

# Memorandum

**To:** General Faculty

**Date:** July 16, 2014

**Regarding:** Agenda, Faculty Senate Meeting, July 18 at 3:00 p.m., TLC 1-303

The agenda for the July 18, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. The April minutes were approved via electronic vote on June 20, 2014 (see [Addendum I](#)).
4. Committee reports

**Committee VI: Strategic Planning Committee (Nadya Popov, Chair)**  
**Information Items:**

A. Strategic Plan:

1. Key Performance Indicators (Kyle Marrero)
2. Peer and Aspirant Institutions (Cathi Jenks)
3. Successful Partnerships Task Force (Melanie McClellan)

5. New business

A. Adult learning initiative and USG Adult Learning Consortium (Micheal Crafton and Myrna Gantner); see [Addendum II](#). (Note: the “DRAFT” watermark was removed for reproduction purposes.)

B. LEAP initiative (Micheal Crafton); see [Addendum III](#) and view <http://www.aacu.org/leap>

5. Announcements

6. Adjournment

# **Addendum I**

**University of West Georgia  
Faculty Senate Meeting  
Minutes**

**April 18, 2014**

**Approved June 20, 2014**

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:01 p.m.
2. A moment of silence was observed for Sandy Thompson, a recently deceased member of Faculty Senate.
3. Roll call

*Present*

Blair, Butler, DeFoor, DeSilva, Erben, Farmer, Gant, Geisler, Griffith, Halonen-Rollins, Hannaford, Haynes, Johnson, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Packard, Ponder, Popov, Robinson, Rutledge, Sanders, Barnhart (substituting for Schroer), Skott-Myhre, Stanfield, Steere, Van Valen, Vasconcellos, Velez-Castrillon, Welch, Willox, M. Johnson (substituting for Woodward)

*Absent*

Banford, Basu-Dutt, Faucette, Hooper, Insenga, Kassis, Keim, Pencoe, Samples, Xu, Yeong

4. Minutes: a motion was made and seconded to approve the minutes of March 14.

*Item approved unanimously by voice vote.*

5. Committee reports

**Committee I: Undergraduate Programs Committee (James Mayer, Chair)**

**Action Items:**

- A) College of Arts & Humanities course proposals:
  - 1) Department of Art
    - a) ART 3060 Illustration: An Introductory Survey  
Request: Add
    - b) ART 3065 Introduction to Scientific/Pre-Med Illustration

Request: Add

*These two items were taken together and approved unanimously by voice vote.*

B) College of Science & Mathematics

1) Department of Chemistry

a) Bachelor of Science in Chemistry

Request: Modify (change name to Bachelor of Science with a Major in Chemistry)

*Item approved unanimously by voice vote.*

2) Department of Geosciences

a) Bachelor of Science with a Major in Geography

Request: Modify (change Environmental Geography Track to Environmental Sustainability)

*Item approved unanimously by voice vote.*

b) GEOG 3020 Political Geography

Request: Add

*Item approved unanimously by voice vote.*

c) GEOG 2202

Request: Add to Core Area D 2, Option II

d) GEOG 2202L

Request: Add to Core Area D 2, Option II

*These two items were taken together and approved unanimously by voice vote.*

C) College of Social Sciences

1) Department of Criminology

a) Bachelor of Science with a Major in Criminology

Request: Modify (add choice to Area F requirement)

*Item approved unanimously by voice vote.*

2) Department of Mass Communications

a) Bachelor of Science with a Major in Mass Communications

Request: Modify (specify minimum grade of C in intro courses)

Request: Modify (split Film and Video Arts track into two separate tracks)

Request: Add Film and Video Production minor

*These three items were taken together and approved unanimously by voice vote.*

- b) COMM 3305 Short-Form Screenwriting & Analysis  
Request: Add
- c) COMM 4405 Sound Design  
Request: Add
- d) COMM 4406 Digital Cinematography & Image Design  
Request: Add
- e) COMM 4407 Film & Video Post-Production  
Request: Add

*These four items were taken together and approved unanimously by voice vote.*

- 3) Psychology Department
  - a) PSYC 4700 Ecopsychology  
Request: Add

*Item approved unanimously by voice vote.*

**Information Item:**

- A) The UPC is pleased to announce that it has elected Dr. Julia Farmer of Foreign Languages and Literatures as its chair for the 2014-2015 academic year.

**Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)**

**Action Items:**

- A) College of Education
  - 1) Department: Learning and Teaching
    - a) SPED 7782 Directed Research Readings in Special Education  
Request: Modify

*Item approved unanimously by voice vote.*

- B) College of Social Sciences
  - 1) Department: Psychology
    - a) PSYC 5700 Ecopsychology  
Request: Add

*Item approved unanimously by voice vote.*

C) School of Nursing program change:

- 1) EdD in Nursing Education  
Request: Modification

*Item approved unanimously by voice vote.*

**Information Items:**

A) College of Social Sciences

- 1) Department: Political Science
  - a) Master of Urban and Regional Planning (MURP)  
Request: Deactivation

The faculty of the Department of Political Science and Planning hereby requests the deactivation of the Master in Urban and Regional Planning (MURP) program.

As it currently functions, the MURP program relies solely on one faculty, who serves as its only full-time faculty and director, obviously placing a significant burden of teaching and administrative duties on only one person. Over the past three years, enrollment in the program has grown from 2 to 14 students from Fall 2010 to Fall 2013 respectively; and the total number of degrees conferred has fluctuated from 0 to 5 from Fall 2010 to Fall 2013 respectively. These enrollment and graduation figures beg the questions: is it strategically sound to maintain a program with such limited number of faculty? Is it possible to increase enrollment and graduation, and strengthen the quality and reputation of the program with such limited resources?

Dr. Hee-Jung Jung, Director of the MURP program, announced her intention to leave the university in January 2014, forcing the department to answer the above questions. After carefully considering a number of factors – including the program’s history, external and internal demand, the quality of the program’s faculty and graduates, enrollment and graduation trends over the last few years, costs associated with the program, as well as the overall impact and contribution of the program to the Department of Political Science and Planning, the College of Social Sciences, UWG, and the community at large – the faculty decided to terminate the MURP program.

We concluded that to increase enrollment and graduation, and strengthen the quality and reputation of the program, would require much more than one faculty. Sadly such resources are not available currently, and cannot be guaranteed in the future.

It is possible, however, to strengthen our other undergraduate and graduate programs through a strategic hire, and therefore our decision to terminate the MURP program reflects the department’s priorities and commitment to our undergraduate and MPA programs.

## Discussion:

Sal Peralta spoke about this information item. He stated that last year a decision was made regarding the MURP program without consultation with the department; this year, it is being made with input from faculty governance. He said that the program could continue, but with limited resources. The undergraduate track is still on; there are three students that have completed it, so it will have no impact on them. In response to a question, Dr. Peralta said that Dr. Jung's resignation was due to a combination of personal and professional decisions on her part.

### B) College of Education policy change:

The College of Education Faculty Governance has made the following change to its current Academic Standings Policy:

Current policy with changes:

“Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of *F* or *WF* and/or two *C*'s, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended from the program.

A student will be dismissed from the following two programs if he or she earns two *C*'s or one *F*.

Ed.D. in School Improvement

Ed.D. in Professional Counseling and Supervision”

Clean copy:

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of *F* or *WF* and/or two *C*'s, regardless of his/her academic standing, will be suspended from the program.

## Discussion:

John Ponder added that not having the automatic suspensions has been problematic in the past due to programs making varied decisions. Having the automatic suspension will bring a consistency across all programs.

### C) Richards College of Business

The RCOB Graduate Program Committee has approved the following change in Admissions Requirements:

“For MBA admission, the RCOB GPC committee approved GMAT

Waiver/Exemption for Chemistry majors with a business administration minor and UWG 3.0 GPA.”

- D) The GPC is pleased to announce that it has elected Dr. Susan Welch of Nursing as its chair for the 2014-2015 academic year.

**Committee IV: Academic Policies Committee (Vickie Geisler, Chair)**

**Action Item:**

- A) Modifications to Hardship Withdraw Policy. The modifications will allow hardship withdrawal requests to be processed any time after Drop/Add. Currently, students can only make these requests after the Withdraw date.

*Item approved unanimously by voice vote.*

**Information Item:**

- A) The VPAA office is almost finished collecting updated departmental policies concerning Credit By Exam.

**Committee IX: Facilities and Services Committee (Kathy Moffeit, Chair)**

**Action Item:**

- A) Revisions to UWG Parking Code

**Discussion:**

Mark Reeves (Asst. VP of Auxiliary Services) discussed the significant revisions to the UWG Parking Code for 2014-2015. Most changes are to clarify/improve wording, such as “Permit Parking Only” instead of “handicap spaces.”

In the general discussion, he noted that this was the first year of students parking at the stadium, which includes spaces for faculty and staff. He said that right now there is one parking space per faculty/staff member. Bus ridership is up 19%. Some adjustments were made to traffic lights. A new Shopper Shuttle provides students access to the community. The new lot at Nursing adds about 80 spaces for faculty. The parking for Newnan was reviewed this year. Admissions will be moving to the Murphy building, which will help front campus congestion. Residential freshmen want to bring cars to campus on weekends, and his office is working that out. The number of citations are down for the fifth year in a row, with no increase in fees. Mr. Reeves stated that there is nothing in the Parking Code about yellow placards. He explained their use, saying that there were over 200, but now a department chair has to contact Parking to get one; the process is regulated and closely monitored by Parking. The \$15 fee that faculty pay is to register (up to 2) vehicles, not pay for parking; we do get free parking.

He also answered questions and expressed appreciation for all suggestions/comments. Please continue to let him know of any suggestions you have for improvements, like regarding signage at a particular parking lot. (The TLC lot on evenings/weekends by students was specifically



discussed; the sign there indicates Faculty 24/7.) Mr. Reeves mentioned that signs take precedence over curb painting. Police, not Parking control officers, enforce the parking on weekends, and the police have higher priorities than parking violations.

*Item approved unanimously by voice vote.*

**Information Item:**

A) The Facilities and Services Committee is pleased to announce that it has elected Ben Steere (Anthropology) as its chair for the 2014-2015 academic year.

**Committee XIII: Rules Committee (Linda Haynes, Chair)**

**Action Item:**

A) Recommendation for Position of Faculty Senate Chair-Elect

Discussion:

Linda Haynes explained that the recommended position of Chair-Elect preserves a four-year commitment for the Chair, changing it from a 2 + 2 commitment to a 1 + 2 + 1 commitment (i.e., one year as Chair-Elect, 2 years as Chair, 1 year as Past Chair). This keeps the two-year continuity of service for the Chair. In response to a question, Dr. Haynes stated that the Chair-Elect must meet the same criteria as the Chair regarding tenure and service on Faculty Senate. It was noted that ex officio members generally recuse their Senate seats. The policy will be effective next year, so a Chair-Elect position will be elected in the spring, 2015.

*Item approved unanimously by voice vote.*

6. New business:

A) Engage West! survey results (Kyle Marrero, Jeff Johnson)

Kyle Marrero distributed a handout of FAQs (the first page follows). In the discussion, the last sentence of the second FAQ was modified, then stricken entirely. Dr. Marrero thanked the faculty for questioning the wording.

Dr. Marrero explained what the document is, and what it is not. The questions to ask yourself are: do you think you are connected? Do you see yourself in this plan? He emphasized that transparency is a goal and “the survey is the start of a dialogue.” This process is to help improve communication and trust at UWG. It should not seem threatening.

Various members of the faculty expressed opinions about the roles and training of leaders, and how they see themselves in relation to administrators. Dr. Marrero acknowledged the need to “keep our soul and at the same time, stay in business” because we must have accountability. This “Engage West!” survey is a first effort at building a culture where we trust and communicate and train our leaders to provide help/support.

# ENGAGE WEST!

## Employee Engagement Survey FAQ



### What is the definition of "Engagement" as analyzed in UWG's Engage West! Employee Engagement Survey?

The term "percent engaged" in the context of this survey is defined as the percentage of employees (both faculty and staff) in the group surveyed who report both a degree of being satisfied and the relative sense that their work environment motivates them and their colleagues to fully participate in and be productive toward achieving institutional goals.

### Why is it so important to include "satisfaction" in this definition? Can a workforce not be productive without being satisfied?

It is true that people can be productive in a work environment without reporting a high level of being satisfied. And it is true that for many work environments that goal is sufficient; however, if the institutional goal is to be the best, then the institution should seek to establish nothing less than the best work environment. ~~As every study has demonstrated, the best environment reports a high level of satisfaction (or happiness) with a correspondingly high level of production.~~

### Why is Engagement analysis important to UWG and furthering its new Strategic Plan?

The simplest answer to this question is that one of the primary goals of the new strategic plan is to create the best place to work, learn, and succeed. The research on this question tells us that aligning employees' values, goals, and aspirations with those of the institution is the best method for achieving the sustainable employee engagement required for UWG to reach its goals. Full engagement represents an alignment of maximum job satisfaction ('I like my work and do it well and I am recognized for that work.') with maximum job contribution ('I play an important role in achieving the goals of my department').

### Will this data be used to judge me for promotion and / or tenure?

The purpose of this survey is to assess work environments by way of surveying those working in the environments. If the survey is to judge, it is to judge that environment, not the people who work in them. The creation of the environments is the responsibility of leadership.

### What will you do with the data collected from the survey?

One of our main goals is to create clear roadmaps to success for all employees, departments, and the institution. Therefore, we will use the results to generate evidence-based best practices and create more effective processes that will, in turn, increase each employee's opportunities to succeed. Already, we are developing a framework for ongoing recognition of performance and professional development opportunities. Finally, this survey will serve as a benchmark/baseline against which we can compare future results.

## B) Policy Task Force update (Cathi Jenks)

Cathi Jenks reported on the progress of this presidential task force. She began by listing the committee members. Dr. Jenks mentioned that they have hired a research policy analyst, who is editing and culminating policies. The goal is to create a central repository website for all University policies, and also to create a process for the flow of new policies. They are reviewing the Policy on Policies to create a template. All policies will be posted and open for comment for two weeks (including students); then a policy will be reviewed by the task force, then the president, and if approved, added to the list of policies.

## 7. Announcements

- a) Jeff Johnson announced that the election results for the new chair of Faculty Senate was a tie vote, indicating strong support for both candidates (Anne Barnhart and Elizabeth Kramer). The electronic vote of 2010 sets precedence for an electronic vote, so he will be getting that set up Monday/Tuesday of next week, with voting open the rest of the week. Dr. Johnson will tally the vote and announce the results.
- b) At this time, no May meeting of Faculty Senate is being planned. Dr. Johnson thanked the senators for their work this year. He received an enthusiastic round of applause for his service as chair the past two years.

## 8. Adjournment

The meeting adjourned at 4:53 p.m.

Respectfully submitted,

Shelley Rogers,  
Executive Secretary of the Faculty Senate and General Faculty

# **Addendum II**

## Memorandum of Understanding

### Establishing the Adult Learning Consortium

among

Armstrong Atlantic State University, Atlanta Metropolitan State College,  
Bainbridge State College, Columbus State University, Dalton State College,  
Fort Valley State University, Georgia Perimeter College,  
Georgia Southwestern State University, Gordon State College,  
Middle Georgia State College, Southern Polytechnic State University,  
University of North Georgia, and Valdosta State University

*THIS MEMORANDUM OF UNDERSTANDING (“MOU”) is entered into as of the 1st day of April, 2014, by and among Armstrong Atlantic State University (AASU); Atlanta Metropolitan State College (AMSC); Bainbridge State College (BSC); Columbus State University (CSU); Dalton State College (DSC); Fort Valley State University (FVSU); Georgia Perimeter College (GPC); Georgia Southwestern State University (GSW); Gordon State College (GSC); Middle Georgia State College (MGSC); Southern Polytechnic State University (SPSU); University of North Georgia (UNG); and Valdosta State University (“VSU”); AASU, AMSC, BSC, DSC, FVSU, GPC, GSW, GSC, MGSC, SPSU, UNG, and VSU collectively referred to as the “Participating Institutions.”*

**A. PURPOSE:** The purpose of this MOU is to formally establish the Adult Learning Consortium (ALC) and empower the ALC to make decisions on behalf of the Participating Institutions regarding policies, programs, practices, and services to increase college completion by adult learners. This MOU will also memorialize the Working Principles and Agreements (Appendix A) developed by the Participating Institutions.

**B. MEMBERSHIP:** Membership in the Adult Learning Consortium shall be open to any University System of Georgia institution willing to recognize the Ten Standards for Assessing Learning of the Council for Adult and Experiential Learning (CAEL) (Appendix B), accept the ALC Working Principles and Agreements, participate actively in the ALC, and create and maintain an adult learner website aligned with DiscoverYourGOAL.net.

Additional members may be added to the Consortium upon the recommendation of the Executive Committee. New Member Institutions, if admitted, shall be required to sign an addendum to this MOU accepting the terms hereof and shall enter the Consortium at the beginning of the next academic semester.

**C. GOVERNANCE:** The Consortium shall be governed by an Executive Committee comprised of at least three representatives from each Participating Institution and representatives from the System Office. One representative from each of the Participating Institutions will be empowered to act on behalf of the Participating Institution to resolve any issues regarding the ALC at the Participating Institution and at least one representative from Academic Affairs and one representative from Student Affairs shall be a part of each Participating Institution's representation. Most decisions will be developed through consensus. In the event of a vote, each Participating Institution shall have one vote.

The Executive Committee shall select a Steering Committee from among its members. The Steering Committee will work with the Director to set direction, provide overall planning, and act on behalf of the Executive Committee during periods between meetings.

**D. MEETINGS:** The Executive Committee shall meet on at least an annual basis. The time, date and place of the annual meeting will be set by the Director. When this office becomes vacant, a new Director will be elected through majority vote. Additional meetings will be held as necessary upon the agreement of the majority of members of the Executive Committee.

**E. ROLES AND RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE:** The Executive Committee shall:

- set institutional and collaborative goals;
- commit to collaborative agreements to further goals;

- implement innovative strategies which include
  - Prior Learning Assessment,
  - transfer and articulation policies,
  - outreach to the military,
  - public awareness campaigns,
  - collaborative online degrees;
- report regularly to share progress and lessons learned;
- provide resources and expertise to non-ALC institutions;
- participate in regional and national adult college completion efforts.

**F. RESPONSIBILITIES OF THE PARTICIPATING INSTITUTIONS:** Participating Institutions shall commit to maintain a strong, proactive Consortium of institutions to establish policies, test innovative practices, share adult learning resources, and lead System directions, sustain the Consortium's efforts through integration of adult-focused policies and practices at the institutional and System level, and increase momentum by selectively adding member institutions to the Consortium. Each Participating Institution shall commit to active participation as evidenced by funding for attendance at ALC meetings and other support, such as professional development and institutional leadership.

**G. TERM:** The term of this MOU will commence on April 1, 2014, and continue until June 30, 2016. Thereafter, the term shall renew for successive periods of one (1) year upon the mutual agreement of the parties.

**H. WITHDRAWAL:** Any Participating Institution may withdraw for the terms of this MOU upon not less than one hundred eighty (180) days prior written notice.

**I. NOTICES:** Notices shall be in writing sent by U.S. Mail, postage prepaid, or by hand delivery to the address of each party set out on the signature pages to this MOU.

**J. GOVERNING LAW:** This MOU shall be governed by the laws of the State of Georgia.

## **University System of Georgia - USG Adult Learning Consortium (ALC) Working Principles and Agreements**

---

- As a point of access for adult students, each ALC institution will establish an Adult Learning Committee.
- The ALC adheres to the Council on Adult and Experiential Learning (CAEL) *Ten Standards for Assessing Learning*. All regional accrediting bodies support these principles.
- The ALC works from the principle that nationally recognized, standardized prior learning assessment (PLA) options, such as CLEP, and institutionally recognized challenge exams will be inventoried and thoroughly considered before institutions develop individualized assessments such as the portfolio option.
- ALC institutions agree to accept assessed and transcribed courses from other Consortium members.
- Each Consortium institution not currently a member of the Servicemembers Opportunity Colleges (SOC) will seriously consider becoming a member.
- Each institution will identify a gateway mechanism for PLA options, e.g. PLA 2000 course, workshop, advisement center.
- ALC institutions accept the following recommendations of the Fees, Financial Aid, and Sustainability Subcommittee, in order to create a viable funding mechanism for PLA portfolio options: each institution will designate a gatekeeper/coordinator to facilitate the PLA program and will develop an appeals process for portfolio submissions that fail to meet the required standards; a PLA course with a common course description and course outcomes will be implemented on campuses which choose to offer such a course. The PLA course will be a credit course which counts toward graduation and can thus be covered by financial aid. The course will be a pre-or co-requisite for portfolio submissions. The Consortium will offer at least one on-line course; the revenue source for subsequent PLA portfolio submissions will be a special assessment with tiered pricing based on the number of credit hours of the course for which the student is requesting credit. This special assessment may be covered by financial aid indirectly with the student's authorization; the funding allocation will be to charge the full special assessment upfront and distribute the income based on the following suggested percentages: administrative costs (10%), cost of a shared online advisor (10%), and extra compensation to faculty assessors (80%). The amount recommended is \$250 (\$25 administrative cost; \$25 for online advisor; \$200 to faculty member for assessment services); and



successful portfolios will be transcribed as K credit and the portfolio submission process will follow steps outlined by the FFS Subcommittee.

- ALC institutions will accept all available CLEP® tests for all 20 years for which test scores are available from the College Board, uniformly use the American Council on Education’s recommended passing score for all CLEP tests, and when any ALC member institution transcribes credit for that institution’s course matched to a CLEP test and a student transfers to another ALC member institution, the institution to which the student transfers will not require an additional/original score report.
- The ALC recommends the following Advanced Placement® Policy:  
“ALC institutions will accept all available Advanced Placement® (AP) test scores for all years for which test scores are available from the College Board; uniformly use the American Council on Education’s recommended passing score for all AP tests; and not require an additional/original Score Report when a student transfers from one ALC institution to another if an ALC institution has transcribed credit for that institution’s course matched to an AP test.”

## **Ten Standards for Quality Assurance in Assessing Learning**<sup>1</sup>

- I. Credit or its equivalent should be awarded only for *learning*, and not for *experience*.
- II. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
- III. Assessment should be treated as an integral part of learning, not apart from it, and should be based on an understanding of learning processes.
- IV. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
- V. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
- VI. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
- VII. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
- VIII. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
- IX. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
- X. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

<sup>1</sup> Fiddler, M., Marienau, C., & Whitaker, U. (2006). Ten Standards for Quality Assurance in Assessing Learning, Particularly for Credit or Its Equivalent. In Fiddler, M., Marienau, C., & Whitaker, U. *Assessing Learning: Standards, Principles, and Procedures* (Second edition) (pp. 13-14). Chicago: Kendall Hunt Publishing Company.

EXECUTIONS ON FOLLOWING PAGES

IN WITNESS WHEREOF, the parties have caused this MOU to be executed by their duly authorized representatives.

Board of Regents of the University System of Georgia

By: \_\_\_\_\_  
Steve Wrigley, Chief Operating Officer

Address: 270 Washington Street SW  
Atlanta, Georgia 30334  
Attention: Mary Ellen Dallman

Armstrong Atlantic State University

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
Attention: \_\_\_\_\_

Atlanta Metropolitan State College

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
Attention: \_\_\_\_\_

Bainbridge State College

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
Attention: \_\_\_\_\_

Columbus State University

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Dalton State College

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Fort Valley State University

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Georgia Perimeter College

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Georgia Southwestern State University

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Gordon State College

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Middle Georgia State College

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Southern Polytechnic State University

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

University of North Georgia

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Valdosta State University

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

# **Addendum III**



**Call for Participation:** We need faculty volunteers to help guide a new initiative for the University System of Georgia: LEAP States Georgia.

### **What is LEAP?**

LEAP or Liberal Education and America’s Promise is a project that is organized and promoted by the AAC&U (American Association of Colleges and Universities), a very respected national organization of higher education institutions. The web site below will reveal all the information you could ever want about this project.

<http://www.aacu.org/leap/index.cfm>

The first paragraph of AAC&U’s description provides a succinct précis of the program.

Liberal Education and America’s Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first century liberal education—for individuals and for a nation dependent on economic creativity and democratic vitality.

### **What is the LEAP States initiative?**

The LEAP States initiative takes the goals of the LEAP project to a higher level of advocacy by linking more than one institution and / or university systems in a consortial arrangement to affirm, assure, and ascertain the teaching and learning of the “essential learning outcomes” of a liberal education, and furthermore. Also, a LEAP State then forms part of the national network of other LEAP States and can take advantage of an even greater voice.

### **Why would I want to be involved?**

The Academic Affairs Office of the University System of Georgia is inviting institutions and the faculty champions of liberal education at those institutions to help us create a LEAP States promise that will form at its essence a guarantee of quality assurance of academic integrity at the heart of the Complete College Georgia project.

Please let your Office of Academic Affairs know of your interest.