the seminars, including date, time, and location
   • Publicize the seminars to incoming students
   • Track student fulfillment of requirement to take the seminar
   • Coordinate assessment
   • Coordinate faculty best-practices workshop
   • Manage online site for sharing of teaching resources
   • Collaborate with units on campus contributing to First-Year Seminar
• Work directly with Faculty Advisory Committee
• Work directly with Student Advisory Group
• Be responsible for the development of the videos highlighting aspects of UGA
• Manage reimbursement for social activities
• Manage $2500 compensation to faculty
• Lead and coordinate efforts to extend the effects of First-Year Seminar through linkage with introductory courses, linkage with follow-up courses, and common campus experiences for students enrolled in First-Year Seminar
• Work with Legal Affairs to insure activities in the First-Year Seminar are in compliance with University System and UGA guidelines, particularly as they relate to the encouraged social experiences in the Seminar
• Represent the First-Year Seminar across campus, as well as to the University System of Georgia, the region, and the nation.

3b. The Faculty Advisory Committee will provide input to the director on issues related to
• Faculty recruitment
• Seminar topics
• Student recruitment
• Assessment
• Faculty workshop on best practices
• Online site for teaching resource sharing
• Coordination with other resources on campus
• Topics for video(s)
• How to extend the effects of seminars

4. Potential role for each supporting office
• Writing programs at UGA – Support the inclusion of written exercises in the seminars, including training for faculty in the design and assessment of the exercises; support portfolio development, use.
• Libraries – Provide guidance for faculty to include the obtaining and assessment of information in their seminars
• Office of Service learning–Provide support for faculty wishing to include an overview of service learning and/or a service learning experience
• Office of the Vice-President for Research–Provide support for faculty wishing to include an overview of research on the UGA campus
• Office of the Vice-President for Public Service and Outreach–Provide support for faculty wishing to include an overview of public service and outreach at UGA
• Center for Teaching and Learning–Provide support for faculty development, particularly through the best practices workshops, which are designed to expose faculty to a range of pedagogies that can be used to teach the Seminars
• Office of International Education–Provide support for faculty wishing to include an overview of international activities at UGA
• Center for Undergraduate Research Opportunities–Provide support for faculty wishing to inform seminar enrollees to the opportunities for undergraduate research at UGA
• First-Year Seminar Program – Collaborate with the new First-Year Seminar program on best practices
• First-Year Learning Communities-Collaborate with the new First-Year Seminar program on extending the effects of the program
• Office of Vice Provost for Academic Affairs-Collaborate with First-Year Seminar program to insure inclusion of experience as appropriate on extended campuses
Faculty Development and Instructor Resources

The following resources will be developed to support faculty teaching in the First Year Seminar Program (FYSP):

- The FYSP will develop an annual faculty workshop organized around best practices in seminar elements. The workshop agenda will include an overview of the following topics:
  - Goals and purpose of the FYSP
  - Methods and tools for assessing the FYSP and evaluating seminar courses
  - Campus resources for dealing with student issues
  - Effective mentoring tips and best practices
  - Incorporating writing assignments into seminars (e.g., sample writing assignments, tips for grading and feedback, campus resources)
  - Incorporating assignments for enhancing speaking and presentation skills
  - Ideas for social experiences (e.g., events, service projects, theater/music/movie evening, art exhibits) and funding/reimbursement guidelines.
  - Overview of existing units that support research, service, and international experiences (e.g., Office of International Education, Office of Service-Learning, CURO, Center for Leadership and Service, Library)
  - Overview of seminar topics and “groupings” of topics by academic focus and relations to research and service

- The FYSP will develop an optional writing pedagogy workshop that will be offered face-to-face several times a year and on-demand through web-based resources in order to promote best practices for incorporating effective writing, revision, and grading of writing assignments for faculty teaching in the FYSP program. The workshop agenda will include an overview of the following possible topics:
  - Ideas for sample writing assignments
  - Grading writing assignments (e.g., rubrics, peer review)
  - Resources available for help with grading
  - Tools for peer review, revisions, and portfolio development (e.g., EMMA, eLC)
  - Introduction to writing center support on campus
  - Academic Honesty
  - Writing portfolios

- The First-Year Seminar Program will develop and maintain an online site to allow faculty to share teaching resources. Resources could include:
  - Creation of a listserv or blog for faculty to share resources, sample assignments, best practices, student support topics such as campus resources, suggestions for extracurricular activities, and ideas for social events
  - Creation of a blog or other online site for establishing faculty learning communities that allow faculty teaching similarly focused seminars to connect and swap information or collaborate on joint activities (as identified in the orientation workshop)
The First-Year Seminar Program, in collaboration with other campus offices, will develop resources (video, podcast, web-based, printed, etc.) specifically designed to support both key and optional elements of the seminars. Resources could include:
- Ideas for sample writing assignments (provide a variety examples and suggested assignments)
- Introduction to library resources
- Best practices in first-year seminars
- How are courses evaluated and assessed
- Logistical information (e.g., how to be reimbursed for social events)

The FYSP will make appropriate allocations to existing UGA offices or develop additional resources as the program is implemented and additional needs are identified.

The FYSP will develop a faculty evaluation survey that will be conducted each semester to determine future faculty development needs, develop a list of best practices in first-year seminars, and identify additional resources and office that should provide support for the FYSP.

Advisor Resources

Advisors will play a significant role in the FYSP and should be encouraged to utilize the online resources developed for faculty teaching seminars. Additional advisor-focused materials should also be developed and could include:
- Website resources for advisors
- Annual information session for advisors (face-to-face and online)

Additional Notes and Recommendations:
1. The orientation workshops should be scheduled the semester before course will be taught. The Professional Development Work Group is concerned that faculty be given plenty of time to prepare their syllabi in order to incorporate the key elements. We recommend that workshops be conducted at the end of the Spring semester if faculty are teaching in the Fall, and at the beginning of the Fall semester if faculty are teaching in the Spring.

2. Although peer mentors are not included as part of the QEP proposal, we recommend creating a peer mentor network as the FYSP develops. The QEP director could be charged with identifying and building a cohort of students that have participated in early FYSP courses that could be used by faculty who are interested in working with peer mentors. Peer mentors would be useful for supporting social elements of the program and for connecting students to campus resources equipped to deal with student issues. Best practices for utilizing peer mentors should also be included in the faculty orientation and the online resources.

3. Since the writing component is such a significant element of the QEP, and since faculty in some disciplines have little experience with creating and evaluating significant writing assignments, the working group felt there needed to be an additional workshop focused
on effective writing pedagogy (face-to-face and online) that could be offered regularly for faculty who are teaching in the FYSP. While sample writing assignments should be presented in the general faculty orientation, a writing focused workshop, brown bag, and/or webinar should be developed in order to support faculty who might need additional instruction. Resources will be needed to support this workshop, and we recommend consulting with the UGA Writing Center and the First Year Composition Program to develop a workshop and to discuss how tools such as EMMA could be introduced to faculty. In addition, the working group is also concerned that faculty might need grading support in order to effectively assess student writing, and this could require additional resources.
Student Support

I. Introduction

To support students in the first-year seminar program, this working group recommends the development of a Student Advisory Council and the establishment of several support initiatives. The following is a succinct description of the Council as well as the support initiatives.

II. Student Advisory Council

Purpose
A primary purpose of the Student Advisory Council will be to support the implementation of the first-year seminar program. Specifics functions of this council may include:
• Providing support to the QEP Director, Faculty Advisors, and other stakeholders regarding components of the curriculum, e.g., providing advisement on common books, guest speakers, and extracurricular experiences.
• Providing support to the QEP Director, Faculty Advisors, and other stakeholders regarding student concerns.
• Providing assistance to the QEP Director, Faculty Advisors, and other stakeholders regarding assessment efforts, e.g., helping to conduct focus groups, publicize assessment initiatives, and communicate findings from assessment projects to the student body.
• Providing support to the QEP Director, Faculty Advisors, and other stakeholders regarding the Student Support Initiatives, as stipulated below.
• Supporting the University during the visit of the SACS Review Team.

Council Structure
• Students should be selected for the Student Advisory Council early in the fall of 2010.
• The Vice President for Student Affairs and Dean of Students and the Student Government Association should be highly involved in the selection process.
• The Council should contain no more than 12 members.
• A leadership structure for the Council is not necessary.
• The Council would meet on a monthly basis during the academic year and be convened by the QEP Director.
• In the first year, the Council in conjunction with the QEP Director will establish guidelines necessary to operate successfully.

III. Student Support Initiatives

Orientation
• A presentation should be developed and presented to incoming students during summer orientation sessions. This presentation should involve members from the Student Advisory Council. The presentation should include an overview of the seminar program, including how to register; the rationale for the program’s implementation; expected outcomes from participation; and available resources for support. Marketing materials developed for the seminar program should be disseminated during these sessions as well.
MyUGA

- A new webpage should be developed within the MyUGA website devoted exclusively to the first-year seminar program. This page should include the following information about the program:
  - Mission of the program
  - Expected learning and development outcomes
  - Sample syllabi
  - Links to relevant parts of the Student Handbook
  - Short videos of students discussing various aspects of the program, e.g., the importance of the University’s mission, benefits of the seminar program, and ways to maximize the seminar experience
  - Information about the Student Advisory Council, e.g., the purpose of the group, how members are selected, and contact information
  - Basic contact information for the Student Advisory Council, the QEP Director, and other stakeholders
  - Description of relevant support services, e.g., the Writing Center, academic advising services, library consultations, and Student Affairs support services
  - Opportunities for engagement outside of the classroom, e.g., relevant campus events, service opportunities, research opportunities, and opportunities for campus involvement
  - Available leadership opportunities within the program for students who have completed a seminar, e.g., teaching assistantships and mentoring opportunities
  - Icons to the social networking services discussed below

- The Student Advisory Council should be consulted in the development of this webpage.
- Faculty members who have expertise in digital communication technology should also be consulted in the development of this webpage.

Social Networking Services

- Social networking services should be established to foster the development of student learning communities that transcend course boundaries. For example, a Facebook account, Twitter account, listserv, or blog could be established. These online opportunities could be advertised during Orientation, posted on the MyUGA page referenced above, and listed in course syllabi. Students could use such services to share experiences, coordinate and advertise academic and social events, and post resources relevant to the seminar.

- The Student Advisory Council should be consulted in the development of these services.
- Faculty members who have expertise in digital communication technology should also be consulted in the development of these services.

Residential Student Staff

- The University of Georgia has a residency requirement for first-year students. Early in the fall semester, residential student staff meet with their respective first-year residents. This mandatory meeting could serve as an opportunity to reiterate key aspects of the seminar program related to student support, e.g., the social networking services and MyUGA webpage mentioned above. Residential student staff could also disseminate any marketing materials developed for the seminar program. The QEP Director and the
Student Advisory Council could provide training to prepare residential student staff. Training for residential student staff occurs in the later summer; however, the planning begins in early spring. Contacting the Executive Director of University Housing before planning begins is necessary.
Best Practices—UGA

FRES First-Year Seminars

Drs. Hugh Ruppersburg David Williams met with members of the QEP Team on March 23, 2010, to discuss current academic seminars to determine best practices in existing programs at UGA. Dr. Ruppersburg, Senior Associate Dean of Arts and Sciences began the meeting by informing the group the intent and the purpose of FRES 1010 are the same as the QEP. However, the FRES seminars offered through Franklin College have not had the university-wide participation of students nor faculty. Planning and evaluation have not been central to the initiative.

FRES 1010 Best Practices:

- Faculty propose topics which derive from their teaching or a corollary interest
  - e.g. Bob Dylan as an Artifact of the 50s and 60s Culture taught by a professor of Southern Literature
  - Ability of faculty to express interests is also a key to success of a one hours seminar

- Expose students to senior faculty who are deeply engaged and would not otherwise have occasion to meet undergraduates
  - Results in discuss of academic interests of students with faculty
  - Connections to students is encouraged for social occasions
  - Creates a three prong advisement for students; professional advisor, major advisor and seminar professor

- Track students whose major is influenced by first-year seminar

- Selected best practices
  - Compulsory attendance
  - Field trips
  - Dinner meetings
  - Speakers
  - Research-based writing assignments.
  - Weekly out-of-class assignments.
  - Student presentations.
  - E Learning Commons writing assignments
  - Student discussion leaders with professor participating as group member
  - In-class phone interviews with authors and experts related to topic
  - Subject of the seminar visits class (e.g. Darius goes West)
  - First lecture focuses on personal and educational background that led to development of research interests
  - Professor combines occasional class with sessions in related higher-level classes
  - Professor focuses on how to watch a film on campus or in the community
In a science seminar, class meetings are built on an experiment that students complete by the end of class.

Students keep a journal of class notes and written assignments.

Students manufacture a product that is the subject of the class (chocolate seminar).

A seminar on how to view art is organized around campus and community art exhibits.

In a curating seminar, students write explanatory labels for art works and submit them to local museum staff for critique.

Teams of students write proposals for community arts project.

In a seminar on drama, students attend local dramatic productions and meet with director afterwards to discuss, followed by a response paper.

Issues and Recommendation:

- Rigor in a seminar requires A-F grading.
- Corollary subjects for faculty teaching a one hour seminar should be considered as long as it is not three hours or 3000-4000 level.
- Compensation is significant.
- Faculty agency is important.
- Rigor depends upon individual faculty.
- Make faculty and student engagement out of class an expectation.
- Assessment plan
- Adequate staffing

Honors Seminars

David Williams explained the one-hour seminars offered by Honors each year: Honors 1000H, Orientation to Honors; HONS 1990H, special topic academic seminars for 3rd and 4th year students; and CURO Gateway Seminars, CURO Gateway Seminars (HONS 3010H; 3040H, and 3070H) which introduce first and second year students to research opportunities. The HONS 1000H seminars are most closely related to the planned First-Year Seminars for the QEP, so the focus of the discussion centered on this particular one-hour seminar.

All incoming first-year Honors students (500+) are required to take a one-hour pass/fail seminar. The purpose is to help students acclimate to the culture of Honors. Williams is the instructor of record for these seminars. The seminars also have peer leaders who serve to assist first-years engage in the vibrant life of the University and Athens community as well as to explore internships and study abroad opportunities.

HONS 1000H Best Practices:

- Honors Faculty Mentor Network: Approximately 175 faculty mentor up to four first-year Honors students and serve as a friend on the faculty.
- Special events for Mentors and First-Years such as a gala in January and Dinner@Profs opportunities in February and March
• Meet & Greets: Students are hosted by Honors and various colleges and schools across campus in an informal gathering with faculty.
• Intentional engagement opportunities are structured and unstructured. Students write reflections on each of six required engagement opportunities.
• Portfolio: Students develop an ongoing record of their activities and plans for their four years in Honors at UGA
  o This tool is useful for planning, advisement and a resource from which targeted resumes may be drawn. It is intended to be a roadmap for the students’ future.
RESOURCES

[tbd]
V. APPENDICES

Appendix A

Timetable of QEP Development

[TBD]
Appendix B
Summary of Campus Participation [Adam Wyatt]

[Outline TBD]

A. Surveys
   a. Alumni - # of responses
   b. Student - #of responses
B. Dates of SGA tables for student input
C. Articles about QEP – dates/publication in which article appeared
   a. R&B
   b. Columns
D. Campus forums –date/time/attendance
E. Meetings with particular groups
   a. Teaching Academy
   b. Advisors
F. University Governance updates
   a. Summary to Exec Comm
   b. Summary to U Council
   c. Summary to Curriculum Committee
G. Pre-proposals - # received/# of individuals involved in the submissions
H. Meetings with finalists – date/time/who attended
Appendix C
History of Prior UGA work leading to QEP

[TBD]

*Present a timeline to visually demonstrate the evolution of this concept over a long period of time; and
*List/summarize very briefly all of the efforts which ultimately led to the QEP development:

A. Initiation of Franklin College seminar program
B. Morehead report to Pres Knapp
C. Alternative model self-study in 1999-2000
D. Academic advisors in residence halls
E. NSSE
F. Gen Ed Task Force
G. Creation of office of service learning

*Provide citations/links to the full reports of the above.
Appendix D

UGA Programs Supporting First-Year Students (2009-2010)

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Responsible Division</th>
<th>Department Contact</th>
<th>Website</th>
<th>Access</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Big Dawg Welcome</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Campus Life</td>
<td><a href="http://www.uga.edu/campuslife/bigdawg/index.html">http://www.uga.edu/campuslife/bigdawg/index.html</a></td>
<td>All first-year students</td>
<td>A week full of free activities and entering students. This event could before classes.</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Office of Vice President for Instruction</td>
<td>Academic Advising</td>
<td><a href="http://www.uga.edu/ovpi/advising/aacc.htm">http://www.uga.edu/ovpi/advising/aacc.htm</a></td>
<td>All first-year students</td>
<td>Academic advising is decentralized in schools and colleges. Academic advising is decentralized in schools and colleges. Every term. Students register themselves.</td>
</tr>
<tr>
<td>Brumby Buddies</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Univ. Housing</td>
<td><a href="http://www.uga.edu/housing/academic/academicprograms.html">http://www.uga.edu/housing/academic/academicprograms.html</a></td>
<td>All Brumby residents</td>
<td>This program exposes Brumby residents to faculty role models while improving non-classroom environment through participation in floor meetings, programs, and events.</td>
</tr>
<tr>
<td>Collaborative Academic and Retention Effort (CARE)</td>
<td>Office of Vice President for Instruction</td>
<td>Division of Academic Enhancement</td>
<td><a href="http://www.uga.edu/dae/services/care/care-index.html">http://www.uga.edu/dae/services/care/care-index.html</a></td>
<td>First-year students on academic probation</td>
<td>Early intervention program designed to address the individual needs of freshmen on a regular basis. Participation in CARE includes creating an individualized improvement plan with an Academic Advisor, which is designed to help students achieve academic success.</td>
</tr>
<tr>
<td>C.L.A.S.S. Advocates (Continuing the Legacy of African American Student Success)</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Univ. Housing</td>
<td><a href="http://www.uga.edu/housing/policies/reslife/staff.html">http://www.uga.edu/housing/policies/reslife/staff.html</a></td>
<td>Support program for first-year students</td>
<td>Advocates live and work in the residence halls and are members of the residence staff. They help to support the needs and concerns of African American students while living in the residence halls and help students adjust to life on campus.</td>
</tr>
<tr>
<td>Creswell SMARTERES (Starting Meaningful Academic Relationships Enhances)</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Univ. Housing; funded by UGA Parents and Families Association</td>
<td><a href="http://www.uga.edu/housing/academic/academicprograms.html">http://www.uga.edu/housing/academic/academicprograms.html</a></td>
<td>All Creswell residents</td>
<td>Improves resident success through early intervention, recognition of academic progress, and identification of academic resources. Students participate in events, activities and a newsletter.</td>
</tr>
<tr>
<td>Program</td>
<td>Office of Vice President for Student Affairs</td>
<td>Office of the Vice President for Instruction</td>
<td>Honors College</td>
<td>Honors students</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CURO Gateway Seminars</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/honors/curo/seminars/">http://www.uga.edu/honors/curo/seminars/</a></td>
<td>Seminars introduce academically research in their chosen fields. Participants understand the research process and develop research interests into potential thesis topics. Faculty sponsors in their chosen fields.</td>
<td></td>
</tr>
<tr>
<td>Dawg Camp (D.C.)</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/dawgcamp/">http://www.uga.edu/dawgcamp/</a></td>
<td>incoming first-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A series of summer programs that take students from high school to college by providing hands-on exposure to student life at UGA and beyond. Dawg Camp participants are mentored by student leaders and have the chance to make connections and get a head start on college life by learning about leadership, service, and community involvement.</td>
<td></td>
</tr>
<tr>
<td>D.C.: Adventure</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/dawgcamp/">http://www.uga.edu/dawgcamp/</a></td>
<td>48 first-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A separate wilderness component of Dawg Camp will include the UGA Ropes Course, whitewater rafting, sea kayaking, and mountain biking.</td>
<td></td>
</tr>
<tr>
<td>D.C.: Camp Classic City</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/dawgcamp/">http://www.uga.edu/dawgcamp/</a></td>
<td>10 first-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Five-day program that focuses on how to get involved at UGA, and beyond, through community service learning.</td>
<td></td>
</tr>
<tr>
<td>D.C.: Discovery</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/dawgcamp/">http://www.uga.edu/dawgcamp/</a></td>
<td>300 first-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Three-day retreat focuses on first-year campus involvement, leadership, and traditions, and of course, the Bulldogs! Incoming freshmen will have the opportunity to interact with forty student leaders, UGA faculty and staff members. Activities include leadership practices, and traditions, and of course, the Bulldogs!</td>
<td></td>
</tr>
<tr>
<td>D.C.: Fusion</td>
<td></td>
<td></td>
<td><a href="http://www.uga.edu/dawgcamp/">http://www.uga.edu/dawgcamp/</a></td>
<td>12-14 first-year students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Four day program connects students to UGA's history and culture and tap into student leadership potential to promote involvement on campus. Students will learn about the history of UGA's musical venues, visit the campus with different music groups, and use this opportunity to share their talents with others.</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Department/Office</td>
<td>Website</td>
<td>Eligibility</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>First Year Composition</td>
<td>Franklin College of Arts and Sciences</td>
<td><a href="http://web.english.uga.edu/newsite/fyc/home.html">http://web.english.uga.edu/newsite/fyc/home.html</a></td>
<td>All first-year students</td>
<td>English 1101 is concerned with an introduction to the English language through literature. We also offer English 1102 with a focus on a variety of topics courses, online writing classes, and courses that are associated with the Communities or employ Reacting.</td>
<td></td>
</tr>
<tr>
<td>First Year Seminars</td>
<td>Franklin College of Arts and Sciences</td>
<td><a href="http://www.franklin.uga.edu/deans/hrupper/freshtem/intro.htm">http://www.franklin.uga.edu/deans/hrupper/freshtem/intro.htm</a></td>
<td>All first-year students</td>
<td>These seminars provide an opportunity for students to become acquainted with a faculty member and to learn some of the excitement of study and research at the University of Georgia. Most first-year students take one hour each week during the spring semester, taught by some of the most distinguished faculty at the University who will foster excitement to their research and teaching.</td>
<td></td>
</tr>
<tr>
<td>Freshman College</td>
<td>Office of Vice President for Instruction</td>
<td>Division of Academic Enhancement</td>
<td>All first-year students</td>
<td>This program provides a month-long residential experience for admitted first-year students to earn a credit toward graduation. Unlike other learning experiences, the Freshman College experience allows students to attend daily classes and complete challenging coursework, but you also have a series of programs and events designed to expose students to the varied and exceptional resources of Georgia.</td>
<td></td>
</tr>
<tr>
<td>Georgia Daze</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Univ. Housing and Office of Institutional Diversity</td>
<td>All first-year students</td>
<td>This program enables high school students entering the University of Georgia to experience college life. They tour campus, stay in dorm rooms, attend classes, and participate in numerous social activities. Over 85% of the participating students participated in the spring 2008 Georgia Daze.</td>
<td></td>
</tr>
<tr>
<td>Honors Faculty Mentor Network</td>
<td>Office of the Vice President for Instruction</td>
<td>Honors College</td>
<td>Honors students</td>
<td>Through UGA's Honors Faculty Mentor Network, students have the opportunity to work with faculty mentors who help nurture their interests and career aspirations. Students may develop their own individual style and approach to their personal and intellectual challenge. Students can continue these relationships during the first year or participate in other programs that are not affiliated with the Honors Program.</td>
<td></td>
</tr>
<tr>
<td>Event/Program</td>
<td>Location/Contact</td>
<td>Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Student Orientation</strong></td>
<td>Office of the Vice President for Student Affairs</td>
<td>Immigration information, social services, banking, housing, utilities, and no‐hassle system for global students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coming Out Discussion</strong></td>
<td>Office of the Vice President for Student Affairs</td>
<td>This program provides a safe and open space where students can discuss concerns about gender and identity in a supportive environment. All students are welcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Latinos Investing in the Students of Tomorrow (LISTo)</strong></td>
<td>Office of the Vice President for Student Affairs</td>
<td>Peer mentoring program that pairs incoming Latino/a students with first year Latino/a students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Communities (L.C.):</strong></td>
<td></td>
<td>Provide in‐depth instruction and credit in fields like Education, International Studies, and Social Science. Participating students will attend an intense learning experience through weekly seminars that features assignments in the same vicinity in Creswell Hall, concurrent academic classes in the field of interest, and opportunities for faculty mentoring and an upper‐classman advisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.C.: Creswell</strong></td>
<td>Office of the Vice President for Student Affairs &amp; OVPI</td>
<td>20 residents per program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Joe Crim or Sherry Allen in the Vice‐President for Instruction's Office</td>
<td>20 residents per program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide in‐depth instruction and credit in fields like Education, International Studies, and Social Science. Participating students will attend an intense learning experience through weekly seminars that features assignments in the same vicinity in Creswell Hall, concurrent academic classes in the field of interest, and opportunities for faculty mentoring and an upper‐classman advisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.C.: Franklin Residential College</strong></td>
<td>Office of the Vice President for Student Affairs &amp; OVPI</td>
<td>150 students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Univ. Housing, Franklin College of Arts and Sciences</td>
<td>150 students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.C.: Freshmen College Summer Experience</strong></td>
<td>Division of Academic Enhancement</td>
<td>Regularly admitted first‐year students participate in this unique summer program that streamlines the new student’s introduction to collegiate life and provides opportunities for credit toward graduation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.C.: Honors Magnet Program</strong></td>
<td>Office for the Vice President of Student Affairs</td>
<td>Honors Program participants are invited students whose discussions and faculty guidance support students’ other academic commitments. satellite office in Myers Hall to provide guidance and support students’ other academic commitments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Univ. Housing and Honors Program</td>
<td>220 students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.C.: Russell X</td>
<td>Office of the Vice President for Student Affairs</td>
<td>UGA Parents and Families Association</td>
<td><a href="http://www.uga.edu/housing/academic/academicprograms.html">http://www.uga.edu/housing/academic/academicprograms.html</a></td>
<td>All Russell residents</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Georgia Collegiate Leadership Conference</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Center for Leadership and Service</td>
<td><a href="http://www.uga.edu/cls/programs/irt/irtgclc.htm">http://www.uga.edu/cls/programs/irt/irtgclc.htm</a></td>
<td>Selected students</td>
<td></td>
</tr>
<tr>
<td>Major and Career Exploration</td>
<td></td>
<td>Career Center</td>
<td><a href="http://www.career.uga.edu/">http://www.career.uga.edu/</a></td>
<td>All first-year students</td>
<td></td>
</tr>
<tr>
<td>My Student Body</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Health Center: online program</td>
<td><a href="http://www.myStudentBody.com">www.myStudentBody.com</a></td>
<td>All first-year students</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>Office of the Vice President for Instruction</td>
<td>Undergraduate Admissions</td>
<td><a href="http://www.admissions.uga.edu/article/orientation_for_new_uga_students.html">http://www.admissions.uga.edu/article/orientation_for_new_uga_students.html</a></td>
<td>All new students</td>
<td></td>
</tr>
</tbody>
</table>

Focuses upon student assimilation of Georgia’s social and cultural environment, time management and study skills. Lunch community professional in the Russell Book Club.

The Global Engagement Learning Seminar is a weekly educational experience that explores cultural issues, global citizenship, and the function of learning. The seminar focuses on encouraging participation in local and campus events, along with community service experiences. The process of developing an understanding of urban space and the ways in which to contribute to it. Concentration is placed on global heritage preservation and conservation programs and initiatives.

The conference is designed to foster leadership skills and abilities of students and to foster interaction between leaders and advisors. While open to all undergraduate students, this conference emphasizes the involvement of leadership programs. Historically, the conference attracts students from multiple colleges and universities within the state of Georgia and the region. College students and academic advisors are welcome. This annual conference provides students with the opportunity to apply their personal, academic, and professional skills.

Provide career consultants and advisors to assist students in discovering possible careers, corresponding majors/minors to their interests, and providing Interfolio technology.

Interactive online alcohol program for all students under the age of 21.

All new students must attend an Orientation prior to enrollment at the University of Georgia, with the exception of transient students, transferred students, academic advisors, and students with specific registration information.
<table>
<thead>
<tr>
<th>Service-learning</th>
<th>College of Family and Consumer Sciences</th>
<th>Office of Service Learning</th>
<th><a href="http://isdweb.isd.uga.edu/blog/">http://isdweb.isd.uga.edu/blog/</a></th>
<th>All students</th>
<th>The mission of the Office of Service Learning is to promote and support the development of academic service-learning experiences that meet critical community needs through instructional development programs and funding opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGA Freshman Board</td>
<td>Office of the Vice President for Student Affairs</td>
<td>Student Government Association</td>
<td><a href="http://www.uga.edu/sga/legislative.php">http://www.uga.edu/sga/legislative.php</a></td>
<td>First-year students elected</td>
<td>Serves as the representative voice of first-year students in the Student Government Association. The program will expose a group of talented and motivated freshmen to all that UGA and Athens have to offer. Student leaders will be encouraged to become involved in various campus activities through their work with various offices.</td>
</tr>
<tr>
<td>SGA Freshman Forum</td>
<td>Office for the Vice President of Student Affairs</td>
<td>Student Government Association</td>
<td><a href="http://www.uga.edu/sga/legislative.php">http://www.uga.edu/sga/legislative.php</a></td>
<td>First-year students elected</td>
<td>Each fall several student leaders are selected to work with incoming freshmen who are passionate about being part of the Greek life experience at UGA. Over the course of a year, these student leaders will work with Greek Life, faculty, and upperclassmen to help freshmen become a successful leader within the University.</td>
</tr>
<tr>
<td>Greek Letter Organizations</td>
<td>Office for the Vice President of Student Affairs</td>
<td>Greek Life</td>
<td><a href="http://www.uga.edu/greeklife/">http://www.uga.edu/greeklife/</a></td>
<td>All students</td>
<td>Fraternities and sororities provide educational programs and services and foster a learning community. The Greek life experience is open to all at the University, but primarily includes first-year students.</td>
</tr>
<tr>
<td>Student Transition Evaluation for Postsecondary Success (STEPS)</td>
<td>Franklin College of Arts and Sciences</td>
<td>Regents Center for Learning Disorders</td>
<td><a href="http://www.rcld.uga.edu/highschool.html">http://www.rcld.uga.edu/highschool.html</a></td>
<td>All students</td>
<td>Program assists high school seniors with the transition to postsecondary education, providing documentation that meets the psychological requirements for access to accommodations.</td>
</tr>
<tr>
<td>*Greek Life, Judicial Programs, University Testing Services, Recreational Sports, LGBT Resource Center, Student Financial Aid, Parents and Families</td>
<td>Office of the Vice President for Student Affairs</td>
<td>All students</td>
<td>-</td>
<td>All students</td>
<td>Student Affairs services target incoming students at the beginning of the year, and their services at the beginning of the year are open to all students. A detailed description of the services provided can be found at the Office of the Vice President for Student Affairs.</td>
</tr>
</tbody>
</table>
Appendix E
QEP Team

[revise to show all who have participated and team as it stands now?]

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amstutz, Meg</td>
<td>President’s Office</td>
<td><a href="mailto:mamstutz@uga.edu">mamstutz@uga.edu</a></td>
</tr>
<tr>
<td>Aycock, Allan</td>
<td>Office of Academic Planning</td>
<td><a href="mailto:aaycock@uga.edu">aaycock@uga.edu</a></td>
</tr>
<tr>
<td>Barlow, Katie</td>
<td>Student Government Association</td>
<td><a href="mailto:kbarloww@uga.edu">kbarloww@uga.edu</a></td>
</tr>
<tr>
<td>Bernstein, Irwin</td>
<td>Strategic Planning Committee</td>
<td><a href="mailto:isber@uga.edu">isber@uga.edu</a></td>
</tr>
<tr>
<td>Boehmer, Bob</td>
<td>Office of Academic Planning</td>
<td><a href="mailto:bboehmer@uga.edu">bboehmer@uga.edu</a></td>
</tr>
<tr>
<td>Broder, Joe</td>
<td>Teaching Academy</td>
<td><a href="mailto:jbroder@uga.edu">jbroder@uga.edu</a></td>
</tr>
<tr>
<td>Carmichael, Paige</td>
<td>Veterinary Medicine</td>
<td><a href="mailto:kpc@uga.edu">kpc@uga.edu</a></td>
</tr>
<tr>
<td>Chambers, Paul</td>
<td>Alumnus</td>
<td><a href="mailto:pc0823@att.com">pc0823@att.com</a></td>
</tr>
<tr>
<td>Dozier, Cheryl</td>
<td>Institutional Diversity</td>
<td><a href="mailto:cdozier@uga.edu">cdozier@uga.edu</a></td>
</tr>
<tr>
<td>*Dunning, Art</td>
<td>OVPSO</td>
<td><a href="mailto:adunning@uga.edu">adunning@uga.edu</a></td>
</tr>
<tr>
<td>Gardner, Denise</td>
<td>Institutional Research</td>
<td><a href="mailto:gardnerd@uga.edu">gardnerd@uga.edu</a></td>
</tr>
<tr>
<td>Kleiber, Pamela</td>
<td>Honors</td>
<td><a href="mailto:pkleiber@uga.edu">pkleiber@uga.edu</a></td>
</tr>
<tr>
<td>Knauff, David</td>
<td>Graduate School</td>
<td><a href="mailto:dknauff@uga.edu">dknauff@uga.edu</a></td>
</tr>
<tr>
<td>Laster, Kasee</td>
<td>Office of International Education</td>
<td><a href="mailto:klast@uga.edu">klast@uga.edu</a></td>
</tr>
<tr>
<td>Lee, David</td>
<td>OVPR</td>
<td><a href="mailto:dlee@uga.edu">dlee@uga.edu</a></td>
</tr>
<tr>
<td>Legge, Jerry</td>
<td>Public &amp; International Affairs</td>
<td><a href="mailto:jlegge@uga.edu">jlegge@uga.edu</a></td>
</tr>
<tr>
<td>Leming, Heidi</td>
<td>Office of Academic Planning</td>
<td><a href="mailto:helming@uga.edu">helming@uga.edu</a></td>
</tr>
<tr>
<td>Martin-Williams, Jean</td>
<td>School of Music</td>
<td><a href="mailto:jmartin@uga.edu">jmartin@uga.edu</a></td>
</tr>
<tr>
<td>†Mauricio, Rodney</td>
<td>Curriculum Committee</td>
<td><a href="mailto:mauricio@uga.edu">mauricio@uga.edu</a></td>
</tr>
<tr>
<td>McCarthy, Connor</td>
<td>Student</td>
<td><a href="mailto:connorm@uga.edu">connorm@uga.edu</a></td>
</tr>
<tr>
<td>*Morehead, Jere</td>
<td>OVPI</td>
<td><a href="mailto:morehead@uga.edu">morehead@uga.edu</a></td>
</tr>
<tr>
<td>Naeher, Luke</td>
<td>College of Public Health</td>
<td><a href="mailto:lnaeher@uga.edu">lnaeher@uga.edu</a></td>
</tr>
<tr>
<td>Pagnattaro, Marisa</td>
<td>Terry College of Business</td>
<td><a href="mailto:pagnatta@terry.uga.edu">pagnatta@terry.uga.edu</a></td>
</tr>
<tr>
<td>Potter, Bill</td>
<td>Library</td>
<td><a href="mailto:wpotter@uga.edu">wpotter@uga.edu</a></td>
</tr>
<tr>
<td>Scott, Shannon</td>
<td>Staff Council</td>
<td><a href="mailto:sscott@iclega.org">sscott@iclega.org</a></td>
</tr>
<tr>
<td>Teague, Fran</td>
<td>Writing Task Force</td>
<td><a href="mailto:fteague@uga.edu">fteague@uga.edu</a></td>
</tr>
<tr>
<td>Tschezikow, Kyle</td>
<td>OVPSA</td>
<td><a href="mailto:kyletsch@uga.edu">kyletsch@uga.edu</a></td>
</tr>
<tr>
<td>Vencill, William</td>
<td>Strategic Planning</td>
<td><a href="mailto:vvencill@uga.edu">vvencill@uga.edu</a></td>
</tr>
<tr>
<td>Wheeler, Jan</td>
<td>Office of Academic Planning</td>
<td><a href="mailto:jwheeler@uga.edu">jwheeler@uga.edu</a></td>
</tr>
<tr>
<td>White, Barb</td>
<td>CIO</td>
<td><a href="mailto:barbwhit@uga.edu">barbwhit@uga.edu</a></td>
</tr>
<tr>
<td>Wilder, Shannon</td>
<td>Service Learning</td>
<td><a href="mailto:swilder@uga.edu">swilder@uga.edu</a></td>
</tr>
<tr>
<td>Wyatt, Adam</td>
<td>Institute of Higher Education</td>
<td><a href="mailto:atmwyatt@uga.edu">atmwyatt@uga.edu</a></td>
</tr>
</tbody>
</table>

* Resigned; To be replaced
† Chair
Bioenergy and Bioproducts from Biomass.
We will go beyond the headlines to better understand the potential that biomass offers for producing sustainable, economically viable transportation fuels in the U.S. on a scale that significantly reduces dependence on fossil fuels. We will consider the role of different types of biomass and explore the various challenges that must be overcome, including basic technical hurdles as well as land-use and feed-versus-fuel concerns. The potential for producing other value-added bioproducts from biomass and the related topic of carbon recycling will also be discussed. Along the way we will learn what UGA does to support research and to ensure that discoveries reach the market place, and we will also review opportunities for undergraduates to get involved in research. We will also learn about UGA outreach activities designed to foster a bioenergy industry in Georgia.

A Cure for Cancer: Where Are We?
It has been nearly 40 years since President Richard Nixon declared “war on cancer” and initiated the remarkable build up in cancer research that exists in the U.S. today. Yet there are many who would argue that we have made surprisingly little progress. In this seminar, we will learn the fundamentals of cancer in order to understand the challenges to preventing or even treating this collection of diseases. We will also consider the advances that have been made and the benefits that have accrued, and we will learn about promising current strategies to prevention or treatment. We will also consider some of the cultural disparities in cancer treatment that exist across Georgia and what might be done to mitigate these disparities. Along the way we will learn what UGA does to support research and to ensure that discoveries reach the market place, and we will also review opportunities for undergraduates to get involved in research as well as public service/outreach.

Genetically Modified Plants: the Globe’s Salvation or Your Worst Nightmare?
Scientists now possess the technology to genetically modify many plants of agricultural or commercial significance. Genetic modification can yield pest resistance or drought tolerance, increase the yield or size of food or bioenergy crops, or produce other desired or valuable traits. Some believe these deliberate alterations will help feed an ever-expanding planet, preserve agriculture in the face of dramatic climate changes, and increase both the efficiency of agriculture and plant growth acreage in developing countries. Others believe we may be unleashing plants that will have unknown or grave consequences for our agricultural and ecological systems. In this seminar we will learn the basics of plant genetic modification, examine some of the current examples of crop manipulation, and discuss what threats if any these plants pose. Along the way we will learn what UGA does to support research and to ensure that discoveries reach the market place, and we will also review opportunities for undergraduates to get involved in research.

Comparative Health and Healthcare Systems in the Developed World: Is the U.S. the Best?
In this seminar we will review major health statistics and disease trends across the developed world, and we will examine the organization and financing of health care systems in these same countries. Why are costs so much higher in the U.S. and life expectancy less? What role do
disparities and social determinants play in this? How is medicine practiced? Our goal will be to get beyond the headlines and sound-bites in order to better understand and participate in the current national health care debate. How can the U.S. health care system be reformed from policy, systems, and financial perspectives? Along the way we will learn about research being conducted to address these issues in the new UGA Center for Global Health as well as the new College of Public Health, how UGA supports this research, and how undergraduates can get involved. We will also connect this focus on health and health care systems in other countries to international education opportunities at UGA.

Page to Stage.
Each fall the Department of Theatre and Film Studies produces a literary classic. We shall center our study around this term’s production. First the class shall read and analyze the literary original. We shall compare it with several other works, both for stage and screen, to discover its particular strengths and how productions have altered in a mass-market culture. Then different students will present their findings about different aspects of both the history and the ideas that the play presents. Performers and staff from the production will visit to describe how to balance aesthetic and pragmatic decisions. The class will have a night out at the theater to see the production. Finally, we shall conclude with some consideration of what role the arts play in this and other communities.