First Annual International Creativity Collaborative

Creativity and Innovation in an Interdisciplinary and Multicultural World

Thursday, October 16–Saturday, October 18, 2014

The First Annual International Creativity Collaborative (ICC) will convene in Athens, GA at the University of Georgia Hotel and Conference Center. As a state-of-the-art conference, the ICC will facilitate the creation of a global network of creativity researchers with the goal of fostering connections in creativity research and applications on an international scale. Specifically, the ICC conference will forge new relationships and cultivate communication among creativity researchers, faculty, students, and practitioners in the field. In turn, we hope establishing this global network of research and practice will promote the importance of creativity research in fostering creative people as citizens of an innovative society.

Organized around the theme of “Creativity and Innovation in an Interdisciplinary and Multicultural World,” this conference is designed to convene interested scholars and innovators of our time around this topic. The ICC is sponsored by the UGA Office of the Senior Vice President for Academic Affairs and Provost, the Institute for Interdisciplinary Research in Education and Human Development, and the Torrance Center for Creativity and Talent Development.

Renowned scholars Dean Keith Simonton, Distinguished Professor of Psychology at the University of California-Davis, and UGA’s own Mark Runco, the E. Paul Torrance Endowed Professor of Creative Studies in the College of Education, will be keynote speakers. Other widely known creativity scholars including Bonnie Cramond, Todd Lubart, Kathy Goff, Freddie Reisman, and Ivete Azevedo will present results from their research and applied programs. Conference speakers represent creativity centers from around the world, such as the Drexel-Torrance Center for Creativity and Innovation, Creative Oklahoma Torrance Center, the Midwest Torrance Center for Creativity, the Marconi Institute for Creativity, the Torrance Center Portugal, The International Center for Studies in Creativity, Washington International Center for Creativity, and The Idea Marathon Center in Tokyo.
Torrance Center Summer Institute For Teachers

Teachers from across the nation spent their final days of summer, July 7-11, 2014, on the campus of the University of Georgia. As part of the week long Torrance Center Summer Institute, 34 teachers from seven states explored the principles of creative thinking in preparation for their students returning to the classroom in the fall.

Designed around research-based strategies for integrating creativity into the classroom, the five day training featured key creativity strands focusing on the Future Problem Solving Process, The Torrance Tests of Creative Thinking, and Bringing unCommon Thinking to the Common Core. Educators spent time learning practical creative strategies for enhancing their overall classroom instruction.

Anonymous feedback from 2014 participants was overwhelmingly positive! When asked what information they would share about the TCSI, the participants responded with the following comments:

“FPS helps students gain critical thinking skills, team work and collaboration. It was an excellent opportunity full of strategies that I can use immediately.”

“YOU NEED TO ATTEND!!! This has been an outstanding conference!!”

“The strategies shared are both easily implemented and will revitalize your passion for teaching.”

“It really challenges you to look at what you are doing and if it is benefitting your students. I feel that I need to bring this back and work with teachers to try these strategies.”

“This experience has truly changed the way I teach. The information presented benefits everyone in the school. Not just those identified as gifted.”

The 2014 Torrance Center Summer Institute was made possible through collaborations between faculty of the UGA Torrance Center, the UGA Gifted and Creative Education Program, Future Problem Solving Program International, and Georgia Future Problem Solving.

Mark your calendars for the 2015 Torrance Center Summer Institute, July 6-10, 2015!
Global Minds Summer Camp 2014

From June 30 to July 18, the Torrance Center for Creativity and Talent Development, working closely with Future Problem Solving Program (FPSP), welcomed 16 Turkish students from the International Gifted and Talented Education Center. These students participated in challenging hands-on classes, focusing mainly on skills related to solving problems that are likely to occur in the future, using strategies from the Future Problem Solving Program.

In an effort to enhance the critical thinking and problem solving skills of these students, they embarked on three weeks of classes connected to this year’s FPSP topic of processed foods. This was an extraordinary topic for this camp, as it also served as an exposure point for the students to engage in American culture and cuisine in a unique way!

During the first week the students enjoyed introductory classes around agriculture, genetically modified organisms, organic vs. conventional produce and even a math class centered on shopping in American grocery stores. They took field trips to the University of Georgia’s organic garden and then had a culminating project on July 4th where they competed in groups to sell lemonade and other drinks. They embraced this American tradition of a lemonade stand! A Turkish market erupted at a park in Athens, GA as these students began negotiating and selling their different lemonades and cookies to those enjoying the holiday!

Throughout the following weeks, the classes dove deeply into Future Problem Solving, its processes and lessons. The children learned brainstorming techniques, SCAMPER and other useful and creative tools that will serve them for the rest of their lives!

We trust that this special group of elementary and middle schoolers are taking what they have learned here in the States to their respective schools and setting themselves up for even more success! We are honored and excited to participate in the global reach of Future Problem Solving with this special group of students.

For more information, please click on the following to go to the websites for the Torrance Center at the University of Georgia or Future Problem Solving International.
“Bizarre Bazaar”

Tuesday, March 11, 2014
9 a.m.–10:50 a.m.
Classic Center, Athens, GA

Drs. Meg Hines and Sarah Sumners presented at the 2014 GAGC Conference with UGA graduate students Ahmed Abdulla, Lori-Ann Davy, Christa Franz, Octavia Fugerson, Garrett Jaeger, Chad Mozley, and Sue Hyeon Paek to put on a two-hour workshop entitled Bizarre Bazaar.

Students developed activities to demonstrate how creative strategies can be infused into the curriculum in many different content areas and grades. Each activity was presented at a center, and participants rotated from center to center to engage in the activities and receive a handout about the strategy and resources. The different strategies presented included SCAMPER, Master Thinking, Synectics, Encounter, and Metaphors and Analogies. Over 100 participant teachers left with information on how to readily infuse each strategy into their classroom curriculum.
Athens, Ga. - The University of Georgia Libraries is now the repository of materials relating to the U.S. Presidential Scholars, an addition that will complement collections relating to gifted education.

The U.S. Presidential Scholars program was established in 1964 by President Lyndon Johnson to honor some of the nation’s most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. Each year, up to 141 students are named as Presidential Scholars, one of the nation’s highest honors for high school students.

The Presidential Scholars Alumni Association, which is a private organization separate from the program, was founded in 1996 to organize the alumni and make the Presidential Scholars a lifelong experience.

The materials were deposited with the university archives in the Richard B. Russell Building Special Collections Libraries in June 2014 on behalf of the alumni association by John Knox, an associate professor of geography at UGA and a 1983 Presidential Scholar who is vice chair of the alumni association and served as editor-in-chief of “Fifty Years of U. S. Presidential Scholars: In Pursuit of Excellence,” published this year. The collection includes photos and scrapbooks from Presidential Scholar alumni in addition to the memories and observations included in the anniversary publication. Additional material will be gathered through the alumni association for the collection.

“There has been a dream of [the alumni association] for a long time to have a permanent archive,” Knox said.

The Russell Special Collections Building is an especially appropriate location because of the close relationship between U.S. Sen. Richard Russell and President Johnson, Knox said. Additionally, gifted education expert Felice Kaufmann, who has spent her professional life studying the first five classes of Presidential Scholars, began her career at UGA studying under E. Paul Torrance, a pioneer in research on the identification and development of creative potential.

“Dr. Kaufmann continues to research the scholars through their lives. It is one of the unique longitudinal education studies, especially of gifted kids and what happens to them,” Knox said.

Torrance’s collection also is held in the university archives. His work was widely published: he had a total of 1,871 publications, including 88 books, 408 journal articles and 538 reports, manuals and tests, making him one of the most published faculty members in UGA’s history. Notably, Torrance developed the Torrance Tests of Creative Thinking, which test creativity using simple trials based on fluency, flexibility, originality and elaboration. These have often been used in admission into gifted programs, especially in Georgia. The tests are particularly well-regarded because they appear relatively free of racial or socioeconomic bias, and teachers often find them easy to administer and score.

“The university archives is very pleased to have the Presidential Scholar Alumni papers deposited with us. It will be of great interest to those researching gifted students as well as the alumni organization itself,” said Caroline Killens, head of university archives. “We hope that many more items will be added to this collection now that it has a home and we look forward to working with the Presidential Scholars Alumni Association to house the materials they acquire.”

Presidential Scholar alumni include almost 7,000 people, the top high school scholars of the last 50 years. The group has 59 Rhodes Scholars, 43 Marshall Scholars, university presidents, Grammy winners, Pulitzer winners, a U.S. Poet Laureate, a governor, an ambassador and a Miss America. “I think of the Presidential Scholars as the most quintessentially American of all scholastic honorees, with a diversity of recipients that might make a Walt Whitman proud,” said Knox. “I’m proud to have their keepsakes cared for here at UGA.”
UGA-Duke TIP Programs

The UGA Duke TIP programs hosted through the Torrance Center are looking forward to this academic year’s program offerings! There will be two program offerings this fall, followed by 5 this spring, so we are gearing up for the varied offerings and the hundreds of students we will serve! The intent of this program is to offer academically challenging classes in a University environment, exposing students to new ideas, concepts, skills, as well as, like-minded peers.

For more information you can visit the site http://www.coe.uga.edu/events/major/duke-tip. You can also follow us on Facebook to hear any current news and see pictures of the programs as they occur!

This fall’s program registration will open in September and class offerings include:

**Academic Adventures (Duke TIP 5th & 6th Graders)**
October 25, 2014
• Aircraft & Spacecraft Design
• The Biology of Happiness - New!
• Magical Murder - New!
• Myths and Legends
• Secret Agent Scientist
• Shark Attack!
• Small But Mighty Microbes - New!
• Sports Medicine
• Young-Preneurs - New!

**Scholar Weekends (Gifted 8th-11th Graders)**
December 6–7, 2014
• Fantasy Literature – New!
• Rites of Passage – New!
• Pharmacology – New!
• Exploring Engineering
• Genetic Engineering – New!
• Intelligence Theories & Testing- New!
• 21st Century Philosophy – New!
• Sports Medicine
• You Say You Want A Revolution

Spring Dates (classes will be announced in November) include:

**Academic Adventures:**
• January 24, 2015
• February 14, 2015
• March 21, 2015

**Scholar Weekends:**
• February 28–March 1, 2015
• April 18–19, 2015
Training on the Torrance Tests of Creative Thinking

October 15-16, 2014

The Torrance Center™ offers training on the administration, scoring, and interpretation of the Torrance Tests of Creative Thinking, Figural and Verbal. Efficient, effective, expert, up-to-date training by the Torrance Center™ assures all motivated learners will receive a certificate of scoring reliability from the Torrance Center™ for Creativity and Talent Development.

**Figural: October 15-16, 2014 (Registration now open)** This will be a two-day training, one full day October 15th, and one full day October 16th.


**Training:** The training for the Figural requires about two days of active training. All training requires that participants follow up by scoring practice protocols to reach scoring reliability. Trainings are held periodically at UGA, but on-site trainings can also be arranged.

**Follow up:**
- Participants will be given two weeks to score four tests independently and send the scores to the Torrance Center™.
- Participants’ scores will be checked by component. For the figural, that is fluency, originality, abstractness of titles, resistance to closure, elaboration, and the checklist. For the verbal, the components are fluency, flexibility, and originality.
- Individuals will receive feedback about which scores were accurate and which were not and need rescoring along with another set of four tests for those who must re-score some components. Trainees will only score the components that they missed on the first set.
- Steps 1-3 will be repeated as necessary to mastery (up to 5 trials), or arrangements will be made with the individual to receive additional training. We will work with any motivated individual to mastery.

**Certificate:**
When individuals reach mastery, they will be issued a personalized certificate of proficiency by the Torrance Center™ of the University of Georgia.

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Blast from the Past

Classic Scene

Dr. Paul Torrance Honored At Retirement...pages 10 & 11

New Graduate Assistant

Sarah Marie Catalana is a doctoral student in educational psychology at the University of Georgia, in the Gifted and Creative Education program. She has taught high-school biology, undergraduate educational psychology courses, and creative science classes for gifted children. She was highly involved with Destination Imagination, a creative problem-solving program, from elementary to high school, and traces many of her creative interests back to this program. She recently accepted a position as an independent contractor for the Center for Childhood Creativity in California. She is a member of the National Association for Gifted Children and the American Psychological Association. Her research interests include unique career pressures of gifted children, and the importance of creative transformation in viewing personal problems as opportunity for growth. However, her true passion lies in bridging the gap between research and practice through community outreach and teaching. She holds a B.S. in biology, as well as certification in secondary education from Wofford College, and has spent time studying and teaching abroad in Ecuador.
Upcoming Center for Teaching and Learning Workshop

The Torrance Tests of Creative Thinking: Classroom Applications and Administration

Thursday, November 20, 2014 from 2–4 p.m.

Presenters: Bonnie Cramond and Sarah Sumners

Register Here: https://ugeorgia.qualtrics.com/SE/?SID=SV_8kmGbZ5QsAoshjT

You’ve heard of the “Torrance Tests,” but what are they exactly? How are they used? What are the practical applications for their use in college coursework? Well, here’s your opportunity to find out more about the Torrance Tests of Creative Thinking (TTCT) and how to use them in your classroom. Studies affirm that business leaders prize a talented workforce with the values and skills to innovate, collaborate, and react flexibly (IBM 2010, 2011, 2012). It is therefore wise to educate future workers about how to infuse creativity and innovation into their jobs (Basadur, 1997; Eger, 2006; Robinson, 2001). But you already know this. You are a creative professor who uses many different strategies and approaches to learning that enhance your students’ understanding of the content by challenging them to think more creatively. Wouldn’t it be great if you knew the creative potential of your students when they entered your class? You could then use this information to inform your curriculum and practice, thereby enhancing your students’ creative thinking skills.

This workshop is purposed to teach the underlying psychological constructs of the Torrance Tests of Creative Thinking and how those constructs can be used to effectively strengthen your overall instruction. The most widely used form, the TTCT-Figural, is comprised of the following subscales that reveal further nuances of creativity:

- Fluency—the number of relevant ideas
- Originality—the uniqueness of the ideas
- Abstractness of titles—verbal measure of the expression of an idea
- Elaboration—amount of detail provided
- Resistance to Premature Closure—ability to tolerate ambiguity and stay open to experiences

In line with Dr. Torrance’s belief that creativity must be measured in order to be developed, the focus of the workshop will be on understanding the appropriate uses and administration of the TTCT for the college classroom (Torrance, 1966). The following goals will be addressed:

- To promote understanding of the human mind, its functioning and development;
- To assist in the development of individualized instruction;
- To provide additional information for remedial and psychotherapeutic programs;
- To assess the differential aspects of educational materials, programs, curricula, procedures, etc.; and
- To point out potentialities that might otherwise go unnoticed--especially in children from culturally diverse and lower socioeconomic backgrounds.

The TTCT’s are better predictors of creative achievement than are IQ scores (Kim, 2011). Furthermore, there is less cultural bias, especially with the TTCT-Figural form (Cramond, 1993; Torrance, 1971, 1977; Torrance & Torrance, 1972). Assessments of creativity, such as the TTCT, reduce overall stereotype threats, and are therefore a more accurate indication of the intellectual abilities of students from minority groups (Kaufman, 2010). Using alternative assessments in place of traditional measures of academic achievement can better help instructors to tailor their instruction towards fostering creative thinking for ALL groups. Perhaps more importantly, the TTCT informs students of their own creative strengths, and areas which they could improve upon. Instructors can then use this information to teach in different ways that help students expand their creative thinking skills (Sternberg & Grigorenko, 2007).

With high-stake testing extending beyond our classrooms and even into corporate hiring procedures, consider how useful the identification of creative potential can be for program admissions. The TTCT is easily administered, especially since E. Paul Torrance developed much of it while here at UGA! Divergent thinking is more than an evaluation tool, its administration and feedback can be used as a teaching tool also, as students learn more about their own thinking, creative strategies, and see how their peers approach problems.
Outsiders take notice of innovations at UGA

Article from: The Red and Black

The University of Georgia placed highly on two 2013 Atlanta Business Chronicle lists ranking Georgia’s 25 most innovative organizations.

Falling behind regional rival the Georgia Institute of Technology, UGA ranked No. 11 in most innovative organization based on number of patents for which new applications were made public with 24 and No. 12 based on number of new patents awarded with 31 according to the list.

Patent applications are made public the year after they are filed.

“UGA is constantly improving older buildings, remodeling, and building new things,” said Kyla Ross, a senior journalism and political science major from Cobb County. “There have also been a lot of technological changes like with UGAmail and eLC. I can only imagine what the next few years will bring to this campus.”

Patent applications were filed in a range of fields, including agricultural technologies and cloning technology. UGA was granted new patents in agricultural technologies, vaccines and medical devices among other things.

“What we’ve scene overall in the University’s innovation is a truly interdisciplinary push, both with our Interdisciplinary Certificate in Creativity and Innovation and across the colleges,” said Sarah Sumners, assistant director of UGA's Torrance Center for Creativity and Talent Development.

AT&T Inc. topped both ranking lists. The company filed 958 patent applications for video and broadband technologies, wireless, voice mail and other telecommunication technologies. AT&T was awarded 1,456 new patents. Georgia Tech ranked second for patents awarded and fourth for number of patents filed. Georgia State University ranked lowest among companies awarded patents, with eight patents awarded.

“There are a lot of different definitions of innovation,” said David Allison, editor for the ABC. “It could be new products. It could be research and development. Patents are a company or organization’s claim that it has created something brand new and really is the heart of innovation. That is why we used that criterion. Innovation is the creation of something new; something never seen before. We felt that a patent was representative of innovation and that is why we felt that a patent was the best way to measure innovation.”

The state of Georgia ranked No. 15 among the top 25 states for patents in 2012 with 2,501. California topped the list with 34,659 patents. Kansas had the least amount of patents, with 1,100 applications.
Learning to Think Outside the Box

Creativity Becomes an Academic Discipline

It bothers Matthew Lahue and it surely bothers you: enter a public restroom and the stall lock is broken. Fortunately, Mr. Lahue has a solution. It’s called the Bathroom Bodyguard. Standing before his Buffalo State College classmates and professor, Cyndi Burnett, Mr. Lahue displayed a device he concocted from a large washer, metal ring, wall hook, rubber bands and Lincoln Log. Slide the ring in the crack and twist. The door stays shut. Plus, the device fits in a jacket pocket.

The world may be full of problems, but students presenting projects for Introduction to Creative Studies have uncovered a bunch you probably haven’t thought of. Elie Fortune, a freshman, revealed his Sneaks ‘n Geeks app to identify the brand of killer sneakers you spot on the street. Jason Cathcart, a senior, sported a bulky martial arts uniform with sparring pads he had sewn in. No more forgetting them at home.

“I don’t expect them to be the next Steve Jobs or invent the flying car,” Dr. Burnett says. “But I do want them to be more effective and resourceful problem solvers.” Her hope, she says, is that her course has made them more creative.

Once considered the product of genius or divine inspiration, creativity — the ability to spot problems and devise smart solutions — is being recast as a prized and teachable skill. Pin it on pushback against standardized tests and standardized thinking, or on the need for ingenuity in a fluid landscape.

“The reality is that to survive in a fast-changing world you need to be creative,” says Gerard J. Puccio, chairman of the International Center for Studies in Creativity at Buffalo State College, which has the nation’s oldest creative studies program, having offered courses in it since 1967.

“That is why you are seeing more attention to creativity at universities,” he says. “The marketplace is demanding it.”

Critical thinking has long been regarded as the essential skill for success, but it’s not enough, says Dr. Puccio. Creativity moves beyond mere synthesis and evaluation and is, he says, “the higher order skill.” This has not been a sudden development. Nearly 20 years ago “creating” replaced “evaluation” at the top of Bloom’s Taxonomy of learning objectives. In 2010 “creativity” was the factor most crucial for success found in an I.B.M. survey of 1,500 chief executives in 33 industries. These days “creative” is the most used buzzword in LinkedIn profiles two years running.

Traditional academic disciplines still matter, but as content knowledge evolves at lightning speed, educators are talking more and more about “process skills,” strategies to reframe challenges and extrapolate and transform information, and to accept and deal with ambiguity.

Creative studies is popping up on course lists and as a credential. Buffalo State, part of the State University of New York, plans a Ph.D. and already offers a master’s degree and undergraduate minor. Saybrook University in San Francisco has a master’s and certificate, and added a specialization to its psychology Ph.D. in 2011. Drexel University in Philadelphia has a three-year-old online master’s. St. Andrews University in Laurinburg, N.C., has added a minor. And creative studies offerings, sometimes with a transdisciplinary bent, are new options in business, education, digital media, humanities, arts, science and engineering programs across the country.

Suddenly, says Russell G. Carpenter, program coordinator for a new minor in applied creative thinking at Eastern Kentucky University, “there is a larger conversation happening on campus: ‘Where does creativity fit into the E.K.U. student experience?’” Dr. Carpenter says 40 students from a broad array of fields, including nursing and justice and safety, have enrolled in the minor — a number he expects to double as more sections are added to introductory classes. Justice and safety? Students want tools to help them solve public safety problems and deal with community issues, Dr. Carpenter explains, and a credential to take to market.

To continue reading: www.nytimes.com
In the News

Cramond Interviewed on WUGA’s Classic City Science

This week on Classic City Science: Host April Sorrow with guest Bonnie Cramond, Professor in the department of educational psychology (Gifted and Creative Education) at UGA, Topic: the science of creativity.
- See more at: http://www.wuga.org

College of Education speakers share big ideas at TEDxUGA

A College of Education faculty member, staff member, student and an alumna—Bettina Love, Elizabeth Brantley, Megan Pendleton and Lora Smothers—were among 17 people and groups who shared ideas and performances at the University of Georgia’s second annual “TEDxUGA” event.
To continue reading: www.coe.uga.edu

Cramond as Keynote Speaker for the 2014 Future Problem Solving Program International Conference

Iowa State University June 12-15, 2014

Looking Back

Manifesto For Children

Don’t be afraid to fall in love with something and pursue it with intensity.

Know, understand, take pride in, practice, develop, exploit, and enjoy your greatest strengths.

Learn to free yourself from the expectations of others and to walk away from the games they impose on you. Free yourself to play your own game.

Find a great teacher or mentor who will help you.

Don’t waste energy trying to be well-rounded.

Do what you love and can do well. Learn the skills of interdependence.

The Manifestos resulted from over 40 years of study of creative individuals. Torrance wrote them as advice for retaining creativity.

E. Paul Torrance, 1915-2003
Sumners Appointed Interim Director of the Torrance Center

Sarah Sumners has been named interim director of UGA’s Torrance Center for Creativity and Talent Development, effective August 15, 2014. Sumners joined UGA in 2011 and served as the assistant director of the Torrance Center prior to her interim appointment.

Bonnie Cramond has stepped down as Torrance Director to return to her full time position as a professor in the Educational Psychology Department. “Bonnie has done a wonderful job with the Torrance Center,” says Dean Craig H. Kennedy. “Please join me in congratulating Bonnie on her contributions to the Torrance Center and College of Education.”

Kennedy is establishing a blue-ribbon committee to consider future directions for the Torrance Center. The goal is to establish a broad committee that will gather information and develop ideas about where the Torrance Center could be in 10 years. This committee will act as a recommending body about the center’s possible paths.

Look for more information coming soon about the composition, charge and timelines for the committee.

International Torrance Creativity Awards

Deadline Extended to September 20

The International Torrance Legacy Creativity Awards have been extended to September 20 for the areas of Visual Arts, Music Composition, and Inventions. It is a wonderful opportunity for bright, talented children and young people, ages 8-18, to participate in an international contest. Award winners will be included in a Torrance creativity magazine that shares writing, visual arts, music composition, and inventions.

Please see the Center for Gifted website to find details and themes, as well as applications and consent forms for:

- Visual Arts
- Music Composition
- Inventions

UGA Torrance Center Announces New Affiliate: Oklahoma Torrance Center for Creativity

The Torrance Center for Creativity and Talent Development at the University of Georgia is excited to announce the establishment of the Oklahoma Torrance Center for Creativity as our newest affiliate Center. Creative Oklahoma was granted the rights to establish an affiliated Torrance Center in Tulsa to serve as the research branch and Tulsa base of Creative Oklahoma. The Oklahoma Torrance Center is a research, service and educational center concerned with identification and development of creative potential. The Director is Dr. Kathy Goff, a protégé and colleague of Dr. E. Paul Torrance, who is continuing his work.
Make a Gift to the Torrance Center™

Please consider a gift to the Torrance Center™. Funds are needed to provide support for activities such as this newsletter to continue building upon the legacy of Dr. E. Paul Torrance and his research.

To make a gift to the Torrance Center Fund, go to the web site at:


Or, make the check payable to the UGA Foundation and in the “for” blank, write the Torrance Center Fund. Send it to:

Aldon Knight
Executive Director of College Advancement
College of Education
The University of Georgia
G2C Aderhold Hall
110 Carlton Street
Athens, Georgia 30602

Thank you for your support of the UGA COE Torrance Center™ for Creativity & Talent Development!