2003-2004

State University of West Georgia

Fact Book

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Dear Students, Faculty and Staff Colleagues, Alumni, and Friends of the University:

Thank you for your support of the State University of West Georgia (UWG). I am pleased to report that, in relation to our theme of *Educational Excellence in a Personal Environment*, we remain second to none. In spite of the most severe budget cuts in the history of our institution, we have done very well. In the Fall of 2003, we broke three enrollment records:

- The highest headcount ever – we crossed the 10,000 student mark for the first time in our history with a final official headcount of 10,255 students
- The highest credit hour generation ever (108,880)
- The highest SAT scores ever

An area of strategic emphasis for UWG is academic debate. West Georgia won the Southeast in the qualifying rounds, and was invited to the National Debate Tournament (NDT). This is our 32nd consecutive year for this honor, one that is shared or exceeded by Harvard, Northwestern and only about five other institutions in America.

Another major area of strategic emphasis for UWG is faculty-directed student research. For the fourth time in the past six years, West Georgia Honors students made their presence felt on the national scene. More UWG student research proposals were chosen for presentation at the National Collegiate Honors Council (NCHC) meeting in 1999, 2001, 2002, and 2003 than from any other college or university in the nation. This past year we had a 100 percent acceptance rate with 14 papers from UWG out of the 97 papers accepted nationwide! One of these papers came from a course I teach – I mention this fact only to illustrate my personal commitment to *Educational Excellence in a Personal Environment*. That paper, in a separate submission to the National Social Sciences Association (NSSA), won the first student research prize in the nation. NSSA has stated that they will have separate competitions for graduate and undergraduate research in the future. However, last year, when students from my course won, the competitions were combined. So, our undergraduate students beat even graduate research teams to win the national prize. That work also won a place at the National Council for Undergraduate Research.

Our Vice President for Academic Affairs, Dr. Tim Hynes, who is a national figure in his field, teaches undergraduate students, as do Dr. Melanie McClellan, our Vice President for Student Services, our Deans, our Chairs, and our senior faculty colleagues. I don’t know if there is more than a handful of institutions of our size across America which can make the combined claim of successes in national academic competitions (such as honors and debate) and having their senior faculty and administrators in the classroom with undergraduate students.

The State University of West Georgia Foundation had a record A-Day (our annual fundraiser), and received annual drive gifts and pledges of $2,820,614.

Athletics teams have done well. The West Georgia Cheerleaders (co-ed team) won the national UCA Collegiate Cheerleading Championships for the third consecutive year, and the All-Women’s squad topped the nation as well.
UWG is estimated to have contributed $218 million to the economy of the region. Among all public institutions, UWG had the ninth largest impact; however, many of those ahead of us are in major metropolitan areas. Relative to the home region, we probably have a significantly higher impact than even that rank denotes.

However, our contributions to the community go way beyond the economic impact. The cultural and educational aspects of the University are valued by our friends all across this region of the state. Our students continue to contribute by volunteering their time and talents in the local community, and by raising money for worthwhile local charities. I myself am a HOST mentor, and teach an elementary school child to read each Monday morning. As I drive into the school’s parking lot, I see several UWG parking stickers, and in the corridors of the school I meet several of our students. All of us working together — towards A More Educated Georgia! Through our external recognition, educational excellence, and national achievements, we continuously reaffirm our core values, that of an unbeatable personal environment in which colleagues are concerned about our students — their education, their development as productive citizens of society, and their life experiences at The State University of West Georgia.

Truly, we have *Educational Excellence in a Personal Environment*!

Sincerely,

Beheruz N. Sethna, Ph.D., C.C.P.
Professor of Business Administration, and President of the University
# State University of West Georgia Fact Book

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The University
History

The State University of West Georgia, a senior unit of the University System of Georgia, is a co-educational, residential, liberal arts institution located in Carrollton, Georgia. Carrollton, about an hour’s drive from Atlanta, is the seat of Carroll County and one of Georgia’s fastest growing industrial areas. Carrollton provides a regional population of approximately 100,000 with retail shopping, medical, educational and financial services, entertainment, and recreation.

The State University of West Georgia originated in 1906 as the Fourth District Agricultural and Mechanical School (A&M), one of twelve such institutions established by the State of Georgia between 1906 and 1917. In 1933, an act by the Board of Regents of the University System of Georgia established Carrollton’s A&M School as West Georgia College.

Dr. Irvine S. Ingram, principal of the A&M School became the College’s first president.

In 1957, the institution was authorized to confer a Bachelor of Science degree in Education, making it a four-year senior college unit of the University System of Georgia. Now, majors in over fifty different fields provide students a wide range of options for their undergraduate degrees.

During the following years, West Georgia College became one of the fastest growing institutions of higher learning in the South. From an enrollment of 576 in 1957, the institution’s student body is now over 10,000. West Georgia offers 12 undergraduate degrees with majors in over 50 fields.

In 1967, the Board of Regents authorized the initiation of a Master’s level graduate program. The institution currently offers nine Masters degrees in 40 areas of study. The Specialist in Education degree is offered in 11 areas of study, and in 1999, the Board of Regents approved the institution’s first doctoral program in Education.

In 1983, the Board of Regents approved the External Degree Program as a cooperative effort between Dalton College and West Georgia. Since its inception, close to 400 degrees conferred through the Center. The Board of Regents in 1988 approved opening the Newnan Center, a joint effort involving the Newnan-Coweta Chamber of Commerce and other business, civic and educational leaders in the area. With an enrollment of more than 200, the Newnan Center provides core curriculum and a possible degree in General Studies for residents in the Newnan-Coweta County area.

On June 12, 1996, in an historic decision, the Board of Regents of the University System of Georgia voted to change the name of West Georgia College to the State University of West Georgia.

To accommodate University growth, a multi-million dollar building program has increased the value of the University’s physical facilities to nearly $154 million. Beginning with three small buildings, the University has grown to include nearly 80 structures for learning, living, and recreation on its 394-acre wooded campus.

The Campus

The campus is a unique blend of old and new. Covered with a variety of trees and flowers, the campus is dotted with structures of the early 1900s, as well as buildings exemplifying the most contemporary modes of architecture.

The front, or “Old Campus,” a three-block-long expanse of rolling hills shaded by scores of old towering oak, elm, and maple trees, surrounds a number of faded brick buildings stretching in a semi-circle adjacent to the park. This is where West Georgia began as an A&M School in 1906.

Beyond the old campus is a modern academic complex composed of library, social science, humanities, and mathematics buildings. The Richards College of Business Annex was added in 1985.

Other buildings in the area include a three-story student center, a health and physical education center featuring a 3,000-seat gymnasium and indoor pool, and one of the most modern college infirmaries in the state. A performing arts center, containing two theatres, a black box and a main stage, which seat 250 and 500 respectively, was completed in 1989.

Situated across from the performing arts center is the focal point for the University’s core curriculum classes - the new Technology-enhanced Learning Center. The $20 million, 110,000-square-foot, three-story, state-of-the-art building was completed in the summer of 2001. Academic departments housed in the TLC include Computer Science, English, Chemistry, and History. The defining feature of the TLC is the “smart”classroom, or studio classroom, in which every student has a computer at his or her desk. Other features include three lecture halls, and chemistry labs, in addition to faculty offices.

In the lecture halls, students have a place to plug in their laptops, and in the lobby area, computer screens offer students a chance for a quick revision of their assignments between classes. Labs and lectures are integrated, and experiments are done on computers. The University believes that this high-tech teaching method increases student learning and is proud to be one of only three institutions in the University System of Georgia to use this approach. The January 2003 Southern Association for Colleges and Schools Self Study Visitation Team commended the University for providing resources and technologiical training support beyond those typically found at comparable institutions.

Much of the University’s recent physical development occurred on the west side of the campus. The Education Center, a structure unique in the University System, contains five large lecture-demonstration rooms which, by moving sliding partitions, serves as a 1,000 seat auditorium. It also features
an instructional materials center, television and sound recording studios, audiovisual laboratory and dark room, counseling rooms, group observation rooms, study carrels, and other areas for independent study.

Adjacent to the Education Center is the Biology-Chemistry Building, a facility with numerous laboratories, lecture halls, and the latest scientific equipment. A 42,000 square-foot Education Annex opened in 1995, housing education and nursing faculty offices, classrooms, laboratories, and the campus day-care center.

A complete renovation of the University’s baseball complex was made possible by a gift from the E. Woodfin Cole family in Carrollton. The 20,000 square-foot, two-level Murphy Fieldhouse provides offices for all athletic personnel, a football locker room, Hall of Fame room, sports medicine area and meeting rooms.

Ten residence halls are located on the campus. Bowdon Hall, one of the newest, was named in honor of Bowdon College, a West Georgia predecessor.

Kennedy Interfaith Chapel and Bonner House are two of the oldest buildings on campus. The Chapel was owned first by the Episcopal Church and later by the Catholic Church. When the local parish built a new church, its members donated the Chapel to the University for non-denominational use. In 1966, the late Robert F. Kennedy dedicated it to the memory of his brother, the late President John F. Kennedy.

The Bonner House, constructed in 1843 as a plantation home, is the oldest building on campus. The frame colonial structure has served various purposes through the years. Because of the historical significance of the Bonner House, the Georgia Historical Commission placed a marker on the site outlining its history.

Source: UWG Undergraduate Catalog 2003-2004
Mission of the State University of West Georgia

The State University of West Georgia, a charter member of the University System of Georgia, is a selectively-focused, comprehensive institution providing undergraduate and graduate public higher education in arts and sciences, business, and education, primarily to the people of West Georgia.

West Georgia offers a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It is also a major provider of graduate education at the master’s and educational specialist’s levels; further, the University offers a stand-alone doctoral program in education. In addition to being accredited as an institute of higher education, the University has earned national accreditation or recognition in most undergraduate and graduate fields of specialization.

The purpose of the State University of West Georgia is to provide opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good. The University aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

The State University of West Georgia is committed to the following areas of excellence:

• High-quality undergraduate and graduate programs in selected fields in the Arts and Sciences, in Business, and in Education, that are grounded in a strong liberal arts curriculum, and that
• impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and life-long learning;
• emphasize disciplinary rigor; and
• foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of technology; a learning community dedicated to instructional excellence where close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body.

• Educational opportunities for exceptional students through initiatives such as the development of an Honors College and, for extraordinary high school juniors and seniors, through The Advanced Academy of Georgia.
• Faculty research, scholarship, and creative endeavors which promote knowledge, enhance professional development, contribute to the quality of instruction, and provide significant opportunities for student involvement and field-based experience.
• A broad range of public service activities and proactive partnerships to promote more effective utilization of human and natural resources; to contribute to economic, social and technical development; and to enhance the quality of life within the University’s scope of influence.

• Regional outreach through a collaborative network of external degree centers, course offerings at off campus sites, and an extensive program of continuing education for personal and professional development.
• Student services which increase opportunities for academic success and personal development and enhance the climate of campus life.
• Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.
• A collegial environment in the decision-making processes and supporting practices that embody the ideals of an open, democratic society.

These commitments culminate in educational experiences that foster the development of leaders and productive citizens who make a positive impact throughout an increasingly global society.

Vision Statement for the State University of West Georgia Year 2000 and Beyond

The State University of West Georgia will be a leader within the University System of Georgia in providing educational excellence in a personal environment.

The State University of West Georgia will seek to create for students from various backgrounds every possible avenue to intellectual achievement, personal development, and leadership potential without compromising academic excellence. The University will maintain close contact with all people of the region, be responsive to their needs while raising their aspirations, and generating a more highly educated populace. The State University of West Georgia will be recognized for excellence in teaching and learning, research, and public service in undergraduate, graduate, and continuing education. The University will be recognized as being fundamental to the educational, social, cultural, technological, and economic advancement of the region and state.

Specifically, the State University of West Georgia will be characterized by:

• Educational Excellence evidenced by outstanding educational experiences, national and regional recognition of selected programs, faculty who excel in their disciplines, superior staff support, and an increasingly capable student body. At West Georgia, teaching, research, and service will be intricately intertwined and supportive of each other.
• A Safe, Supportive Community committed to enhancing learning, through close contracts between students and faculty, small classes taught by senior faculty whenever possible and through dedicated staff who help provide a vibrant campus life.
• An Outstanding, Diverse Faculty and Staff who demonstrate effective communication and teaching skills; utilize new technologies and innovative strategies to enhance student learning; and exhibit the highest standards of intellectual achievement, research, and continuing growth.
• Educational Opportunities for a Wide Range of Academically-Prepared Students that include a strong academic knowledge base for the development of leadership skills and life-long learning. The State University of West Georgia will help ensure its students future success by developing the ability of individuals to access, interpret, analyze using current technology and make use of relevant facts, information, and knowledge to think critically, solve problems, work with, and communicate effectively with others.

• West Georgia will develop the whole individual so that as alumni they will continue to be contributing members of their families, institutions, communities, state, nation, and world.

• Educational Opportunities for Exceptional Students: West Georgia will build a reputation for having an Honors College with a distinctive liberal arts curriculum and additional peaks of excellence in selected undergraduate and graduate majors and professional programs, with student involvement in faculty research, and themes that run across the curriculum, such as communication, leadership development, interdisciplinary studies, critical thinking, and problem solving.

• A Region-Wide Learning Community that Engages and Inspires Traditional and Non-Traditional Students to become educated persons with global and multi-cultural perspectives and advanced technological knowledge. The University will help develop both ethical principles and intellectual flexibility for the future and will celebrate and energize the human spirit through respecting and supporting individual differences in learning styles, identities, and personal/professional goals.

• Pro-active Partnerships with Public and Private Schools and Other Educational Institutions, Business, Industry, Government, and Cultural and Social Organizations in order to analyze, synthesize, evaluate, predict, and respond to changing state and regional needs, to support Georgia’s educational, economic, and cultural development, and to ensure graduates’ readiness for the present and future.

• A Unified, Clearly Focused, University with each part contributing to and understanding how every other part contributes to the mission of the University and to the larger society.

The Strategic Planning Committee (SPC) consisted of:
- Eight faculty members drawn in proportion of college faculties
- One representative from each of UWG’s four divisions
- One representative from Institutional Research and Planning (IRP)
- One UWG student representative from the Student Government Association and
- One member of business/community.

The SPC met each week for two to four hours to answer the following questions:
1. Where does UWG come from?
   a. What factors have contributed to UWG’s success?
   b. What vision brought UWG this far?
2. What is UWG?
   a. What is the business of UWG?
   b. Who is UWG?
   c. Who are UWG’s competitors?
   d. What statistics measure UWG’s performance and health?
   e. What are UWG’s internal strengths and weaknesses?
   f. What are the external opportunities and threats UWG must contend with?
3. Where is UWG going?
   a. What vision will take UWG where it wants to go in the next five years?
   b. What qualitative objectives will implement that vision?
   c. What quantitative goals will let us judge our progress?
   d. What will it take to succeed?
   e. How does UWG make it happen?

The Strategic Planning Committee’s plan for each of the “big three” questions was to:
- develop a first draft of a report
- receive responses to the first draft
- and to publish a second draft.

The University community was requested to:
1. Read and respond with reactions to each report, each with multiple drafts and iterations via SPC’s web site, http://www.westga.edu/~spc.
2. To participate with intensive e-mail discussions
3. Attend open/public meetings held each month after each first draft was completed.
4. Volunteer to meet for small-group discussions

From the above questions the SPC developed the “Bread and Butter and Visionary Goals: The Three Fives” These goals are believed to be necessary for the University’s success over the next five years. After interim and final reports were posted on the web and revised with University-wide input, the final reports were sent to the University President to study the SPC’s recommendations. After review by the University President the report was submitted for consideration by the faculty senate.

Strategic Planning
The Process

During the Fall 2000 semester the State University of West Georgia’s President, Dr. Beheruz N. Sethna, created an ad hoc committee to undertake the first stage of West Georgia’s strategic planning process. The committee was charged with taking an institutional perspective and was asked for:

“a reaffirmation of UWG’s Mission, a study of our publics, an examination of how our programs and services are meeting the needs of the public, a study of UWG’s comparative advantage in each of these areas, and an examination of UWG’s goals and objectives for the next five years.”
Recommendations were approved unanimously by the faculty senate on December 15, 2000.

“Bread and Butter” Goals

The University’s “bread and butter” goals are those that UWG (faculty, staff, and students) must reach if UWG is to be an excellent comprehensive state university. UWG would survive if faculty and staff fail to meet them, but UWG would find it difficult to fulfill its mission.

These are the goals UWG believes are necessary for the University’s success over the next five years:

1. **Commitment to UWG’s mission and goals.** University and College administrators must agree on the University’s direction and goals, and must work together to achieve them.

2. **Enrollment management.** UWG must improve undergraduate and graduate recruitment and undergraduate retention while continuing to raise admission standards.

   - **Recruitment:**
     a. Improve the reputation of UWG among high school guidance counselors, teachers, and college-bound students. (See “Public Relations” below.)
     b. Develop focused recruitment plans aimed at qualified and diverse high school students.
     c. Build stronger ties and articulation agreements with the two-year colleges of the University System of Georgia (USG) and the technical colleges of the Department of Technical and Adult Education (DTAE).
     d. Develop focused recruitment plans for our graduate education programs.

   - **Retention:**
     a. Enhance the Freshman Center.
        – Consider expanding the Freshman Center’s role to encompass more than the freshman year, with an appropriate name change.
        – Give the Freshman Center a central physical presence on campus.
        – Develop more peer tutoring and mentoring programs.
     b. Develop a comprehensive strategy for academic advising, perhaps in conjunction with the enhancement of the Freshman Center.
     c. Develop student ties to UWG so students want to stay until the degree is earned rather than transfer to other USG institutions. (See “The University experience” and “Campus infrastructure” below.)
     d. Increase undergraduate admissions standards each year as UWG has since 1997.
     e. Increase scholarship support and counseling for students with emergency financial needs.

3. **Academic programs.** Academic excellence is the essential goal of the University. Academic programming must be shaped by the mission of the University.
   a. Use periodic program reviews to ensure that departments and programs are mission-driven.
   b. Allocate resources for the improvement of existing programs and the development of new programs only in accordance with UWG’s mission as a comprehensive state university.
   c. Give high priority to obtaining and maintaining accreditation for every program for which a national accrediting agency exists.
   d. Include faculty-directed experiential learning, research, creative, or professional activities in academic programs whenever possible.
   e. Ensure that the general education program offered in the core is coherent and rigorous, with learning outcomes that can be clearly and consistently communicated.

4. **Public relations.** Public relations must become a campus-wide focus. Too often, UWG’s image does not reflect who UWG is and what UWG does well. Inaccurate public perceptions of the University are a prime barrier to UWG’s continued progress.
   a. Launch a campus and statewide campaign to define and promote UWG as an excellent comprehensive state university, targeting the visionary goals defined in the strategic planning process.
   b. Use campus resources, particularly mass communications students, faculty, and equipment, to maximize the effectiveness of Public Relations (PR) office activities.
   c. Encourage faculty and staff members, administrators, and students to participate in Public Relations initiatives.
   d. To increase participation in PR, form a subcommittee of the General University Matters committee of the Faculty Senate to take the lead on the Committee’s existing charge to recommend policy and procedures for public relations. The subcommittee should include representatives from the administration, staff, and student body in addition to its faculty members.
   e. Continue to encourage cultural, ethnic, racial, and gender diversity in students, faculty, and staff, and to work to ensure that equal opportunities and resources are available to all.

5. **The university experience.** Faculty and Staff must improve the quality of the university experience for both commuter and residential students if West Georgia is to fulfill its mission. To improve recruitment and retention, faculty and staff must change the sense of many students that UWG is just the place where they take classes.
   a. Give students a reason to stay at UWG on weekends.
   b. Continue improving the programming and facilities of the University Center.
   c. Tie commuter students into the life of the campus.
   d. Explore ways to provide off-campus transportation to improve access to entertainment, shopping, and residences.
   e. Continue to encourage cultural, ethnic, racial, and gender diversity in students, faculty, and staff, and to work to ensure that equal opportunities and resources are available to all.
f. Recognizing both the appeal of having an on-campus multipurpose stadium and the difficulty of fundraising, study the feasibility of building a multipurpose stadium.

6. **Student, faculty and staff morale.** UWG must continue to improve the positive campus climate at UWG and to enhance the morale of our students, faculty, and staff members.
   a. Develop policies that address student and faculty concerns about class size to ensure that UWG can offer each student educational excellence in a personal environment.
   b. Develop clearer faculty workload, promotion, and tenure policies that are consistent with the University mission.
   c. Review staff workload, promotion, and compensation policies.
   d. Promote faculty governance through the Faculty Senate and its committees.
   e. Develop procedures for assessing and improving campus services for students.

7. **External relations.** UWG must work to improve ties off-campus.
   a. Increase the engagement of alumni in recruitment, fundraising, and public relations.
   b. Forge stronger and broader town/gown relations.
   c. Emphasize regional service in our academic and extracurricular offerings.
   d. Promote an understanding of cultural diversity within the region.

8. **Regional collaboration for economic and community development.** UWG must form partnerships with government agencies, businesses, and non-profit organizations that let UWG apply the resources of the University to the solution of our community’s economic and social problems.

9. **Information technology.** UWG must employ appropriate information technology to enhance student and faculty learning, provide access to distance education resources, and conduct the administrative functions of the University.

10. **Campus infrastructure.** UWG must develop effective plans to maintain infrastructure necessary to deliver university services.
    a. Allocate adequate resources to building maintenance: mechanical systems, roofs, carpeting, paint, etc.
    b. Develop a comprehensive strategy for requesting and scheduling maintenance.
    c. Develop adequate budgets for computing and networking technology.
    d. Treat replacement of computers and networking equipment as recurring budget items rather than as one-time capital expenditures.
    e. Explore ways to improve student housing to compete effectively with UWG’s peer institutions.

11. **Capital campaign.** UWG must raise money and expand sources of funding beyond the local community. State funding and current external fundraising activities like A-Day cannot meet UWG’s needs for facilities. Therefore, in conjunction with UWG’s new centenary date of 2006, hold a multi-million dollar capital campaign.

**Visionary Goals: The “Three Fives”**

The State University of West Georgia (UWG) will achieve national recognition as a leader among, and model for, state comprehensive universities in these five areas:

- faculty-directed student research and professional activities
- the Honors College and Advanced Academy
- the First-Year Program
- technology across the curriculum and
- innovations in professional preparation.

The foundation for each of these goals is provided by one or more existing programs or activities that offer a starting point for our efforts. All the goals satisfy the criteria defined in the charge of the University Strategic Planning Committee:

- Enhance educational excellence in a personal environment
- Multidisciplinary, they are feasible and assessable and
- Funded or externally fundable.

Each goal also meets an additional criterion set by the committee: all will support the University’s efforts to achieve its “bread and butter” goals, including recruitment and retention.

The “three fives” define for the University community areas in which UWG should work to achieve national recognition. It will be up to those who carry out the later phases of the strategic planning process to decide how individual units should participate in achieving the goals and, based on those decisions, how our progress towards reaching them can be assessed.

**Faculty-directed student research and professional activities.**

Faculty-directed student research and professional activities complement classroom learning by providing opportunities for learning by doing and by reflection on doing. UWG can build on existing programs like the Celebration of Scholarship, Big Night, the debate program, the Concerto Competition, and the Sigma Xi research paper competition to become national leaders in this area.

The activities best suited for a particular student will depend on the discipline and the talents and interests of the student. Appropriate experiences may include theoretical or applied research in collaboration with a faculty member; creative work under the supervision of a faculty member; community service, co-op, and internship positions on or off campus related to the student’s area of study, with faculty members providing the structure for reflection on the “real world” experience; and academic competition under faculty guidance, like debate tournaments and investment management contests.

Given this wide range of activities, each academic department at UWG can participate in the achievement of this
goal. In addition, student research and professional activities can contribute to the success of the other visionary goals.

UWG’s national standing, in this area, can be assessed by using such measures as:

1. Rates of participation in experiential learning activities.
2. Number of publications in undergraduate research journals, of juried exhibits and performances by students, and of adjudications.
3. Amount of external funding for student research.
4. Number of student presentations at academic and professional conferences.
5. Success in academic competition.

The home unit responsible for this goal would be a Center for Student Research and Professional Activity.

The Honors College and the Advanced Academy.

The Honors College at UWG is one of fewer than fifty such colleges in the U.S., and has developed a strong foundation for future growth. The Advanced Academy is one of fewer than ten such programs in the nation.

The development of the Honors College and the Advanced Academy can work hand-in-hand with each of the five visionary goals by increasing the likelihood of success in each. By strengthening the Honors College and the Advanced Academy ties to other programs like international studies, the Honors College can contribute to the success of other programs while fashioning a unique niche for itself.

UWG’s national standing, in this area, can be assessed by using such measures as:

2. Admissions standards.
3. Breadth of Honors offerings.
4. Participation of Honors and Academy students in research and professional activities.
5. Admission of Honors graduates to graduate and professional study.

The home unit responsible for this goal would be the Honors College.

The First-Year Program.

Building on the work of the Freshman Center, the First-Year Program would provide an integrated approach to the academic, social, and personal development of UWG’s freshmen.

The First-Year Program would offer programs such as learning communities for groups of freshmen who would take classes together; peer mentors for learning communities; access to LIBR 1101 for all at-risk students; service-learning opportunities; and comprehensive academic advising.

UWG’s national standing, in this area, can be assessed by using such measures as:

1. Listing in the University of Colorado’s “College and University Service-Learning Programs” directory.
2. Staff presentations at the National Conference on the First-Year Experience and publication in the Journal on the First-Year Experience.
3. External funding for support of first-year programs.

The home unit responsible for this goal would be the EXCEL: Center for Academic Success.

Technology across the curriculum.

UWG should develop a comprehensive strategy for incorporating information technology into academic programs and student services. The University should:

• Develop high-tech minors and programs for students in the humanities, natural and social sciences, business, and education
• Ensure that every graduate is competent in the use of information technology in his or her discipline, and
• Become a leader in the innovative use of asynchronous learning environments to support both distance education and classroom instruction.

An institutional focus on technology across the curriculum could contribute to UWG’s success in faculty-directed student research and professional activities and in regional economic and community development. It could also help provide distinctiveness for the programs of the Honors College.

UWG’s national standing, in this area, can be assessed by using such measures as:

1. Inclusion in Yahoo! Internet Life’s list of Top 100 Wired Colleges.
2. Listing in the Sloan ALN Consortium Catalog of On-Line Educational Programs.
3. Publications and presentations in asynchronous learning journals and presentations at asynchronous learning conferences.
4. Disciplinary recognition for the integration of information technology into academic programs, particularly in traditionally low-tech disciplines in the humanities and social sciences.

The home unit responsible for this goal would be an expanded Center for Teaching and Learning.

Innovations in professional preparation.

Drawing on resources from the three Colleges, College of Arts and Sciences, College of Education, and Richards College of Business, UWG should become a national model for innovations in professional preparation grounded in the scholarship of teaching and learning.

This goal links two core elements of the historical mission of state universities like UWG: professional education and a commitment to excellence in teaching. To reach it, the challenge will be to infuse the systematic investigation of teaching and student learning into professional preparation.

Achieving this goal can help satisfy urgent state and national demands for innovation in teacher preparation while strengthening the professional and pre-professional programs offered by the three Colleges. Moreover, insights gained through the scholarly study of teaching and learning can be generated by and can contribute to the work of faculty
members in any discipline. While the focus of the goal is on improving professional education at UWG, the benefits will accrue across the University.

Achieving this goal will require support by the University and the Colleges for the scholarship of teaching and learning in all disciplines and collaboration among the Colleges to promote innovation in professional preparation.

UWG’s national standing, in this area, can be assessed by using such measures as:

1. Participation in the Teaching Academy Campus Program of the Carnegie Foundation for the Advancement of Teaching.
2. Recognition by scholarly and professional societies for work in professional preparation and the scholarship of teaching and learning.
3. External funding.
4. Improvement in acceptance rates to professional schools.
5. Improvement in passing rates on professional licensure and certification examinations.
6. Media coverage of our innovations in professional preparation.

The home unit responsible for this goal would be a Center for Innovations in Professional Preparation.

Accreditation and Affiliations

The State University of West Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor’s, master’s, education specialist’s degrees, and an education doctorate degree. Accreditations also include the following:

- AACSB International-The Association to Advance Collegiate Schools of Business
- American Chemical Society
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
- Consortium for Diversified Psychology Programs
- Council for Accreditation of Counseling and Related Educational Programs
- National Association for Schools of Arts and Design
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre
- National Council for Accreditation of Teacher Education
- National League for Nursing.

Organizations in which the University holds institutional membership include the American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Conference of Southern Graduate Schools, Georgia Association of Colleges, National Association for Foreign Student Affairs, National Business Education Association, and the National Collegiate Honors Council.

The Honors College

June 1999, the Board of Regents elevated the status of the Honors Program to the Honors College, creating the first Honors College in the State of Georgia. The Honors College includes The Advanced Academy of Georgia, the Select Student Program, Post-Secondary Option for jointly enrolled high school juniors and seniors, Presidential Scholarships, International and National Scholarships and all Honors College curriculum and activities.

The Honors College does not award degrees, but offers a distinctive curriculum featuring two types of courses – special sections of courses required in the core curriculum and junior and senior seminars. The courses are designed to offer more opportunities for research in preparation for graduate or professional school and place more responsibility on the individual student.

Admission to the Honors College is open to entering freshmen who meet two of the following three criteria: (1) a combined SAT score of at least 1200 or the ACT equivalent, (2) a minimum score of 610 on the verbal portion of the SAT or ACT equivalent, or (3) a high school grade point average of 3.5 or higher. The College is also open to any student who has completed 15 or more hours at West Georgia with an overall GPA of 3.2 or higher. Students must enter no later than the beginning of their sophomore year. Individual Honors courses are open on a space available basis to any student with a cumulative GPA of 3.2 or higher who has completed 15 or more credit hours.

Source: UWG Undergraduate Catalog 2003-2004

Student Programs and Services

The State University of West Georgia also complements the academic program of the University by providing a variety of educational services, developmental programs, and student activities designed to enrich the students’ college life.

EXCEL: Center for Academic Success, is devoted to the academic success of all students with special programs for first year, transfer, and undecided students.

EXCEL offers the following services:

- tutoring in all the undergraduate core curriculum courses;
- academic advising and registration for all undecided students;
- career/Major Exploration programs which include, the Strong Vocational Interest Inventory and a computer software program, DISCOVER;
- HOPE and Peer Mentor Programs;
- training in computer basics (word processing, e-mail use, library searches, and surfing the Net);
- weekly instruction sessions in study skills that are appropriate for college; and
- trouble shooting for any questions or concerns.

All services of the Center are free of charge.
The **Multicultural Achievement Program**, is to assist minority students during their initial year at West Georgia. Upperclass peer mentors, who are campus leaders and academic achievers, work with small groups of new students serving as role models, helping new students establish good study habits, and being a referral agent to other campus resources. Seminars related to achieving academic success and enhancing cultural awareness are offered.

Students academic progress is monitored, and individual counseling sessions are available. Tutoring and involvement in small study groups are encouraged for students having academic difficulty.

**Arts** ranging from theatre to opera to exhibitions, West Georgia’s fine arts departments offer many opportunities for student performance and cultural enrichment. Both musical and theatrical productions are scheduled year-round. The Concert Choir, Chamber Singers, Marching Band, and Opera Workshop are available to students interested in music. Several areas in the Humanities Building are used for student, faculty, and traveling art exhibits.

The **Department of Student Activities** works in partnership with students to provide programs and services that complement student learning and the academic experience. The Department provided over 200 individual programs in 2002-2003. The staff coordinates the registration process for nearly 100 student organizations, provides advisement for a Greek system that involves 12 percent of the student population, and coordinates an intramural program that involves 4,000 students each term. The staff advises the Student Government Association, the Black Student Alliance, the Student Activities Council, National Pan-hellenic Council, Panhellenic Council, and the Interfraternity Council. The Department also coordinates Black History Month activities, Homecoming, Annual Campus Awards Program, University Volunteer Program, Leadership to Go, Spring Fling, and Welcome Week.

Through an excellent **Intramural Program**, the University provides opportunities for recreation, social contact, and healthy exercise. Over the year, 75,000 participants attend various leisure programs including football, softball, basketball, volleyball, tennis, aerobics, paintball, ultimate frisbee, swimming, golf, soccer, regional and international out-door adventure trips, and individual gaming and sporting events. Also, participants can enjoy the lighted athletic field and tennis courts, weight and game rooms, swimming pool, gymnasium, fitness trail, and Olympic Track.

The **University Bookstore** carries all textbooks, materials, and school supplies necessary for students’ use in their classes. The Bookstore also offers a wide selection of imprinted merchandise and clothing, as well as office supplies, general books, magazines, computer software, greeting cards, gifts and art supplies. The Bookstore is also a pick-up station for UPS.

New and used textbooks are available at the University’s web site: www.bookstore.westga.edu. Textbook orders are shipped within 24 hours of receipt of the order. Orders are delivered in 2-5 business days.

The **Student Development Center** provides career, mental health, and academic counseling, support services for disabled, international, and non-traditional students. During the past year, approximately 300 students were seen for personal counseling. More than 1,000 students each year participate in-group and developmental programs offered by Student Development. Five of the six counselors on staff are licensed and hold a specialist or doctoral degree. The Center also provides 669 disabled students with assistance in physical and academic accommodations. Over 100 international students are advised through the Center regarding housing, immigration matters, finances, and personal-cultural adjustment.

**Health Services** provides diagnosis, first aid, and treatment of minor or short-term acute illnesses or injuries under the supervision of a physician. Health Services is opened from 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. Friday. Students are referred to other medical personnel or facilities for special services such as x-ray, surgery, and dentistry. Medication necessary for treatment is usually available at the Center. In addition, many tests performed in the Health Center laboratory are covered by the student’s health fee.

<table>
<thead>
<tr>
<th>Health Services</th>
<th>FY 2002</th>
<th>FY 2003</th>
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<tbody>
<tr>
<td>Patient Visits</td>
<td>18,160</td>
<td>21,085</td>
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<tr>
<td>Prescriptions Filled</td>
<td>25,392</td>
<td>24,783</td>
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<tr>
<td>Lab Tests</td>
<td>11,124</td>
<td>11,622</td>
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<tr>
<td>Patients seen by Physician</td>
<td>3,208</td>
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<tr>
<td>Patients seen by Nurse Practitioners</td>
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<td>11,684</td>
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<tr>
<td>Allergy-Injects / MMR</td>
<td>297</td>
<td>352</td>
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<tr>
<td>Breathing Treatments</td>
<td>158</td>
<td>135</td>
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<tr>
<td>Gynecology</td>
<td>486</td>
<td>959</td>
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<tr>
<td>Minor Surgery</td>
<td>150</td>
<td>139</td>
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* Intramural activities vary by semester
The **Department of Career Services** provides a comprehensive career development and employment program for all students and alumni of West Georgia. Available services include job search/career coaching, resume referral to employing organizations, student employment opportunities, and career-related learning experiences through professional practice programs.

Specific services, which the department offers, include:

- Career Employment assistance (job listing services, job search seminars, special career events, and other services).
- Student Employment (on and off campus part-time, seasonal, and temporary jobs);
- Professional Practice Program opportunities, including internships and cooperative education (major and/or career related work experience);
- Cooperative Education provides a well-balanced combination of college study and periods of hands-on experience in a work setting related to the student’s major and/or career goals.
- Internships provide a new type of community-based learning experience and prepare students for services in their chosen field of study. Internships aid the student to develop their intellectual capacity, understand and appreciate democratic institutions, and stimulate students toward the examination and development of personal and professional values.

The **Office of Residence Life** provides a living/learning community environment that complements the educational process of the University. Ten residence halls house approximately 2,300 West Georgia students. Unmarried freshmen that do not reside with parents within a thirty-mile radius of the University are required to live on campus. Many upperclassmen choose to do the same. Some halls are for men or women only. Others are co-educational with separate areas for men and women. Residence halls provide comfortable and attractive surroundings, as well as a community living experience, which fosters the development of disciplined minds, social conscientiousness, and responsibility for governing group affairs. In addition, a variety of social, educational, and recreational programs are provided to promote individual growth and development.

<table>
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<tr>
<th>Student Housing</th>
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<tr>
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<tr>
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</tr>
<tr>
<td>Bowdon</td>
</tr>
<tr>
<td>Boykin</td>
</tr>
<tr>
<td>Watson</td>
</tr>
<tr>
<td>Pritchard</td>
</tr>
<tr>
<td>Row</td>
</tr>
<tr>
<td>Gunn</td>
</tr>
<tr>
<td>Roberts</td>
</tr>
<tr>
<td>Tus</td>
</tr>
<tr>
<td>Strozier Complex</td>
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<td>Downs</td>
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<tr>
<th>Level</th>
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<td>Academy*</td>
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<tr>
<td>Sophomore</td>
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<td>Junior</td>
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<tr>
<td>Senior</td>
</tr>
<tr>
<td>Graduate/Other</td>
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<tr>
<td>Total</td>
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</table>

*New category Fall 2003

Source: Office of Residence Life

<table>
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<tr>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercollegiate Athletics provides both an opportunity for male and female student athletes to continue athletic and academic pursuits and be a source of pride for the entire university community. West Georgia is a member of the NCAA, Division II, and competes in the Gulf South Conference, the nation’s largest and highly competitive Division II conference. The athletics department currently fields eight intercollegiate sports, four each in men’s and women’s sports. Men’s teams include baseball, basketball, cross country and football. Women’s teams include basketball, cross country, softball, and volleyball. In addition, the department will add women’s soccer and a golf program in 2004.</td>
</tr>
</tbody>
</table>
National championships for West Georgia’s 1974 Men’s Basketball team and 1982 Football team have been followed over the years by success for many of our teams in Conference and NCAA Regional and National tournaments. Recent accolades include: Baseball’s 1998 Conference and NCAA Regional wins and participation in the NCAA’s World Series, Men’s Basketball’s 2002 Conference and NCAA Regional wins and participation in the NCAA Elite Eight tournament, and Football’s seven consecutive seasons with at least eight wins, Co-Conference Champion titles in 1997, 1998, and 2000, and participation in the 1995, 1996 and 2000 NCAA Regionals. Since the early 1990’s Men’s and Women’s cross country teams have been Gulf South Conference winners eight times. Men’s cross country was also the 1998 NCAA Regional Team Winner, and in 2003 a UWG women’s cross country runner was the NCAA Regional individual winner. Women’s basketball earned a postseason tournament bid in 2002, and in their 2003 seasons, softball and volleyball placed at the top of conference ranks and earned postseason tournament invitations.

UWG also boasts two championship Cheerleading teams. In the past several years UWG’s Cheerleading program has grown to include a competitive All-Girls team, in addition to its already highly successful Coed team. After finishing third nationally in 2002, the All-Girl team advanced to a second-place win in 2003, and joined the Coed team as top winners by becoming UCA’s All-Girl Division II National Champions in 2004. Repeating their 2002 and 2003 Championship wins, in 2004 UWG’s Coed team clinched its third consecutive UCA Division II National Champions title.

Source: Department of Athletic Administration
The Administration
Administrative Organization

The Board of Regents of the University System of Georgia is a State Constitutional Board responsible for governance, control, and management of the University System of Georgia and its member institutions. Board of Regents members, one from each state congressional district and five from the State-at-large, are appointed by the Governor, confirmed by the Senate, and hold office until their successors are appointed. The Chancellor and the Central Office Staff are responsible for administering the affairs of the University System of Georgia under the general direction of the Board of Regents. West Georgia, a unit of the University System of Georgia, operates according to Board policies and procedures.

The President of West Georgia has general responsibility for the institution. The President’s Advisory Committee (PAC) is the immediate advisory body to the President. This committee consists of persons in administrative positions reporting directly to the President, and other persons as the President believes will provide advice for the orderly, effective, and efficient administration of the University’s affairs. Appointments are annual and made at the beginning of the Fiscal Year.

The Administrative Council is the chief advisory body for administrative activities in the academic operations of the University. Its members are the Vice President for Academic Affairs (Chairman), the Vice President for Student Services & Dean of Students, the Deans of Arts and Sciences, Business, Education, and the Graduate School; the Director of Continuing Education/Public Services; Director of Information Technology Services; the chair of the Institutional Studies and Planning Committee of the Faculty Senate; Director of Libraries; and the President of the Student Government Association.

The Planning Council, an advisory body to the President for long-range University development, oversees a variety of plan activities extending three or more years into the future. The President appoints Council members from the administration, faculty, students, alumni, and the community.

The instruction function of the University is organized into three Colleges and the Department of Continuing Education/Public Services. A dean or director supervises each of these major units. The Colleges of Arts and Sciences, Business, and Education are subdivided into departments, each responsible for instruction relevant to specific academic disciplines. A chairperson is responsible for coordinating the daily operation of each academic department.

Source: UWG Statutes, Revised July 2000

The University System of Georgia

The University System of Georgia’s Board of Regents was created in 1931 as a part of a reorganization of Georgia’s state government. With this act, public higher education was unified for the first time under a single governing and management authority, which includes all state-operated institutions of higher education in Georgia. These 34 public institutions are located throughout the state.

Members to the Board of Regents, who each serve a seven-year term, are appointed by the Governor and subject to confirmation by the State Senate. The 16-member board, five of whom are appointed from the state-at-large, and one from each of the 11 congressional districts governs the University System. The members of the Board elect the Chairman, Vice Chairman, and other officers of the Board of Regents. The Chancellor, who is not a Board member, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. The degree programs range from the traditional liberal arts studies to professional and other highly specialized studies.

CONTINUING EDUCATION/PUBLIC SERVICES consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities include short courses, seminars, conferences, and consultative and advisory services in many areas of interest. Typical college-degree-credit courses are those offered through extension center programs and teacher education consortiums.

RESEARCH encompasses scholarly investigations conducted for discovery and application of knowledge. The research investigations cover matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents provide a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents. The largest share of state appropriations is allocated for instruction.

Board of Regents
University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334
Web site http://www.usg.edu/

Source: UWG Undergraduate Catalog 2003-2004

Source: UWG Statutes, Revised July 2000
University System of Georgia Institutions

Abraham Baldwin Agricultural College (ABAC)
Albany State University
Armstrong Atlantic State University
Atlanta Metropolitan College
Augusta State University
Bainbridge College
Clayton College & State University
Coastal Georgia Community College
Columbus State University
Dalton State College
Darton College
East Georgia College
Floyd College
Fort Valley State University
Gainesville College
Georgia College & State University
Georgia Institute of Technology
Georgia Perimeter College
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Gordon College
Kennesaw State University
Macon State College
Medical College of Georgia
Middle Georgia College
North Georgia College & State University
Savannah State University
South Georgia College
Southern Polytechnic State University
State University of West Georgia
University of Georgia
Valdosta State University
Waycross College

Independent Research Unit:
Skidaway Institute of Oceanography

Partnership for Innovation
Gwinnett University Center

University System of Georgia
2003-2004 Board of Regents

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Albany State University
Armstrong Atlantic State University
Atlanta Metropolitan College
Augusta State University
Bainbridge College
Clayton College & State University
Coastal Georgia Community College
Columbus State University
Dalton State College
Darton College
East Georgia College
Floyd College
Fort Valley State University
Gainesville College
Georgia College & State University
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Georgia Perimeter College
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Gordon College
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Macon State College
Medical College of Georgia
Middle Georgia College
North Georgia College & State University
Savannah State University
South Georgia College
Southern Polytechnic State University
State University of West Georgia
University of Georgia
Valdosta State University
Waycross College

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Skidaway Institute of Oceanography

Partnership for Innovation
Gwinnett University Center

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Donald M. Leebern, Jr., Columbus
William H. Cleveland, Atlanta
W. Mansfield Jennings Jr., Hawkinsville
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Wanda Yancy Rodwell, Stone Mountain
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Michael J. Coles, Kennesaw
Glenn S. White, Buford
Mr. Connie Cater, Macon
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Joe Frank Harris, Cartersville
Chairman*
J. Timothy Shelnut, Augusta
Allan Vigil, Fayetteville

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Mr. Ronald B. Stark

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Mr. Robert Elmore
Mr. Michael Cole

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Ms. Merryl Penson
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Mr. John Scoville

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Mr. William Wallace
Ms. Sherea Frazer

Vice Chancellor
Office of Fiscal Affairs
Budget Director
Assistant Budget Director
Executive Director
Business & Financial Affairs
Assistant Director
Business Services
Assistant Director
Financial Services & Systems
Senior Vice Chancellor
Office of External Activities & Facilities
Assistant Vice Chancellor
Georgia Public Library Service
Executive Director
Office of Economic Development
Director of ICAPP Operations
Assistant Vice Chancellor
Media & Publications
Senior Vice Chancellor
Office of Academic and Fiscal Affairs
Dean of Business & Financial Affairs
Executive Director
Finance
Assistant Director
Business Services
Assistant Director
Finance
Senior Vice Chancellor
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Associate Vice Chancellor
Legal Affairs
Assistant Vice Chancellor
Legal Affairs (Prevention)
Assistant Vice Chancellor
Legal Affairs (Contracts)
Associate Vice Chancellor
of Human Resources
Director of Human Resources
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and Dean of Students

**Donadrian L. Rice**  
Vice President for Student Services  
and Dean of Students

**Marc J. LaFountain**  
Vice President for Student Services  
and Dean of Students

**Alvis Harthern**  
Vice President for Student Services  
and Dean of Students

## Instructional Departments and Chair Persons

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance</td>
<td>Ron Colley (Interim)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Lisa Gezon</td>
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<td>Art</td>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>English and Philosophy</td>
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<td>Marc J. LaFountain</td>
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<tr>
<td>Special Education and Speech-Language Pathology</td>
<td>Alvis Harthern</td>
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</table>

Source: Faculty and Staff Directory 2003-2004
UWG Academic Units

Vice President For Academic Affairs

College of Arts & Sciences
- Art
- Anthropology
- Biology
- Chemistry
- Computer Science
  - English & Philosophy
- Foreign Languages & Literatures
- Geosciences
- History
  - Mass Communications & Theatre Arts
- Mathematics
- Music
- Nursing
- Physics
- Political Science & Planning
- Psychology
- Sociology & Criminology

Richards College of Business
- Accounting & Finance
- Economics
- Management & Business Systems
- Business Education
- Marketing & Real Estate

College of Education
- Counseling & Educational Psychology
- Curriculum & Instruction
- Educational Leadership & Professional Studies
- Education Doctorate Program
- Media & Instructional Technology
- Physical Education & Recreation
- Special Education & Speech Language Pathology

Honors College
- The Advanced Academy of Georgia
- Honors Program

Graduate School
- Special Education & Speech Language Pathology
Enrollment and Credit Hour Production
UWG Students

The typical State University of West Georgia student:
- enters with an average SAT score of 1,017.
- is a Caucasian/White female. Sixty-four percent of the student body are female and 72 percent are Caucasian.
- lives within the primary service area of the University. Approximately 90 percent of the student body are from nearby counties, including 14 percent from Carroll County, and 30 percent from metro-Atlanta.
- lives off campus. Seventy-eight percent of the student body lives off campus and 22 percent lives in campus dormitories.
- receives financial aid. Sixty-seven percent of undergraduate students that apply for financial aid receive some form of financial assistance.
- attends full-time. Eighty-four percent of undergraduates and 19 percent of graduates enroll in a full load of courses. Approximately 70 percent of all students take 12 or more credit hours for undergraduates or 9 or more credit hours for graduates.

Detailed Composition of UWG Student Body

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</table>

*University System of Georgia Board of Regents no longer utilizes a Learning Support category. Students taking Learning Support courses are included in other groupings.

Notes: Fall 2000, Ethnicity and Attendance categories were expanded to coincide with Federal Reporting Requirements. Full-time undergraduate is defined as 12 credit hours and full-time graduate is defined as 9 credit hours.

Source: Office of the Registrar
Composition of the Student Body  
Fall 2003

Classification

<table>
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<tr>
<th>Classification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>31%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>16%</td>
</tr>
<tr>
<td>Junior</td>
<td>14%</td>
</tr>
<tr>
<td>Senior</td>
<td>15%</td>
</tr>
<tr>
<td>Graduate</td>
<td>22%</td>
</tr>
<tr>
<td>Others</td>
<td>2%</td>
</tr>
</tbody>
</table>

Ethnicity

- Caucasian/White: 72.8%
- African American/Black: 22.4%
- American Indian: 0.2%
- Asian: 1.0%
- Multiracial: 1.4%
- Hispanic: 1.2%
- Non-Resident Alien: 1.1%
- Other Countries: 1%
- Out of State: 3%
- Georgia Residents: 96%
- Others: 2%

Geographic Origin

- Georgia Residents: 96%
- Other Countries: 1%
- Out of State: 3%

New Students

- Beginning Freshmen: 57%
- Graduate Students: 13%
- Transfers: 30%

Gender

- Male: 36%
- Female: 64%

Attendance Status

- Full-time: 70%
- Part-time: 30%
### Geographic Origin of Students by Classification
#### Fall 2003

#### Counties in Primary Service Area

<table>
<thead>
<tr>
<th>Counties in Primary Service Area</th>
<th>Classification</th>
<th>Total Enrollment</th>
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</thead>
<tbody>
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<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
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<tr>
<td>Bartow</td>
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<tr>
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**Total**: 4,853 Undergraduate, 1,305 Graduate, 6,158 Total Enrollment

#### Five County Metro Area

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<th>Classification</th>
<th>Total Enrollment</th>
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<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Bartow</td>
<td>92</td>
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<tr>
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<tr>
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**Total**: 2,338 Undergraduate, 732 Graduate, 3,070 Total Enrollment

#### Other Georgia Counties

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</table>

**Total**: 854 Undergraduate, 173 Graduate, 1,027 Total Enrollment

Source: Office of the Registrar
Geographic Origin of Students
Fall 2003

Undergraduate Students

- Metro Atlanta: 29%
- Other Georgia Counties: 7%
- Carroll County: 15%
- Out of State: 3%
- Out of Country: 1%
- Primary Service: 45%

Graduate Students

- Metro Atlanta: 33%
- Other Georgia Counties: 4%
- Carroll County: 12%
- Out of State: 2%
- Out of Country: 2%
- Primary Service: 47%
The Office of Admissions administers the undergraduate admissions policies and procedures of the University, evaluates eligibility of undergraduate applicants for admission and recommends policies governing admission of undergraduates. The Office of Admissions also coordinates a comprehensive student recruitment program for the University. The Graduate School has its own admissions policies and procedures to admit students into the various degree programs available at West Georgia.

<table>
<thead>
<tr>
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*Figures include Learning Support freshmen and new transfer students required to take Learning Support Courses.

Source: Undergraduate and Graduate Admissions Offices
First-time Entering Freshmen

Entering Freshman SAT Scores*

*SAT Scores are from the re-centered scale.
Prior to Fall 1994 SAT scores are not re-centered.
Note: Scores from Fall 96 through Fall 98 were adjusted to reflect scores used for admission purposes.

Undergraduate Applicant Profile

*Fall 1994 SAT scores are not re-centered.
**Detailed Enrollment and Credit Hour History**

**Institutional Total**

**Fiscal Years 1998 – 2004**

---

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<th>Upper Level</th>
<th>Graduate Level</th>
<th>Totals</th>
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<td>Head Count</td>
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*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Average SH = Credit Hour/Headcount

EFT = Total Credit Hours/15

FTE = (Total Undergraduate Credit Hours/12) + (Total Graduate Credit Hours/9)

FTE-BOR1 = (Total Undergraduate Credit Hours/15) + (Total Graduate Credit Hours/12); Fall 2002-Spring 2003

FTE-BOR2 = (Total full-time undergraduate students taking 12 or greater hours + total full-time graduate students taking 9 or greater hours) + (Total part-time undergraduate credit hours/12 + total part-time graduate credit hours/9)

Source: Office of the Registrar
Credit Hour History by Level for
College of Arts and Sciences
Fiscal Years 1998 – 2004

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Lower Level</th>
<th>Upper Level</th>
<th>Graduate Level</th>
<th>Totals</th>
</tr>
</thead>
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*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)
** Semester Conversion
Note: Due to the fact that the new definition of EFT by the Board of Regents is student-centered, college EFT levels can not be calculated.
Source: Office of the Registrar
Credit Hour History by Level for Richards College of Business  
Fiscal Years 1998 – 2004

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<th>Years</th>
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<th>Upper Level</th>
<th>Graduate Level</th>
<th>Totals</th>
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*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Note: Due to the fact that the new definition of EFT by the Board of Regents is student-centered, college EFT levels can not be calculated.

Source: Office of the Registrar
Credit Hour History by Level for College of Education Fiscal Years 1998 – 2004

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<th>Graduate Level Credit Hours</th>
<th>Totals Credit Hours</th>
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*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

**Semester Conversion

Note: Due to the fact that the new definition of EFT by the Board of Regents is student-centered, college EFT levels can not be calculated.

Source: Office of the Registrar
The Department of Continuing Education and Public Services has emerged as the extension of the traditional on-campus learning process. Non-credit classes are developed and offered to citizens of the University community at convenient locations and with flexible schedules to accommodate a wide variety of participants.

The mission of Continuing Education is to identify and provide non-credit educational opportunities that will enhance the quality of life for local citizens and provide training support to business and industry that will serve as a catalyst for economic development.

The CEU is defined as ten contact hours of participation in a qualified continuing education program. The CEU is recognized as the national standard for measuring an individual’s participation in a non-credit program. Programs that qualify for CEU credit are referred to as Category I. Category I activities are designed to enhance occupational skills, and individual permanent records as transcripts are maintained. Courses that are designed primarily for personal enrichment and are social, cultural, or recreational in nature are referred to as Category II courses. No permanent individual records or transcripts are maintained for Category II courses.

### History of Continuing Education Programs
#### Fiscal Years 1990-2003
#### Categories I and II

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</table>

Source: Department of Continuing Education and Public Services
The State University of West Georgia is one of the first institutions in the University System of Georgia to offer full or partial on-line credit courses, which utilize the internet to deliver course materials and assignments, and to facilitate discussion and other appropriate interactions. Today, the State University of West Georgia continues to be a leader in distance education, as a host institution for Georgia’s eCore and WebMBA programs. As many as 30 different distance courses are offered fully via distance technologies, with 100 more courses and 3 additional full degree programs requiring only part-time campus attendance. Through distance education, the University reaches out to students at remote campus locations or directly into their homes. Courses are designed to meet student needs - the student whose work, study, or parenting responsibilities prevent them from traveling to the main campus.

A primary function of the Distance and Distributed Education Center is to provide support services and training for faculty members and students participating in these courses. The Center also provides opportunities for collaboration and research for those who manage and administer Distance and Distributed Education programs throughout the nation through its on-line academic journal, on-line non-credit certificate program, and annual conference.

Distance or Distributed credit courses are delivered on-line, or through two-way live videoconferencing, or through a combination of these technologies.

An on-line course is web-based, and allows students to interact with the instructor and other students through e-mail, real-time chatrooms, and bulletin boards. Course notes, assignments, projects, and grades are often posted on webpages using an on-line course management tool called WebCT. Tests can even be taken on-line, automatically graded, and provide instant feedback.

Videoconferencing courses are much like a traditional course except that while the instructor is teaching students in a classroom on the main campus, he or she is linked through two-way audio and video to students at other sites. This allows for live interaction between all participants. Most of our videoconferencing courses are handled through the Georgia Statewide Academic and Medical System (GSAMS) network.

Distributed Education is the term used to describe alternative learning environments whereby faculty draw on appropriate technology to provide instruction outside of the traditional classroom. The distributed model is used in combination with traditional classroom-based courses or used to create distance education courses, in which most learning occurs independent of time and/or place. In the University System of Georgia, if more than 50 percent of instruction in a course is delivered via distance technologies, it is classified as a Distance Education course.

The following programs are offered completely or mostly on-line:

**eCore:**
(all core courses, offered through a USG collaboration)
http://www.westga.edu/~ecore/

**WebMBA:** (Master of Business Admin):
http://www.westga.edu/~busn/webmba.html

**M.Ed in Ed Leadership:**
(35% via on-line or videoconferencing)
http://www.westga.edu/~distance/edl

**M.Ed. in Media & Instructional Tech:**
(40% via on-line or videoconferencing)
http://www.westga.edu/~distance/mit

Source: Distance Education web site and UWG
Undergraduate Admissions Catalog 2003-2004
Off-Campus Programs

The Board of Regents of the University System of Georgia authorizes West Georgia to offer various off-campus degree and non-degree programs. These include the External Degree Program at Dalton College (which began in 1983), West Georgia Newnan Center, and a joint graduate degree program in cooperation with Columbus State University.

The College of Education administers and offers off-campus, non-degree programs which benefit regional educators by increasing the effectiveness of teacher education practices, policies, programs, and pedagogy for school systems in under-served areas of the State. West Georgia continues to fulfill its regional mission through these programs.

Source: Off-Campus Site Report

Retention and Graduation Rates of Fall First-Time Full Time Freshman Students

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<td>Second</td>
<td>Fall</td>
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<td>62.54%</td>
<td>64.45%</td>
<td>65.48%</td>
<td>65.30%</td>
<td>66.10%</td>
<td>69.61%</td>
<td>72.58%</td>
<td>69.40%</td>
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<td>Fall</td>
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<td>638</td>
<td>634</td>
<td>577</td>
<td>805</td>
<td>808</td>
<td>1164</td>
<td>1184</td>
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<td>39.78%</td>
<td>45.70%</td>
<td>48.36%</td>
<td>46.76%</td>
<td>47.10%</td>
<td>47.75%</td>
<td>51.26%</td>
<td>52.89%</td>
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<td>538</td>
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<td>725</td>
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<td></td>
<td>34.83%</td>
<td>39.33%</td>
<td>41.04%</td>
<td>40.84%</td>
<td>39.61%</td>
<td>40.52%</td>
<td>42.62%</td>
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<tr>
<td>Fifth</td>
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<td>396</td>
<td>386</td>
<td>342</td>
<td>469</td>
<td>466</td>
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<td>28.37%</td>
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<td>Sixth</td>
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<td>12.20%</td>
<td>13.53%</td>
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<td>10.53%</td>
<td>9.60%</td>
<td>8.75%</td>
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<tr>
<td>6 yr</td>
<td>26.02%</td>
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<td>30.21%</td>
<td>30.31%</td>
<td></td>
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</tbody>
</table>

Each entering class includes all students whose first term is the fall indicated or the previous summer

Source: Office of the Registrar
Student Financial Aid
Fall 2003

The Office of Financial Aid coordinates financial assistance for nearly seventy-two percent of West Georgia’s students. Office staff determine eligibility for aid awarded by the University and record aid received by students from other sources, such as the State University of West Georgia Foundation, corporations, and individuals. The Office coordinates all student financial aid awards and reports all aid awarded to students attending the University to the Board of Regents, federal government, and University officials.

### Grants

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<tr>
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<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
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<td>3,696</td>
<td>6,017,467</td>
<td>4,033</td>
<td>8,643,111</td>
</tr>
<tr>
<td>Pell</td>
<td>1,894</td>
<td>3,561,849</td>
<td>1,949</td>
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<td>254</td>
<td>157,868</td>
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<td>Vocational Rehabilitation</td>
<td>81</td>
<td>88,585</td>
<td>74</td>
<td>84,124</td>
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<tr>
<td>SIG</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
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<td>LEAP</td>
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<td>41</td>
<td>35,451</td>
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<td><strong>Total</strong></td>
<td>5,973</td>
<td>9,837,015</td>
<td>6,310</td>
<td>12,886,313</td>
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### Scholarships

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<tbody>
<tr>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
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<td>979,553</td>
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<tr>
<td><strong>Total</strong></td>
<td>970</td>
<td>1,355,763</td>
<td>910</td>
<td>1,412,396</td>
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### Federal Programs

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<tbody>
<tr>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
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<tr>
<td>College Work Study</td>
<td>332</td>
<td>279,879</td>
<td>391</td>
<td>374,351</td>
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<td>Americorps</td>
<td>5</td>
<td>88,812</td>
<td>4</td>
<td>6,310</td>
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<tr>
<td><strong>Total</strong></td>
<td>337</td>
<td>368,691</td>
<td>395</td>
<td>380,661</td>
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</tbody>
</table>

### Grand Total

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
<td><strong>Amount</strong></td>
<td><strong>No. of Awards</strong></td>
</tr>
<tr>
<td>Total</td>
<td>11,955</td>
<td>26,888,492</td>
<td>12,498</td>
<td>30,277,823</td>
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</table>

*Note: Number of awards in the display may represent duplicated headcount since some students receive more than one type of financial aid.

**Grants no longer funded

Source: Office of Financial Aid
The HOPE Scholarship Program began in 1994.

**Unduplicated headcount within categories of aid.

Shaded areas indicate reporting error by Financial Aid. Headcount was duplicated 2000 through 2002.

*Source: Financial Aid Office*

### UWG Student Financial Aid

**Fiscal Years 1994-2003**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Loans</th>
<th>HOPE Scholarships</th>
<th>Other Scholarships</th>
<th>Grants</th>
<th>Work Study</th>
<th>Total</th>
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</thead>
<tbody>
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<td>1992</td>
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<td>*</td>
<td>922,965</td>
<td>2,552,194</td>
<td>206,776</td>
<td>8,696,620</td>
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<td>5,674,051</td>
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<td>974,971</td>
<td>2,761,785</td>
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<tr>
<td>1994</td>
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<td>978,991</td>
<td>2,594,775</td>
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<td>14,617,662</td>
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<td>1,242,426</td>
<td>2,713,806</td>
<td>185,699</td>
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<td>1,154,347</td>
<td>2,962,127</td>
<td>226,242</td>
<td>22,420,827</td>
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<tr>
<td>1998</td>
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<td>4,855,958</td>
<td>1,164,316</td>
<td>3,109,672</td>
<td>265,303</td>
<td>23,309,194</td>
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<td>1999</td>
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<td>5,727,242</td>
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### Number of Students Served**

<table>
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<tr>
<th>Fiscal Year</th>
<th>Loans</th>
<th>HOPE Scholarships</th>
<th>Other Scholarships</th>
<th>Grants</th>
<th>Work Study</th>
<th>Total</th>
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</thead>
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<td>1992</td>
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<td>*</td>
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Student Financial Aid Growth

*Source: Office of Financial Aid*
Degrees
## Degrees and Majors Offered

**Fall 2003**

### Bachelor of Arts
- Anthropology
- Art
- Biology**
- Chemistry**
- English**
- French*
- Geography
- Global Studies
- History**
- International Economic Affairs
- Mass Communications
- Mathematics
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish*
- Theatre

### Bachelor of Science in Chemistry

### Bachelor of Science in Earth Science/Secondary Education

### Bachelor of Science in Environmental Science

### Bachelor of Science in Environmental Studies

### Bachelor of Science in Nursing

### Bachelor of Science in Recreation

### Bachelor of Science
- Biology**
- Computer Science
- Criminology
- Economics**
- Geography

### Geology
- Mathematics**
- Physics**
- Political Science
- Sociology

### Bachelor of Science in Business Administration
- Accounting
- Business Information Systems
- Economics
- Finance
- Management
- Marketing
- Real Estate
- Technology Support Systems

### Bachelor of Fine Arts
- Art
- Art Education

### Bachelor of Music
- Composition
- Music Education*
- Music, Elective Studies in Business
- Performance
- Performance, Emphasis in Jazz
- Studies
- Performance, Emphasis in Piano
- Pedagogy

### Master of Arts
- English
- Gerontology
- History
- Psychology
- Sociology

### Master of Business Administration

### Master of Music
- Music Education
- Performance

### Master of Professional Accounting

### Master of Public Administration

### Master of Science
- Applied Computer Science
- Biology

### Master of Science in Nursing

### Master of Science in Rural and Small Town Planning

### Master of Education
- Administration and Supervision
- Art Education
- Business Education
- Early Childhood Education
- French
- Guidance and Counseling
- Media
- Middle Grades Education
- Physical Education
- Reading Education
- Secondary Education
- English
- Mathematics
- Science
- Social Studies
- Spanish
- Special Education
- Interrelated
- Speech and Language Pathology

### Specialist in Education
- Administration and Supervision
- Business Education
- Early Childhood Education
- Guidance and Counseling
- Media
- Middle Grades Education
- Physical Education
- Secondary Education
- English
- Mathematics
- Science
- Social Studies
- Special Education
- Curriculum Specialist
- Leadership

### Doctor of Education
- School Improvement

* Certification obtainable in grades P-12
** Certification obtainable in grades 7-12

*Source: UWG Undergraduate and Graduate Catalogs 2003-2004*
### UWG Degrees Conferred
#### Fiscal Years 1993 – 2003

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<td>9</td>
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Faculty
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</tr>
<tr>
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</table>

1. General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs
2. Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors
3. Other includes (F-T) Faculty with Temporary Appointments

*Source: Division of Academic Affairs*
Composition of Faculty
Fall 2003

Rank

- Assistant Professor: 32%
- Associate Professor: 19%
- Instructor: 28%
- Lecturer: 2%
- Professor: 19%

Highest Degree Earned

- Doctorate: 70%
- Masters or Education Specialist: 30%

Tenure Status

- Tenured: 35%
- Tenured-Track: 24%
- Non-tenured: 41%

College/Department

- College of Arts and Sciences: 59%
- College of Education: 27%
- Richards College of Business: 11%
- Library: 3%

Ethnicity

- Caucasian/White: 88%
- African American/Black: 5%
- American Indian: 1%
- Asian: 4%
- Hispanic: 2%

Gender

- Male: 51%
- Female: 49%
# Faculty Profile
## College of Arts and Sciences
### Fall 2003

<table>
<thead>
<tr>
<th></th>
<th>Teaching Faculty</th>
<th>Administrators</th>
<th>Other</th>
<th>Total</th>
<th>Percent</th>
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</thead>
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<td>Part-time</td>
<td>General</td>
<td>Academic</td>
<td></td>
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<td>2</td>
<td>11</td>
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<td>American Indian or Alaskan</td>
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<tr>
<td>Asian or Pacific Islander</td>
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<td>11</td>
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<td>1</td>
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<td></td>
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1 General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs
2 Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors
3 Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs
# Faculty Profile
## Richards College of Business
### Fall 2003

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-time</th>
<th>Part-time</th>
<th>General</th>
<th>Academic</th>
<th>Other</th>
<th>Total</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>1</td>
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<td></td>
<td>1</td>
<td></td>
<td>7</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
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<td></td>
<td>1</td>
<td></td>
<td>9</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
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<td></td>
<td></td>
<td></td>
<td>8</td>
<td>15%</td>
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<table>
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<th>Highest Degree Earned</th>
<th>Full-time</th>
<th>Part-time</th>
<th>General</th>
<th>Academic</th>
<th>Other</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>41</td>
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<td></td>
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<tr>
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<td>0%</td>
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<th>Part-time</th>
<th>General</th>
<th>Academic</th>
<th>Other</th>
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<th>Percent</th>
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<td>37%</td>
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<td>19%</td>
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<th>Part-time</th>
<th>General</th>
<th>Academic</th>
<th>Other</th>
<th>Total</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>African American/Black</td>
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<td>1</td>
<td></td>
<td>1</td>
<td>2%</td>
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<tr>
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<td></td>
<td>0%</td>
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<td></td>
</tr>
<tr>
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<td>1</td>
<td>6</td>
<td>11%</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
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<th>General</th>
<th>Academic</th>
<th>Other</th>
<th>Total</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>2</td>
<td></td>
<td>1</td>
<td>12</td>
<td>23%</td>
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<th>Academic</th>
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<th>Percent</th>
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<td>36</td>
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<td>52</td>
<td>100%</td>
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</table>

1 General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs
2 Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors
3 Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs
## Faculty Profile
### College of Education
#### Fall 2003

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<th>Other 3</th>
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<th>Percent</th>
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<td>Full-time</td>
<td>Part-time</td>
<td>General 1</td>
<td>Academic 2</td>
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<td>4</td>
<td>6</td>
<td>19</td>
<td>14.5%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>14.5%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>33</td>
<td>16</td>
<td>1</td>
<td>8</td>
<td>44%</td>
</tr>
<tr>
<td>Instructor</td>
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<td>21</td>
<td>6</td>
<td>36</td>
<td>27%</td>
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<table>
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<th>Administrators</th>
<th>Other 3</th>
<th>Total</th>
<th>Percent</th>
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<td>8</td>
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<tr>
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<td>27%</td>
</tr>
<tr>
<td>Professional Bachelor</td>
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<td>0</td>
<td>0%</td>
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<td>2%</td>
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<tr>
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<td>3</td>
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<td>2%</td>
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<td>Hispanic</td>
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<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
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<th>Total</th>
<th>Percent</th>
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<td>33</td>
<td>4</td>
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<td>4</td>
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</table>

| Total Faculty         | 68               | 42             | 8       | 14    | 100%    |

---

1 General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs
2 Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors
3 Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs
## Faculty Profile

### Irvine S. Ingram Library

### Fall 2003

<table>
<thead>
<tr>
<th>Rank</th>
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<th>Part-time</th>
<th>General 1</th>
<th>Academic 2</th>
<th>Other 3</th>
<th>Total</th>
<th>Percent</th>
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<tbody>
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<td>3</td>
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<tr>
<td>Associate Professor</td>
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<td>5</td>
<td>31%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>5</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>2</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
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<th>Administrators</th>
<th>Librarians</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Bachelor</td>
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<table>
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<th>Teaching Faculty</th>
<th>Administrators</th>
<th>Librarians</th>
<th>Other 3</th>
<th>Total</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Tenure</td>
<td>10</td>
<td>10</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-tenured</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured-Track</td>
<td>3</td>
<td>3</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Teaching Faculty</th>
<th>Administrators</th>
<th>Librarians</th>
<th>Other 3</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian/White</td>
<td>1</td>
<td>15</td>
<td>16</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teaching Faculty</th>
<th>Administrators</th>
<th>Librarians</th>
<th>Other 3</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>7</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Faculty         | 1                | 15             | 16         | 100%    |       |         |

---

1 General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs
2 Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors
3 Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs
## Average Salary by Employee Category
### Fiscal Years 1997-2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average</td>
<td>Number</td>
<td>Average</td>
</tr>
<tr>
<td>Professor</td>
<td>91</td>
<td>53,454</td>
<td>86</td>
<td>56,989</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>62</td>
<td>42,250</td>
<td>65</td>
<td>47,409</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>126</td>
<td>39,753</td>
<td>140</td>
<td>41,191</td>
</tr>
<tr>
<td>Instructor</td>
<td>20</td>
<td>29,511</td>
<td>23</td>
<td>30,568</td>
</tr>
</tbody>
</table>

**All Faculty** 299 $41,242 314 $44,039 321 $46,692 322 $48,670

<table>
<thead>
<tr>
<th>Staff</th>
<th>FY 2001</th>
<th>FY 2002</th>
<th>FY 2003</th>
<th>FY 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average</td>
<td>Number</td>
<td>Average</td>
</tr>
<tr>
<td>Administrative</td>
<td>170</td>
<td>38,496</td>
<td>196</td>
<td>38,279</td>
</tr>
<tr>
<td>Clerical</td>
<td>166</td>
<td>18,593</td>
<td>156</td>
<td>20,133</td>
</tr>
<tr>
<td>Maintenance</td>
<td>154</td>
<td>21,711</td>
<td>153</td>
<td>22,426</td>
</tr>
</tbody>
</table>

**All Staff** 490 $26,267 505 $26,946 556 $28,410 490 $26,963

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FY 2005</th>
<th>FY 2002</th>
<th>FY 2003</th>
<th>FY 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average</td>
<td>Number</td>
<td>Average</td>
</tr>
<tr>
<td>Professor</td>
<td>60</td>
<td>64,746</td>
<td>56</td>
<td>66,147</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>61</td>
<td>53,592</td>
<td>79</td>
<td>54,356</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>142</td>
<td>43,406</td>
<td>138</td>
<td>43,470</td>
</tr>
<tr>
<td>Instructor</td>
<td>57</td>
<td>32,409</td>
<td>55</td>
<td>33,327</td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**All Faculty** 320 $48,538 328 $49,325 331 $50,802 345 $49,950

<table>
<thead>
<tr>
<th>Staff</th>
<th>FY 2005</th>
<th>FY 2002</th>
<th>FY 2003</th>
<th>FY 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average</td>
<td>Number</td>
<td>Average</td>
</tr>
<tr>
<td>Administrative</td>
<td>232</td>
<td>41,339</td>
<td>281</td>
<td>44,381</td>
</tr>
<tr>
<td>Clerical</td>
<td>153</td>
<td>22,288</td>
<td>161</td>
<td>23,185</td>
</tr>
<tr>
<td>Maintenance</td>
<td>130</td>
<td>25,899</td>
<td>101</td>
<td>22,450</td>
</tr>
</tbody>
</table>

**All Staff** 515 $29,842 543 $30,005 538 $30,337 566 $31,416

Note: Faculty totals include all full-time teaching faculty, librarians, and other (f-t) faculty with temporary appointment.
This year’s staff numbers reflect the transition from B-Codes to categories.
Correction: The total average salaries for all faculty and Staff may vary from previous year’s Fact Books.
Sources: Division of Academic Affairs and Office of Human Resources
Research
History
The State University of West Georgia established a central office to administer sponsored operations in 1967. University reorganization in 1973 placed responsibility for sponsored operations, grants, contracts, budgeting of funds from sources external to the University, and institutional research in the office of Instructional and Research Services. By 1980, that unit became the Division of Budget and Research Services, reporting to the President of the University. In Fiscal Year 1996, Sponsored Operations was placed under the Vice-President for Academic Affairs.

Services Rendered
The Office of Sponsored Operations aids and supports faculty/staff efforts to attract funds from sources external to the University in support of instructional, research, and service programs. This is accomplished by the Director of Sponsored Operations, who: 1) matches faculty/staff interests and needs with appropriate funding sources, 2) routes requests for proposals (RFP’s) to specific faculty/department/program personnel, 3) assists faculty/staff in preparing applications and proposals, 4) coordinates award paperwork, documentation, and reporting, and, 5) provides staff development through grants preparation/administration workshops and seminars. The Office of Sponsored Operations provides the day-to-day services necessary to support all program activities funded from sources external to West Georgia and provides support for the administration of the Faculty Research Grant program funded through the University.

The Director of Sponsored Operations recommends all external contracts, proposals, and grants, and monitors institutional performance under such agreements.

West Georgia attracts grants, gifts and contracts from federal, state, and local government agencies, corporations, and foundations. This external funding and other revenue enable the University to fulfill its official mission to emphasize creative teaching, encourage research, and promote the development of human resources through educational programs.

Sponsored Operations Goals
The Sponsored Operations Office established the following strategic goals:
1. To promote and support the instructional, research, and public service missions of West Georgia.
2. To encourage University units and individual faculty/staff efforts in seeking funds from external agencies in support of instructional, research, and public service projects.
3. To monitor the Faculty Research Grant Program in compliance with established institutional policies and procedures.
4. To assist principal investigators in efforts to comply with federal and state statutes and University System policy.
5. To seek increased support for University activities from corporate and foundation sources.

Sponsored Operations Assessment
of Data Reported As of June 30 of Each Fiscal Year

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Proposals Submitted</th>
<th>Number of Proposals Funded</th>
<th>Amount Requested</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>137</td>
<td>88</td>
<td>1,528,332</td>
<td>1,562,455</td>
</tr>
<tr>
<td>1997</td>
<td>73</td>
<td>38</td>
<td>2,088,302</td>
<td>962,430</td>
</tr>
<tr>
<td>1998</td>
<td>84</td>
<td>47</td>
<td>5,526,760</td>
<td>1,747,570</td>
</tr>
<tr>
<td>1999</td>
<td>89</td>
<td>54</td>
<td>10,728,364</td>
<td>2,308,930</td>
</tr>
<tr>
<td>2000</td>
<td>68</td>
<td>49</td>
<td>6,471,789</td>
<td>2,521,833</td>
</tr>
<tr>
<td>2001</td>
<td>73</td>
<td>51</td>
<td>8,230,477</td>
<td>2,561,361</td>
</tr>
<tr>
<td>2002</td>
<td>57</td>
<td>50</td>
<td>3,420,551</td>
<td>2,922,659</td>
</tr>
<tr>
<td>2003</td>
<td>62</td>
<td>43</td>
<td>8,207,448</td>
<td>1,932,727</td>
</tr>
</tbody>
</table>

Note: Amounts exclude awards for student financial aid.
Source: Office of Sponsored Operations
Directors of Sponsored Projects
Fiscal Year 2003
as of June 30, 2003

College of Arts and Sciences

Dr. Rebecca Bailey-History
Voices Across Time
Georgia Humanities Council
$5,000

Dr. Wayne Barger-Biology
Challenge Cost-Share Agreement
United States Department of Agriculture
$9,600

Dr. Wayne Barger-Biology
Challenge Cost-Share Agreement #2
United States Department of Agriculture
$8,000

Dr. Wayne Barger-Biology
USDA Flower Brochure
United States Department of Agriculture
$5,000

Dr. David Bush-Geosciences
South Carolina Sea Grant Consortium #3
U.S. Department of Commerce/BOR-USG
$24,395

Dr. Ray Crook-Anthropology
Curatorial Services Contract-FY 2003
Georgia Department of Natural Resources
$20,000

Dr. Ray Crook-Anthropology
Waring Archaeological Laboratory
UWG Foundation
$9,000

Dr. Ray Crook-Anthropology
Holts Hill
New South Associates
$5,530

Dr. Ray Crook-Anthropology
Archaeological Investigations on LSSI, GA
The Lodge on Little St. Simons Island
$8,800

Dr. Ray Crook-Anthropology
New South Archaeological Collections
New South Associates
$1,500

Dr. Ray Crook-Anthropology
Tallahassee Flats Collection
U.S. Department of Justice
$500

Dr. Ray Crook-Anthropology
Goodwin Agreement
R.C. Goodwin & Associates, Inc.
$2,000

Dr. Ben deMayo-Math/Physics
NASA Consortium
Georgia Institute of Technology
$28,000

Dr. Lisa Gezon-Anthropology
Fulbright-Hays Faculty Research Abroad
U.S. Department of Education
$64,000

Dr. Lisa Gezon-Anthropology
Forest Loss and Commodity Chains
National Geographic Society
$27,650

Dr. Kathryn Grams-Nursing
Clinical Skills Lab
Tanner Health System
$130,000

Marie Hardin-Mass Communications
and Theatre Arts
WSJD-Ethics & Excellence in Journalism
Ethics and Excellence in Journalism
Foundation
$7,000

Marie Hardin-Mass Communications
and Theatre Arts
ASNE Partnership
American Society of Newspapers Editors
$3,750
Dr. Andrew Leavitt-Chemistry
Faculty Development Program
Georgia Institute of Technology
$3,000.

Dr. Ann McCleary-History
Center for Public History
UWG Foundation
$25,614

Dr. Ann McCleary-History
GCA & GHC Folklife Grant
Georgia Council for the Arts
$5,000

Dr. Ann McCleary-History
Biscuits & Cornbread
Georgia Humanities Council
$7,000

Dr. Kareen Malone-Psychology
GIT "Role"
Georgia Institute of Technology
$16,080

Dr. Heather Nicol-Geosciences
Faculty Enrichment Grant
International Council for Canadian Studies
$4,000

Dr. Greg Payne-Biology
Ecologically Based Sweet Corn Pest Management
United States Department of Agriculture/Penn State
$122,706

Dr. Greg Payne-Biology
Monitoring for Potential Recessive Resistance
United States Department of Agriculture
$39,024

Dr. Gigi Ray-Chemistry
Dr. Victoria Geisler-College of Arts & Sciences
RUE Site: Undergraduates in Chemistry
National Science Foundation
$59,500

Dr. William Roll-Psychology
Roll Research Funds
Gary Owens
$20,000

Dr. Majorie Snipes-Anthropology
Antonio J. Waring Jr. Endowment
UWG Foundation
$18,023

Dr. Majorie Snipes-Anthropology
Latin American Studies Certificate Program
Kennesaw State University
$1,000

Dr. Richard Southall-Physical Education and Recreation
Atlanta Beat Funds
The Atlanta Beat
$1,349

Dr. Gregory Stewart-Biology
Assignment Agreement
U.S. Department of State, Bureau of Arms Control
$139,724

Dr. Gregory Stewart-Biology
William C. Foster Fellows Visiting Scholars Program
United States Department of State
$139,597

Dr. Johnny Waters-Geosciences
Snake Creek Watershed
Carroll County Water Authority
$98,000

College of Education

Curtis Cearley-Educational Technology
Training Center
West Georgia ETTC
Georgia Institute of Technology
$231,000

Curtis Cearley-Educational Technology
Training Center
Assistive Technology Project
Georgia Institute of Technology
$65,480
Richards College of Business

Mr. William Deegan-Small Business Development Center  
Small Business Development Center  
The University of Georgia  
$165,625

Curtis Cearley-Educational Technology  
Training Center  
Preparing Tomorrow=s Teachers to use Technology  
Georgia Institute of Technology  
$32,058

Dr. Mary Edwards-Education Office-Dalton  
ThinkQuest  
Advanced Network & Services, Inc.  
$10,000

Dr. Donna Harkins-Curriculum & Instruction  
D & D Reading Clinic  
Goizueta Foundation  
$245,526

Ms. Kathleen White-West Georgia Youth Science and Technology Center  
WGYST Center  
Board of Regents of The University System of Georgia  
$60,748

Dr. Ronnie Williams-Educational Leadership and Professional Studies  
West Georgia Leadership Academy  
UWG Foundation  
$20,000

Doris Watkins-Curriculum & Instruction  
Georgia’s Prekindergarten Program  
FY 2002-2003  
Georgia Department of Education  
$182,545

1 External sources authorized spending for fixed time periods. In certain cases, those periods included only a portion of Fiscal Year 2003
2 In a number of cases, only the portion of the total amount awarded was actually received or spent during Fiscal Year 2003
Source: Office of Sponsored Operations
In addition to resources acquired from external sources, the University budgets state-allocated funds to assist faculty research efforts through the Faculty Research Grant Program. Established in 1967, the Faculty Research Grant Program provides limited funding for approved faculty research projects.

Each fiscal year, faculty members submit formal proposals requesting University support. Committee members evaluate proposals and make funding recommendations for full Senate review. The Faculty Senate approves proposals and suggests levels of funding to the President, who subsequently allocates funds to the grant recipients.

In compliance with these procedures, the President of the University awarded Faculty Research Grant funds for Fiscal Year 2004 as follows:

### College of Arts and Sciences

**Dr. Allison A. Bailes III-Physics**  
Current-Voltage Characteristics of Quantum Well Solar Cells  
$1,500

**Dr. Sharmistha Basu-Dutt-Chemistry**  
Environmental Fate of Pendimethalin-A Turf Herbicide Used at UWG  
$1,175.

**Dr. Denis Jorge Berenschot-Foreign Languages and Literatures**  
Political Subversion in Cuban Theatre of The Special Period  
$1,500

**Dr. John Blair-Foreign Languages & Literatures**  
An Introduction to German Film  
$1,500.

**Dr. David Bush-Geosciences**  
Developing a New Hurricane Impact Scale Emphasizing Shoreline Erosion and Overwash Potential  
$1,500

**Dr. Tim Chowns-Geosciences**  
Radiometric dating of sediments from Jekyll Island, Georgia  
$1,500

**Dr. Muriel Cormican-Foreign Languages and Literatures**  
Negotiating Identity in the Fictional Works of Lou Andreas-Salome  
$1,500

**Dr. Lisa Gezon-Anthropology**  
A Sense of Place: Agriculture and Community in West Georgia  
$1,500

**Dr. Jonathan Goldstein-History**  
Motivation in Holocaust Rescue: The Case of Chinese Consul General Feng Shan Ho in Vienna in 1938  
$1,500

**Dr. John Hansen-Chemistry**  
Investigating the Stability and Folding of a Membrane Protein  
$1,500

**Dr. Michael Hirlinger-Political Science/Planning**  
Second Generation Discrimination and American Indian Education: Lessons From Case Studies  
$1,500

**Dr. Curtis Hollabaugh-Geosciences**  
Determination of how rainfall events affect water quality parameters of different watersheds in the Piedmont and Valley and Ridge of west Georgia: How basin size, land usage and geology control water composition during wet and dry sampling events.  
$1,500

**Dr. Farooq Khan-Chemistry**  
Photochemistry of Polycyclic Aromatic Hydrocarbons and their Nitrated Derivatives  
$1,489

**Dr. Leos Kral-Biology**  
Initiation of the Tallapoosa Darter Genome Project  
$1,500

**Dr. Andrew Leavitt-Chemistry**  
Modeling Heterogeneous Reactions in the Atmosphere using Cluster Beams  
$1,400
Dr. Cecilia Lee—Foreign Languages & Literatures
Poetry and the City: An Anthology of Contemporary Colombian Poetry (Spanish, English, French)
$1,500

Dr. Kareen Malone—Psychology
Gender Effects in Laboratory Practices in Biomedical Engineering
$1,264

Dr. James Mayer—Geosciences
Hydrogeology of a floodplain and associated riparian wetland in a crystalline-rock setting
$1,340

Dr. Jennifer Manlowe—Philosophy
Buddhism in Cuba: Benefits and Controversies for Revolutionary Women
$1,500

Dr. David Osborne—Biology
In search of the mechanism by which nicotine stimulates cell growth in the intestine
$1,500

Dr. Brooks Pearson—Geosciences
Mapping the Course of Settlement: William H. Emory and Gouvernor K. Warren and 19th Century Surveying of the American West
$1,500

Dr. Muhammad Rahman—Computer Science
Extracting Proper Name Information from Newswire Text for a Lexical Database
$1,040.

Dr. Gigi Ray—Chemistry
Preparation and NMR Characterization of Microperoxidase Model Compounds
$1,315

Dr. Diane Sharp—Foreign Languages & Literatures
Unamuno and the Darkness and Light of Dario de Regoyos
$1,500

Dr. Satyanarayana Swamy—Mruthinti—Biology
Immunological characterization of AQP0/a crystallin complex during thermal denaturation of AQP0
$1,500

Dr. Christopher Tabit—Biology
Interspecific and Intraspecific Variability in Placoid Scale Morphology in Squaliform Sharks
$1,500

Dr. Joseph Tyler—Foreign Languages and Literatures
Julio Cortazar: Music in his Fiction and his Prose
$1,500

Richards College of Business

Dr. Thomas Gainey—Management and Business Systems
Examining the Emergence of e-HR: An Investigation of the Antecedents and Consequences
$1,500

Dr. Douglas Turner—Management and Business Systems
Information Technology Infrastructure (ITI) and Information Technology Performance (ITP) Survey
$1,285

Dr. Mary Kathryn Zachary—Management and Business Systems
The Last Store—The Crisis in Native American Arts/The NPS, The Tribes, and the Southwest—An Uneasy Alliance/Language, Work and the Law—Diversity in the Native American Context
$1,500

Source: Office of Sponsored Operations
During Fiscal Year 1995, President Beheruz N. Sethna created Sponsored Operations Faculty Research Enhancement Awards to reinvest a portion of indirect cost recovery funds, strengthening the State University of West Georgia’s research infrastructure.

The Sponsored Operations Faculty Research Enhancement Awards for Fiscal Year 2004 are as follows:

<table>
<thead>
<tr>
<th>Award</th>
<th>Name/Department</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500</td>
<td>Dr. Allison Bailes III Physics</td>
<td>Electron Transfer in Nanocrystalline Dye-Sensitized Solar Cells</td>
</tr>
<tr>
<td>$3,400</td>
<td>Dr. Julie Bartley Geosciences</td>
<td>Biogeochemistry and Taphonomy of Microbial Ecosystems</td>
</tr>
<tr>
<td>$2,193</td>
<td>Dr. David Bush Geosciences</td>
<td>British Columbia Coastal Hazards: Partnering with the Canadian Studies Program Initiative</td>
</tr>
<tr>
<td>$2,400</td>
<td>Dr. Satyanarayana Swamy Mruthinti Biology</td>
<td>Development of a functional assay to determine the effect of thermal denaturation of AQP0 on the water permeability function</td>
</tr>
<tr>
<td>$ 900</td>
<td>Dr. Muhammad Rahman Computer Science</td>
<td>Discovering Knowledge By Inference From The Proper Name Entries Of A Machine Readable Dictionary</td>
</tr>
<tr>
<td>$2,000</td>
<td>Dr. Gigi Ray Chemistry</td>
<td>Molecular Modeling, Preparation and NMR Characterization of Microperoxidase Model Compounds</td>
</tr>
</tbody>
</table>

*Source: Office of the Sponsored Operations*
Financial Information
Budgeting and Assessment Cycle

The State University of West Georgia operates under three major budgets: the Resident Instruction Budget, the Auxiliary Enterprises Budget, and the Student Activities Budget. Each serves a distinct purpose.

The Resident Instruction Budget is funded from state appropriations, student tuition and fees, and dedicated funds received from sources external to the University System of Georgia. Resident Instruction Funds support instruction, research, libraries, the computer center and laboratories, Student Services, the administrative and service offices of West Georgia, a portion of the maintenance of the physical plant, and academic scholarships and fellowships.

The Auxiliary Enterprises Budget is self-supporting and is operated on a profit/loss basis. Auxiliary Enterprises generates revenue from residence hall rentals, meal ticket sales, bookstore sales, vending machine sales, student health and athletic fees, parking fees, and parking fines. Auxiliary Enterprises funds support the operation of the residence halls, dining rooms, the University Bookstore, network support, vending machines, bus service, health services, traffic operations, intercollegiate athletics (as of FY 93); and, they provide funds necessary to maintain a portion of the University’s physical plant.

The Student Activities Budget is funded by student activities fees. Student Activities funds support various activities including choral and instrumental organizations, art exhibits, debate team, jazz ensemble, Student Activities Council, University game room, Student Government, University publications such as the West Georgian and Eclectic, and intramural athletics.

In addition to the three budgets, the West Georgia Foundation, Inc., a non-profit corporation dedicated to the advancement of West Georgia, provides funding for scholarships, equipment, and services not funded by state appropriations. The Alumni Association section of the Fact Book supplies additional information about the West Georgia Foundation.

*By State law the period of fiscal operation is the Fiscal Year, beginning July 1 of any year and ending June 30 of the following year.

General Budget Growth

*Budgeted figures
Note: Growth Chart formula (Resident Instruction Expenditures by Function + Auxiliary Revenue by Source + Student Activities Expenditures by Function)
Source: Office of Budget Services
## University Budget
### Fiscal Year 2003-2004

**Notes:** Information is subject to audit. Due to PeopleSoft implementation, some data fields may not be comparable to previous year’s data.

- **a.** Costs of operating and maintaining the University’s physical plant are divided between the Resident Instruction Budget and the Auxiliary Enterprises Budget. The distribution of costs is based upon the square footage of the physical plant occupied by cost centers in each budget. These costs are budgeted as Operation and Maintenance of Plant in the Resident Instruction Budget and Indirect Operating Expenses in the Auxiliary Enterprises Budget.
- **b.** The Lapse Estimate is a budgeted estimate of the amount of funds that may be transferred from personal services to non-personal services during a fiscal year.
- **c.** The Equipment Replacement Reserve is discontinued by the Board of Regents as of Fiscal Year 2004.
- **d.** The Unassigned Balance represents a contingency fund reserved to provide for unexpected expenditures.

**Source:** Office of Budget Services

### Resident Instruction Budget

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Total Budget</th>
<th>Personal Services</th>
<th>Travel</th>
<th>Operating Supplies &amp; Expenses</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>$32,389,872</td>
<td>$30,406,539</td>
<td>$219,556</td>
<td>$1,712,801</td>
<td>$50,976</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>239,778</td>
<td>163,781</td>
<td>30,929</td>
<td>45,068</td>
<td>0</td>
</tr>
<tr>
<td><strong>Public Service</strong></td>
<td>41,616</td>
<td>40,766</td>
<td>750</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>9,083,248</td>
<td>7,411,983</td>
<td>93,736</td>
<td>1,365,976</td>
<td>211,553</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>3,983,608</td>
<td>3,502,071</td>
<td>56,075</td>
<td>425,462</td>
<td>0</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
<td>8,872,056</td>
<td>6,853,474</td>
<td>149,250</td>
<td>1,710,684</td>
<td>158,648</td>
</tr>
<tr>
<td><strong>Operation &amp; Maintenance of Plant</strong></td>
<td>5,712,397</td>
<td>3,195,980</td>
<td>15,829</td>
<td>2,435,840</td>
<td>64,748</td>
</tr>
<tr>
<td><strong>Scholarships &amp; Fellowships</strong></td>
<td>28,369,993</td>
<td>34,069</td>
<td>0</td>
<td>28,335,924</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>88,692,568</strong></td>
<td><strong>51,608,663</strong></td>
<td><strong>566,125</strong></td>
<td><strong>36,031,855</strong></td>
<td><strong>485,925</strong></td>
</tr>
<tr>
<td><strong>Unassigned Balance Lapse Estimate</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Resident Instruction</strong></td>
<td><strong>$88,692,568</strong></td>
<td><strong>$51,608,663</strong></td>
<td><strong>$566,125</strong></td>
<td><strong>$36,031,855</strong></td>
<td><strong>$485,925</strong></td>
</tr>
</tbody>
</table>

### Auxiliary Enterprises Budget

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Total Budget</th>
<th>Personal Services</th>
<th>Travel</th>
<th>Operating Supplies &amp; Expenses</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Housing</strong></td>
<td>4,991,750</td>
<td>846,667</td>
<td>6,000</td>
<td>4,139,083</td>
<td>0</td>
</tr>
<tr>
<td><strong>Food Services</strong></td>
<td>2,862,585</td>
<td>0</td>
<td>976</td>
<td>2,861,609</td>
<td>0</td>
</tr>
<tr>
<td><strong>Stores and Shops</strong></td>
<td>3,759,106</td>
<td>268,430</td>
<td>10,000</td>
<td>3,480,676</td>
<td>0</td>
</tr>
<tr>
<td><strong>Intercollegiate Athletics</strong></td>
<td>2,363,208</td>
<td>791,575</td>
<td>152,254</td>
<td>1,401,584</td>
<td>17,795</td>
</tr>
<tr>
<td><strong>Other Service Units</strong></td>
<td>2,533,231</td>
<td>1,229,274</td>
<td>29,000</td>
<td>1,274,957</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16,509,880</strong></td>
<td><strong>3,135,946</strong></td>
<td><strong>198,230</strong></td>
<td><strong>13,157,909</strong></td>
<td><strong>17,795</strong></td>
</tr>
<tr>
<td><strong>Indirect Operating Expenses (a)</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal Auxiliary Enterprises</strong></td>
<td>16,509,880</td>
<td>3,135,946</td>
<td>198,230</td>
<td>13,157,909</td>
<td>17,795</td>
</tr>
<tr>
<td><strong>Equipment Replacement (c)</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Auxiliary Enterprises</strong></td>
<td><strong>$16,509,880</strong></td>
<td><strong>$3,135,946</strong></td>
<td><strong>$198,230</strong></td>
<td><strong>$13,157,909</strong></td>
<td><strong>$17,795</strong></td>
</tr>
</tbody>
</table>

### Student Activities Budget

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Total Budget</th>
<th>Personal Services</th>
<th>Travel</th>
<th>Operating Supplies &amp; Expenses</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intramural</strong></td>
<td>$100,000</td>
<td>$70,500</td>
<td>$2,000</td>
<td>$27,500</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Social &amp; Entertainment Activities</strong></td>
<td>393,550</td>
<td>30,250</td>
<td>77,900</td>
<td>285,400</td>
<td>0</td>
</tr>
<tr>
<td><strong>Student Government</strong></td>
<td>20,000</td>
<td>7,000</td>
<td>4,000</td>
<td>9,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>Student Publications</strong></td>
<td>60,500</td>
<td>32,125</td>
<td>1,500</td>
<td>26,875</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Programs</strong></td>
<td>104,950</td>
<td>16,210</td>
<td>56,300</td>
<td>32,440</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>679,000</strong></td>
<td><strong>156,085</strong></td>
<td><strong>141,700</strong></td>
<td><strong>381,215</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Unassigned Balance (d)</strong></td>
<td>191,931</td>
<td>0</td>
<td>0</td>
<td>191,931</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Student Activities</strong></td>
<td><strong>$870,931</strong></td>
<td><strong>$156,085</strong></td>
<td><strong>$141,700</strong></td>
<td><strong>$573,146</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

Notes: Information is subject to audit.
## UWG Resident Instruction Funds
### Fiscal Years 2003 and 2004

### Distribution of Resident Instruction Revenue by Source

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Operations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>$20,058,206</td>
<td>$20,449,194</td>
</tr>
<tr>
<td>Gifts, Grants, and Contracts</td>
<td>112,995</td>
<td>0</td>
</tr>
<tr>
<td>Indirect Cost Recoveries</td>
<td>120,431</td>
<td>17,500</td>
</tr>
<tr>
<td>Sales &amp; Services of Educational Departments</td>
<td>74,915</td>
<td>73,750</td>
</tr>
<tr>
<td>Other Sources</td>
<td>1,253,590</td>
<td>191,450</td>
</tr>
<tr>
<td><strong>Total Internal Revenue</strong></td>
<td>$21,620,137</td>
<td>$20,731,894</td>
</tr>
<tr>
<td><strong>State Appropriations</strong></td>
<td>38,674,466</td>
<td>37,972,594</td>
</tr>
<tr>
<td><strong>Total General Operations</strong></td>
<td>$60,294,603</td>
<td>$58,704,488</td>
</tr>
<tr>
<td><strong>Other Funding Sources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Initiative</td>
<td>1,058,499</td>
<td>991,596</td>
</tr>
<tr>
<td>Lottery</td>
<td>233,448</td>
<td>0</td>
</tr>
<tr>
<td>Department Sales &amp; Service</td>
<td>258,475</td>
<td>606,491</td>
</tr>
<tr>
<td>Sponsored Operations</td>
<td>26,058,199</td>
<td>28,389,993</td>
</tr>
<tr>
<td><strong>Total Other Funding Sources</strong></td>
<td>$27,608,621</td>
<td>$29,988,080</td>
</tr>
<tr>
<td><strong>Total Resident Instruction Revenue</strong></td>
<td>$87,903,224</td>
<td>$88,692,568</td>
</tr>
</tbody>
</table>

### Distribution of Resident Instruction Expenditures by Function

<table>
<thead>
<tr>
<th>Function</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>$17,425,639</td>
<td>$16,215,533</td>
</tr>
<tr>
<td>College of Business</td>
<td>4,479,288</td>
<td>4,374,160</td>
</tr>
<tr>
<td>College of Education</td>
<td>6,320,218</td>
<td>7,223,710</td>
</tr>
<tr>
<td>Other Instruction</td>
<td>3,054,589</td>
<td>4,583,334</td>
</tr>
<tr>
<td><strong>Total Instruction</strong></td>
<td>31,279,734</td>
<td>32,396,737</td>
</tr>
<tr>
<td><strong>Other Expenditure Function Areas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>238,588</td>
<td>239,778</td>
</tr>
<tr>
<td>Public Service</td>
<td>44,337</td>
<td>41,616</td>
</tr>
<tr>
<td>Academic Support</td>
<td>11,865,958</td>
<td>9,083,248</td>
</tr>
<tr>
<td>Student Services</td>
<td>3,902,073</td>
<td>3,983,608</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>8,402,524</td>
<td>8,872,056</td>
</tr>
<tr>
<td>Operation &amp; Maintenance Plant (a)</td>
<td>6,151,493</td>
<td>5,712,397</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>26,018,517</td>
<td>28,363,128</td>
</tr>
<tr>
<td><strong>Total Resident Instruction Expenditure</strong></td>
<td>$87,903,224</td>
<td>$88,692,568</td>
</tr>
</tbody>
</table>

Note: Resident Instruction Funds that are not expended during a fiscal year revert to the State.  
*Subject to audit.

a. Represents the costs of operating and maintaining the University’s physical plant that are charged to the Resident Instruction Budget and the Auxiliary Enterprises budget. The distribution of costs is based upon square footage of the physical plant occupied by the cost centers contained in each budget.

Source: Office of Budget Services
## Total Resident Instruction Expenditures
### Per Full-time Equivalent Student
#### Fiscal Years 1996 – 2004

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Resident Instruction Expenditures</th>
<th>Fall Term EFT Enrollment</th>
<th>Total Expenditures per EFT Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>$61,547,845</td>
<td>6,862</td>
<td>$8,969</td>
</tr>
<tr>
<td>1997</td>
<td>$66,780,638</td>
<td>6,814</td>
<td>$9,801</td>
</tr>
<tr>
<td>1998</td>
<td>$73,496,519</td>
<td>6,867</td>
<td>$10,703</td>
</tr>
<tr>
<td>1999</td>
<td>$77,757,695</td>
<td>6,176</td>
<td>$12,590</td>
</tr>
<tr>
<td>2000</td>
<td>$82,637,940</td>
<td>6,355</td>
<td>$13,004</td>
</tr>
<tr>
<td>2001</td>
<td>$82,828,490</td>
<td>6,646</td>
<td>$12,463</td>
</tr>
<tr>
<td>2002</td>
<td>$83,748,855</td>
<td>6,767</td>
<td>$12,376</td>
</tr>
<tr>
<td>2003</td>
<td>$87,903,224</td>
<td>7,449</td>
<td>$11,801</td>
</tr>
<tr>
<td>2004*</td>
<td>$88,692,568</td>
<td>8,865</td>
<td>$10,005</td>
</tr>
</tbody>
</table>

*Fiscal Year figures represent the costs of operating and maintaining the University's physical plant that are charged to the Resident instruction Budget. Costs are divided between Auxiliary Enterprises and Resident Instruction Budgets. The distribution of costs is based on square footage of physical plant occupied by cost centers contained in each budget.

**Note:** Beginning with the 2003 Summer Semester Enrollment Report, the definition of Full-Time Equivalent (FTE) enrollment changed. The calculation sums undergraduate and graduate FTE. Undergraduate FTE is calculated by counting each undergraduate student enrolled by at least 12 hours and adding to that the number derived by dividing all hours enrolled by part-time undergraduate students by 12. Graduate FTE is the number of graduate or professional students enrolled for at least 9 hours plus the number derived by dividing all hours enrolled by part-time graduate or professional students by 9.

Source: Office of Budget Services and Office of the Registrar

## Distribution of the Student Dollar
### Fall 2003

1. Resident Instruction (Tuition) $0.82
2. Auxiliary Enterprises (Health, Athletic & Transportation) $0.15
3. Student Activities (Activities Fee) $0.03

Source: Office of Budget Services
# UWG Auxiliary Funds
## Fiscal Years 2003 and 2004

### Distribution of Auxiliary Enterprises Revenue By Source

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Housing</td>
<td>$4,828,944</td>
<td>31.08%</td>
</tr>
<tr>
<td>Food Services</td>
<td>2,862,244</td>
<td>18.42%</td>
</tr>
<tr>
<td>Stores and Shops</td>
<td>3,274,704</td>
<td>21.08%</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>2,062,562</td>
<td>13.28%</td>
</tr>
<tr>
<td>Other Service Units</td>
<td>2,508,048</td>
<td>16.14%</td>
</tr>
<tr>
<td><strong>Total Auxiliary Enterprises Revenue</strong></td>
<td><strong>$15,536,502</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Distribution of Auxiliary Enterprises Expenditures By Function

<table>
<thead>
<tr>
<th>Function</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Housing</td>
<td>$3,975,495</td>
<td>28.96%</td>
</tr>
<tr>
<td>Food Services</td>
<td>2,367,237</td>
<td>17.25%</td>
</tr>
<tr>
<td>Stores and Shops</td>
<td>3,028,575</td>
<td>22.06%</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>2,047,723</td>
<td>14.92%</td>
</tr>
<tr>
<td>Other Service Units (b)</td>
<td>2,307,042</td>
<td>16.81%</td>
</tr>
<tr>
<td>Equipment Replacement Reserve (funded) (c)</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Non Mandatory Transfers/Prior Year Adjustments</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td><strong>Total Auxiliary Enterprises Expenditures</strong></td>
<td><strong>$13,726,072</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

---

*a.* Other Service Units include Student Transportation, Vending Operations, Health Services, Network Support, Traffic Operations, and the Director of Auxiliary Enterprises.

*b.* Prior Year Funds are funds that are unspent at the end of the fiscal year and are carried forward into the next fiscal year.

*c.* The Equipment Replacement Reserve is discontinued by the Board of Regents as of Fiscal Year 2004.

*Source: Office of Budget Services*
UWG Student Activity Funds
Fiscal Years 2003 and 2004

Distribution of Student Activities Revenue By Source

<table>
<thead>
<tr>
<th>Source Of Funds</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Fees</td>
<td>$642,115</td>
<td>$645,000</td>
</tr>
<tr>
<td>Other Sources *</td>
<td>77,218</td>
<td>36,220</td>
</tr>
<tr>
<td>Prior Year Funds (a)</td>
<td>0</td>
<td>314,903</td>
</tr>
<tr>
<td>Total Student Activities Revenue</td>
<td>$719,333</td>
<td>$996,123</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source Of Funds</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Fees</td>
<td>89.27%</td>
<td>64.75%</td>
</tr>
<tr>
<td>Other Sources *</td>
<td>10.73%</td>
<td>3.64%</td>
</tr>
<tr>
<td>Prior Year Funds (a)</td>
<td>0%</td>
<td>31.61%</td>
</tr>
<tr>
<td>Total Student Activities Revenue</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Distribution of Student Activities Expenditures By Function

<table>
<thead>
<tr>
<th>Function</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Athletics</td>
<td>$85,508</td>
<td>$100,000</td>
</tr>
<tr>
<td>Social/Entertainment Activities</td>
<td>395,036</td>
<td>393,550</td>
</tr>
<tr>
<td>Student Government</td>
<td>18,007</td>
<td>20,000</td>
</tr>
<tr>
<td>Student Publications</td>
<td>67,745</td>
<td>60,500</td>
</tr>
<tr>
<td>Other Programs (b)</td>
<td>70,008</td>
<td>104,950</td>
</tr>
<tr>
<td>Unassigned Balance (c)</td>
<td>0</td>
<td>191,931</td>
</tr>
<tr>
<td>Total Student Activities Expenditures</td>
<td>$636,304</td>
<td>$870,931</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>2003</th>
<th>2004 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Athletics</td>
<td>13.44%</td>
<td>11.48%</td>
</tr>
<tr>
<td>Social/Entertainment Activities</td>
<td>62.08%</td>
<td>45.19%</td>
</tr>
<tr>
<td>Student Government</td>
<td>2.83%</td>
<td>2.29%</td>
</tr>
<tr>
<td>Student Publications</td>
<td>10.65%</td>
<td>6.95%</td>
</tr>
<tr>
<td>Other Programs (b)</td>
<td>11.00%</td>
<td>12.05%</td>
</tr>
<tr>
<td>Unassigned Balance (c)</td>
<td>0%</td>
<td>22.04%</td>
</tr>
<tr>
<td>Total Student Activities Expenditures</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Includes ticket and advertisement sales, entry fees, ID cards and gameroom charges, commissions, and interest income.

a. Prior Year Funds are funds that are unspent at the end of the fiscal year and are carried forward into the next fiscal year.
b. Other Programs include Student Center Operations, Identification Cards, Office of Student Activity Operations, and partial support for ROTC.
c. The Unassigned Balance represents a contingency fund reserve to provide for unexpected expenditures.

Source: Office of Budget Services
West Georgia Foundation, Development and Alumni Services
The State University of West Georgia Foundation, Inc. (Foundation), is a Georgia charitable corporation. It receives and manages private contributions (gifts) made for the benefit of the State University of West Georgia. The Foundation has been recognized as an organization exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code, and gifts to the Foundation are deductible as provided for in section 170 of the Internal Revenue Code. The Foundation encourages both restricted (specific purpose) and unrestricted (general use) gifts from donors.

The purpose of the Foundation is to promote the cause of higher education within the State of Georgia, to source and receive gifts for the support and enhancement of the University, and to aid the University in its development as a leading educational institution within the state of Georgia and the southeast region of the United States.

The Foundation’s Board of Trustees is composed of business, professional, and community leaders plus officers elected by the Board. The Board establishes and provides oversight of the Foundation’s operating financial policies and procedures. In addition, the Foundation is committed to provide for the integrity of original corpus (principal) dollars plus assure that all fiduciary commitments made to the Foundation’s donors are honored for the life of their agreements. The officers and trustees of the Foundation are committed to a policy of full-disclosure.

The Board of Regents of the University System has recognized that gifts and income from endowments that provide for the private support of system institutions are not taken into account when determining the allocation of state funds to the institution. The Board of Regents recognizes that all of its institutions are dependent, in part, on private funding and encourages all of its institutions to seek the support of alumni, friends, corporations, and other private organizations.

Source: Office of Development and Alumni Services
Foundation Officers and Trustees

2003-2004 Foundation Officers
Phillip Kauffman, Chairman
Charles E. Cole, Vice Chairman
William L. Webb, Immediate Past Chairman
Anna L. Berry, Secretary
J. Scott Huffman, Executive Director & Treasurer

2003 Trustees
Anna L. Berry
Rebecca B. Blalock
Jane G. Boss
A. Paul Cadenhead*
Charles E. Cole
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Richard T. Culpepper
Richard A. Duncan
Matthew T. Echols
Dr. Brenda C. Fitzgerald
Susan O. Fleck
James A. Gill*
Robert L. Graf
M. Dan Gray
W. Thomas Green, Jr.
Glenn L. Guthrie
Loy Howard
Judge Shepherd L. Howell
J. Scott Huffman
Warren V. Jones
Phillip Kauffman
James B. Lipham
Jeff R. Matthews
Thomas R. Morgan
Evelyn H. Moss
William A. Moye
Fredrick E. O'Neal
Dr. Ward B. Pafford* (Former University President)
Dr. Thomas E Reeve, III
Randall Keith Redding
Alice H. Richards*
Russell G. Sarner
Dr. Beheruz N. Sethna (University President)
Zachary R. Steed
Robert D. Stiles, Sr
Robert J. Stone
Dr. H. Paul Walls
Gelon E. Wasdin, Jr.
William L. Webb

Honorary Trustees
Fred Hutchins
D. Stanley Parkman
Rep. Tracy P. Stallings

2004 Trustees
Anna L. Berry
Rebecca B. Blalock
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Robert D. Stiles, Sr
Robert J. Stone
Dr. H. Paul Walls
Gelon E.Wasdin, Jr.
William L. Webb

*Lifetime Members
Source: Office of Development and Alumni Services
Annual Fund Dollars Raised

Annual Fund Number of Donors

* This figure includes a $1.5 million endowment.

Note: Charts changed from fiscal to calendar year reporting in 1998. The charts from July - December 1998 reflect fiscal year numbers, then changed to calendar year in 1999.

Source: West Georgia Foundation, Inc.
## Scholarships

### General Scholarships
A & M Scholarships  
Alpha Gamma Delta Scholarship  
Steve Andre’ Rotary Scholarship  
Mack C. Baird Scholarship  
BAUCM Community Service Scholarship  
Emory F. and Rosa W. Boyd Scholarships  
James E. Boyd Scholarship  
L. Wayne Brown Academic Scholarship  
Mrs. Jewell Miles Burson Memorial Scholarships  
Business and Professional Women’s Club Scholarship  
David B. Butler Leadership Scholarship  
Elizabeth Plunkett Buttimer Scholarship  
CHREA 20th Century Scholarship  
Carrollton Parent Teacher Organization Scholarship  
Amos and Leona Caswell Scholarship  
Betty Reynolds Cobb Scholarship  
Coca-Cola Scholarship Endowment  
Brenda Busbin Collins Scholarship  
William Walter Coleman Scholarship  
Davenport-Cadenhead Scholarship  
Felton Denney Scholarship  
Benny E. Drum Memorial Scholarship  
MacGregor Flanders Scholarship  
Fraternal Order of Police #35 Scholarship  
Golden Braves Alumni Scholarship  
Julia Barnes Harlin Memorial Scholarship  
J. S. Heath Scholarship  
I. S. Ingram Scholarship  
Irvine Sullivan and Martha Monroe Ingram Scholarship  
Ingram Scholarship Fund of the Forties  
Collus O. Johnson Scholarship  
Terry C. Kapetanakos Memorial Scholarship  
Ladies Over 36 Scholarships  
Mary Ann Leathers Memorial Scholarship  
Thomas R. Luck, Jr. Scholarship  
Henry Lumpkin Memorial Scholarship  
Dr. John Martin Memorial Scholarship  
McCalman Scholarship  
McDonalda’s of Carrollton Scholarship  
Virginia Sarah Miller Scholarship  
L. S. Mollette Memorial Scholarship  
Morgan Oil Scholarship  
Newnan Kiwanis Scholarship  
Jennifer Lynn Olson Memorial Scholarship  
Elizabeth L. Parker Memorial Scholarship  
Phi Kappa Phi Scholarship  
Chuck Puckett Family Scholarship  
Robert P. Steed Memorial Scholarship  
Henry Sims Varn Scholarship  
Joe M. Ward Memorial Scholarship  
West Georgia Foundation Scholarships  
West Georgia Life Underwriters Association Scholarship  
Worthy Family Scholarships

### Other State University of West Georgia Scholarships
Bowdon Sertoma Scholarship  
Carrollton Junior Women’s Scholarship  
Carrollton Lions Club Scholarship  
George W. Carver High School Decedents Scholarship  
Lerlie & Millard Copeland Scholarship  
Jacob McGavock Dickinson Scholarship  
George & Bertha Echols Scholarship  
Bobby Evans Baptist Student Union Scholarship  
OFS BrightWave Scholarship  
Chi Phi Memorial Scholarship  
Chris Gillespie Memorial Scholarship  
King Packaging Scholarship  
Merlin O. Powers Memorial Scholarship  
Roy Richard, Sr. Memorial Scholarships  
Rotary Club of Carrollton Scholarship  
Suzanne Lankford Sullivan Scholarship  
Wasdin Scholarship

### Designated Scholarships
#### Athletic Department
W. Brown Basketball Scholarship  
W. Brown Football Scholarship  
Tonia Rutledge Cheatwood Scholarship  
M. Dan Gray Scholarship  
C. Henry Lumpkin Baseball Scholarship  
Mike Woodward Scholarship

#### College of Arts & Sciences
Floyd E. Hoskins ROTC Scholarship  
H.O. Lovvorn Scholarship  
Sally Pafford Memorial Scholarship

#### Anthropology
Antonio J. Warining, Jr. Scholarship  
John Walton Whatley Scholarship

#### Art
Betty Andre Memorial Scholarship  
Art Endowment Scholarships  
John and Helen Bobick Memorial Scholarship  
Marianne Bobick Memorial Scholarship  
David Dugan, Jr. Scholarship  
Joyce Entrekin Harris Scholarship  
James and Marie Hingerton Scholarship  
Mittie Brooks Johnson Memorial Scholarship  
Bessie Curran Kepp Award  
Grace Talley Richards Scholarship  
Roush Family Scholarship  
Helen Hunt Whatley Scholarship
Scholarships (continued)

**Biology**
Bowdon Area Hospital Authority Scholarships
Roy L. Denney Scholarship
Arthur & Shirley Gardner Scholarship
Dr. Thomas A. Hart Scholarship
Morgan M. Hutson Scholarship
Ryan Kauffman Biology Scholarship
Lampton Biological Lecture Series Scholarship
Lois Martin Scholarship Fund
Dr. Jim Mathis Biology Scholarship

**Chemistry**
Chemistry Department Scholarships
Jack L. Grogan Scholarship
William Lockhart Scholarship
James A. Wash Scholarship

**Computer Science**
Computer Science Chair Scholarships
H.O. Jordan Memorial Scholarship

**English/Philosophy**
Mathews English Scholarship
Willie Maude Thompson Scholarship
Walker English Fund Scholarships
Burdett and Shirley Wantland Scholarship

**Foreign Languages and Literature**
Marianne Bobick Memorial Scholarship
Jewell Miles Burson Language Award

**Geosciences**
Geology Scholarships
John G. Chambers Memorial Scholarship

**History**
W. Cope Goodwin Memorial Scholarship
Kennedy History Graduate Award of Excellence
NSDAR American History Award
Vachel Davis Whatley, Sr. Scholarship

**Mass Communications/Theatre Arts**
William Boling, III Scholarship
Dora Byron Memorial Scholarship
Ovid Davis Scholarships
Friends of Theater New Talent Award
Mildred Fokes Godard Theatre Arts Scholarship
Ossie McCord McLarty Scholarship
David Carter Neale Scholarship
Harold Newell Scholarship
George Fields Whatley Scholarship

**Mathematics**
Shirley Caffee Boykin Scholarship
Capt. David Cooley Memorial Scholarship
Marion Crider Scholarship
Dr. Georgia Martin Scholarship
Chatty Pittman Memorial Scholarship
R. K. Redding Construction Scholarship
Vachel Davis Whatley, Jr. Scholarship

**Music**
Shirley Caffee Boykin Music Scholarship
Annice Whatley Cameron Scholarship
Kelly Drake Memorial Music Scholarship
Vachel V. Driver Memorial Scholarship
DeVonner J. Ingram Music Scholarship
Lit-Mu Opera Scholarship
Inge Manski Lundeen Opera Scholarship
McDonald’s Music Scholarships
Miriam C. Merrell Scholarship
Mary Lou Munn Memorial Scholarship
Music Miscellaneous Scholarships
Presbyterian Music Scholarship
Steve Zachariah Smith Music Scholarship
Sony Music Scholarship
Charles Wadsworth Scholarship
Elizabeth Gellerstedt Wright Memorial Scholarship

**Nursing**
Ayers/Hudson Memorial Nursing Scholarships
Donna Ayers Memorial Nursing Scholarship
DeVillier Family Trust Fund Scholarship
Betty Griffith Memorial Scholarship
Dr. Claudette Hayes Scholarship
Higgins General Hospital Scholarship
Jean Aycock McCauley Scholarship
Nursing Department Scholarships
Earnest M. Sewell Scholarship
Arta Mae Whatley Scholarship

**Physics**
Major Allando A. Case Scholarship
Physics & Engineering Club Scholarship

**Political Science and Planning**
George T. Bagby Scholarship
Dudley Crosson Scholarship
Lee W. Wash Political Science Award
Jud Whatley Scholarship

**Psychology**
Cleo Margaret Hackney Memorial Scholarship
Humanistic Psychology Award
Scholarships (continued)

**Sociology/Criminology**
Deborah Headrick Memorial Scholarship  
Berta Fields Whatley Scholarship  

**Richards College of Business**
Major General John A. Beall Scholarship  
D.W. Brooks/Goldkist of West Georgia Scholarship  
Charles W. Cox Memorial Scholarship  
Gibson/Overton/Peete Memorial Scholarship Fund  
Fred Hutchins Scholarship Endowment  
Earline J. Powers Business Education Scholarship  
Purchasing & Management Association of West Georgia, Inc. Scholarship  
Richards College of Business Fund Scholarships  
Hugh W. Richards Memorial Scholarship  
Roof Drainage Equipment Scholarship  
Robert J. Stone Business Endowment  
Kennard Seforth Varn Scholarship  
Yeager Family Scholarship  
Murray M. Webb Scholarship  

**Accounting/Finance**
Jimmy Couch Memorial Scholarship  
Garrett, Stephens, & Thomas Scholarship  
Georgia Society of CPA’s Scholarship  
Eugene O. Poindexter Scholarship  
Naomi Satterfield Scholarship  
West Georgia Accounting/Finance Scholarship  

**Economics**
Economics Department Scholarship  
Homer A. Hunt Scholarship  
Suzanne Lankford Sullivan Memorial Scholarship  
W. Glenn Moore Memorial Scholarship  

**Management & Business Information Systems**
Henry M. Cameron Scholarship  
Dr. Frank R. Hunsicker Memorial Award  

**Marketing and Real Estate**
Paula Waters - Benchmark Brokers Scholarship  

**College of Education**
William D. Conner Scholarship  
Dag Folger Memorial Scholarship  
Bernice Freeman Memorial Scholarship  
Sadie M. Hughes Scholarship  
Hugh McTeer Memorial Scholarship  
Pearl Nix Scholarship  
Pilot Club of Carrollton Scholarship  
Dr. Thomas W. Sills Scholarship  

**Counseling & Educational Psychology**
John Pershing Memorial Scholarship  

**Curriculum and Instruction**
Mary White Davidson Scholarship  
Sally L. Fisher Memorial Scholarship  
Dr. Prentice L. Gott Family Scholarship  
Connie Wright Gunter Scholarship  
Judy Kerr Memorial Scholarship  
Joe H. McGiboney Scholarship  
Peggy Steelmon Award  

**Education Leadership and Professional Studies**
Edwin M. Blue Scholarship  
CHREA 21st Century Fund Scholarship  
Thomas S. Upchurch Scholarship  

**Physical Education & Recreation**
Dave Dugan Scholarship  
Dot McNabb Scholarship  
Fred F. Hallum Scholarship  
Robert Reeves Scholarship  

**Media and Instructional Technology**
Priscilla Bennett Family Scholarship  

**Special Education and Speech Language Pathology**
Carrollton Civitan Scholarships  
Moselle T. Chappell Scholarship  
Herbert S. and Pauline T. Hatton Scholarship  
Pathfinders Civitan Scholarship  
George Colyer Scholarship  

**Career Services**
Student Research Assistance Program  

**Facilities/Landscaping and Grounds**
John Junior “Little John” Smith Scholarship  

**Graduate School**
Ted & Maryon Hirsch Scholarship  
Leona Ingram Scholarship  
Annie Belle Weaver Memorial Scholarship
Scholarships

Honors College
Advanced Academy of Georgia Scholarships in Honor of Dr. Julian Stanley
James E. Boyd Presidential Scholarship
Elizabeth C. Boyd Presidential Scholarship
Carroll EMC Presidential Scholarship
CB&T Presidential Scholarship
CFB Presidential Scholarship
BB&T Presidential Scholarship
Chester Gibson Endowment Scholarship
Patricia Hughes Memorial Scholarship
J. Albert and Martha H. Jones Presidential Scholarships
Christine Kauffman Hanson Presidential Scholarship
Jason Kauffman Presidential Scholarship
Scott Kauffman Presidential Scholarship
Leon Massey Presidential Scholarships
Richards Family Presidential Scholarship
System & Methods (SMI) Presidential Scholarship
Presidential Scholarships
Watson-Brown Academy Scholarship

International Programs
Dee (Delores D.) Cannon Scholarship
Grace Talley Richards Travel Award

Newnan Center
Express Personnel Services Scholarship
Newnan Center Scholarship
Mary Auger Royal Scholarship

Public Relations
Times Georgian Journalism Scholarship
Frances Parkman Journalism Scholarship

Student Development
Render Lee Whatley Scholarship
West Georgia Alumni Association
http://www.westga.edu/~alumni/

The alumni of the State University of West Georgia constitute its largest single constituency and represent its most valuable resource for the University. Membership in the Alumni Association is open to all graduates of the State University of West Georgia, West Georgia College, or the Fourth District Agricultural and Mechanical School. A 36-member Board of Directors, along with several lifetime members, direct activities of the Association. The Association informs alumni of institutional plans, progress, opportunities, and needs.

*Perspective*, the alumni publication, is mailed to all alumni and friends three times a year. The spring issue includes the Honor Roll of Giving and is presented in a magazine format.

Major activities sponsored by the Alumni Association include Homecoming (fall), annual meeting of the Fourth District A&M School, as well as numerous reunions and special events that involve hundreds of alumni each year.

**2003-2004 Officers**
Debbie Sampler ’75, President
Scott Kauffman ’97, President-Elect
Christy Sammon ’90, Vice President
Betty Jane Landers ’68, Treasurer
Peggy Smith ’68, Secretary
Rodney Smith ’87, Past President

*Source: Office of Development and Alumni Services*
Number of Georgia Resident Alumni as of December 2003

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Total in Georgia: 29,512

Note: 4,039 are lost and deceased alumni.
Source: Office of Development and Alumni Services
Number of West Georgia Alumni in the United States as of December 2003

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<td>Hawaii</td>
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<td>Oregon</td>
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<td>Kentucky</td>
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<td>Vermont</td>
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<td>Minnesota</td>
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<td>Wisconsin</td>
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<td>Wyoming</td>
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<td>Missouri</td>
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<td><strong>Total in United States</strong></td>
<td><strong>35,255</strong></td>
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Note: 6,524 are lost, deceased, or alumni in foreign countries.
Source: Office of Development and Alumni Services
Campus Planning
and Facilities
Campus Planning and Facilities

State University of West Georgia's Department of Planning and Facilities consists of the Office of the Assistant Vice President for Planning and Facilities, Campus Planning and Development, Facilities Maintenance, Motorpool Services, Custodial Services, and Landscaping and Grounds Maintenance. The mission is to maintain a safe, comfortable, and aesthetically pleasing environment conducive to teaching, research, and student life.

West Georgia's campus is considered to be one of the most beautiful in the University System of Georgia. The Landscaping and Grounds staff continue a long tradition of systematic landscaping that began in 1919 when Fourth District A&M School Principal, John H. Melson, solicited gifts of trees from each of the then forty-eight states for transplantation to the school campus. West Georgia landscapers care for the many plant species residing on the almost 400 acre campus. They also construct and maintain irrigation systems, curbs, gutters, sidewalks, and athletic fields. A University nursery cultivates plants for seasonal, new, or replacement landscaping.

The Department of Custodial Services staff helps to cultivate a wholesome environment for students, faculty, and staff by cleaning classrooms, office areas, and residence halls. The department is also responsible for setup and breakdown of events such as football games and student orientation. Displaying an ongoing and pleasing attitude to its customers, the staff is always willing to address any needs or concerns any given time, seven days a week.

A safe, comfortable, and appealing environment for students, faculty, and staff is the goal of the Department of Facilities Maintenance. This service is provided through diligent efforts from both the work information center and skilled tradespeople. The function of repair and routine maintenance, as energy management, and special projects are scheduled, performed, and managed for the more than 1.6 million square feet of building floor space.

Campus Planning and Development provides expertise for all planned works. The department has architectural, engineering, and drafting capabilities within the design group. The department also acts as project managers for contracted work, which happens often due to the scope of work involved and/or the time constraints imposed by the priority level of a project.

Source: Campus Planning and Development

State University of West Georgia Land Holdings

<table>
<thead>
<tr>
<th>Property</th>
<th>Acres</th>
<th>Year</th>
<th>Cost</th>
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<tr>
<td>J. Perkins</td>
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<td>4,500</td>
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<td>Pope</td>
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<td>1965</td>
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<tr>
<td>O.R. Perkins</td>
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<td>1965</td>
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<td>1965</td>
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<td>Herb</td>
<td>0.483</td>
<td>1966</td>
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</tr>
<tr>
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<td>25.01</td>
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<tr>
<td>Roop</td>
<td>4.41</td>
<td>1966</td>
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<td>Hughes</td>
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<td>Pruitt</td>
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<td>Staples</td>
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<tr>
<td>Cole</td>
<td>65.65</td>
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<td>Sold to City of Carrollton</td>
<td>-1.5</td>
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<td>The Place, Inc.</td>
<td>10.745</td>
<td>1984</td>
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<td>Sold to WG Foundation</td>
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<td>Brumbelow</td>
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Current Value of Land $5,435,825

Source: Campus Planning and Development
# State University of West Georgia
## Campus Facilities
### As of June 30, 2003

<table>
<thead>
<tr>
<th>Facility</th>
<th>Date of Construction Acquisitions</th>
<th>Approximate Square Footage</th>
<th>Investment*</th>
<th>Replacement Approximate or Present Value**</th>
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<tbody>
<tr>
<td>Bonner House</td>
<td>1843</td>
<td>2,246</td>
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<td>Kennedy Chapel</td>
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<td>880</td>
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<td>Honors Annex</td>
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<td>1080</td>
<td>24,000</td>
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<td>Melson Hall</td>
<td>1907</td>
<td>12,988</td>
<td>48,000</td>
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<tr>
<td>Adamson Hall (Demolished)</td>
<td>1917</td>
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<td>1930</td>
<td>8,335</td>
<td>120,000</td>
<td>791,825</td>
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<td>Mandeville Hall</td>
<td>1935</td>
<td>11,577</td>
<td>103,000</td>
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<tr>
<td>Martha Munro</td>
<td>1935</td>
<td>8,792</td>
<td>53,000</td>
<td>835,240</td>
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<td>Auditorium</td>
<td>1937</td>
<td>18,172</td>
<td>126,000</td>
<td>1,817,200</td>
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<td>Sanford Hall</td>
<td>1938</td>
<td>10,118</td>
<td>170,000</td>
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<td>Weight Building</td>
<td>1944</td>
<td>1,420</td>
<td>3,000</td>
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<td>3,198</td>
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<td>1952</td>
<td>28,709</td>
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<td>Geography/Learning Resources Center</td>
<td>1954</td>
<td>15,902</td>
<td>277,000</td>
<td>1,510,690</td>
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<td>Richard College of Business</td>
<td>1958</td>
<td>14,682</td>
<td>514,000</td>
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<td>Parker Hall</td>
<td>1959</td>
<td>16,575</td>
<td>229,000</td>
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<td>1959</td>
<td>8,885</td>
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<td>Callaway Hall</td>
<td>1962</td>
<td>22,154</td>
<td>309,000</td>
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<td>Row Hall</td>
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<td>33,522</td>
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<td>Cobb Hall</td>
<td>1964</td>
<td>25,430</td>
<td>503,000</td>
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<td>1964</td>
<td>504</td>
<td>5,000</td>
<td>15,120</td>
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<td>Strozier Hall</td>
<td>1964</td>
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<td>497,000</td>
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<td>Gunn Hall</td>
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<td>49,903</td>
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<td>Boykin Hall</td>
<td>1966</td>
<td>37,889</td>
<td>681,000</td>
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<td>1966</td>
<td>47,084</td>
<td>957,000</td>
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<td>1967</td>
<td>62,673</td>
<td>1,566,000</td>
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<td>Library</td>
<td>1968</td>
<td>109,155</td>
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<td>Health Center</td>
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<td>9,114</td>
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<td>1972</td>
<td>82,345</td>
<td>2,253,000</td>
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<tr>
<td>Facilities/Plant Operations</td>
<td>1972</td>
<td>12,674</td>
<td>140,000</td>
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<td>3,900</td>
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<tr>
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<td>1972</td>
<td>7,608</td>
<td>98,000</td>
<td>608,640</td>
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</table>

*Rounded to the nearest $1,000
**Replacement Costs as determined by the Board of Regents and shown on the Facilities Inventory Report.
## Campus Facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Date of Construction Acquisitions</th>
<th>Approximate Square Footage</th>
<th>Investment*</th>
<th>Replacement Approximate or Present Value**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyus Hall</td>
<td>1973</td>
<td>51,119</td>
<td>1,329,000</td>
<td>4,600,710</td>
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<td>300</td>
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<td>30,000</td>
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<td>58,569</td>
<td>1,584,000</td>
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<tr>
<td>Locksmith-Electronics</td>
<td>1974</td>
<td>987</td>
<td>4,000</td>
<td>93,765</td>
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<td>Greenhouse 2</td>
<td>1976</td>
<td>600</td>
<td>1,000</td>
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<td>Landscape Administration (Demolished)</td>
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<td>400</td>
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<tr>
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<td>Intramural Restrooms</td>
<td>1988</td>
<td>528</td>
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<td>40,000</td>
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<td>Baseball Press Box</td>
<td>1992</td>
<td>1,768</td>
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<td>Dugout Home</td>
<td>1992</td>
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<td>Murphy Athletic Admin.</td>
<td>1993</td>
<td>18,991</td>
<td>600,000</td>
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<td>West Community Hut</td>
<td>1994</td>
<td>253</td>
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<td>1995</td>
<td>41,667</td>
<td>4,347,000</td>
<td>6,041,715</td>
</tr>
<tr>
<td>Technology -enhanced Learning Center</td>
<td>2000</td>
<td>115,811</td>
<td>20,204,000</td>
<td>17,371,650</td>
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<tr>
<td>Landscape Storage Shed</td>
<td>2002</td>
<td>1,800</td>
<td>18,000</td>
<td>27,000</td>
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<tr>
<td>Adamson Hall</td>
<td>2003</td>
<td>21,406</td>
<td>2,785,000</td>
<td>3,210,900</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>1,653,648</td>
<td>67,288,000</td>
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</tbody>
</table>

* Rounded to the nearest $1,000

** Replacement Costs as determined by the Board of Regents and shown on the Facilities Inventory Report.

*Source: Campus Planning and Development*
Information Resources and Technology
The library is the most important learning center on any campus. Library services provided at West Georgia’s Irvine Sullivan Ingram Library are among the most advanced in the state of Georgia. The Library’s participation in the University System of Georgia’s GIL (Georgia Interconnected Libraries) project provides automated services for its patrons. Circulation, reserves, interlibrary loans, special collections, government documents, and serials are available through the Library’s www home-page and its online public access catalog (OPAC). The Library’s homepage contains an electronic suggestion board, and all patrons are encouraged to provide input. The library’s catalog and home page are available throughout the world to anyone with Internet service. Through PEACHNET library users - students, faculty, or the general public - have access to GALILEO (Georgia Library Learning Online) which includes the catalogs of all system libraries and full-text journal and encyclopedia databases.

The Ingram Library provides a wide range of additional electronic resources to its students and faculty, with Web-based indexes to all electronic materials. All licensed, electronic materials are available to university students and faculty from any computer in the world with an Internet connection. Students and faculty can be issued Joint Borrowers’ Cards allowing them circulation privileges at the other thirty-three University System of Georgia libraries; the Library also provides access to the research libraries of the Atlanta area through West Georgia’s membership in ARCHE — the Atlanta Regional Consortium for Higher Education. For students or faculty who require additional materials, electronic generation and transmission of interlibrary loans expedites this process considerably. The Library pursues an aggressive instructional program. The Library offers a for-credit course in a computer enhanced classroom or over the Web, and it provides orientation presentations to classes and customized instruction on library resources for upper-division courses. It maintains traditional library reference service with library faculty on duty every hour the Library is open. Off-campus library services ensure that students enrolled in courses at the University’s remote class sites, or from their homes receive the same level of library support as those at the Carrollton campus. Fax and courier services provide timely delivery to these sites. Reserve reading materials can be transferred to a library near the class site and Joint Borrower’s Cards are routinely issued to off-campus students.

The Ingram Library does not neglect traditional library services to students, faculty, and community members that visit the library in person. The Library presently contains seminar and conference rooms, lockable faculty carrels, hundreds of individual study carrels, facilities and equipment for microform reading and copying, the Annie Belle Weaver Special Collections Room, large areas for reference, periodical materials, maps, and the circulating book collection. Audio and video cassette players and photocopiers are also available to assist students and faculty with their study and research needs. The four-story structure provides more than 85,000 square feet of usable research/storage area and over 1,000 seating spaces for students and faculty.

The Irvine Sullivan Ingram Library presently houses approximately 384,249 bound volumes, 23,047 reels of microfilms, a limited audiovisual collection and more than 1,117,611 pieces of microform as well as 19,529 maps and charts and 28,609 volumes/pieces and 315 linear feet of manuscript material in special collection. The Library currently subscribes to over 1,226 magazines and newspapers. It is the Eleventh Congressional District selective depository for more than 207,525 United States government publications.

Thomas B. Murphy Holocaust Teacher Training and Resource Center

The Thomas B. Murphy Holocaust Teacher Training and Resource Center, located in Ingram Library, is a public facility open to all citizens of the State. Georgia K-12 teachers benefit specifically because it is the only Holocaust center in the United States devoted to teacher training. The Center consists of a multi-media resource collection including archival materials and electronic resources. Books and videos are available for in-house use and ongoing acquisitions will assure that the latest research on the Holocaust, subject to budget constraints, are available to Georgia’s teachers. Resources permitting, the expectation is that curriculum development, teacher conferences, staff development seminars, a photographic and periodical collection, student art exhibits, a speaker’s bureau, portable historic and cultural exhibits, and a teacher work area are components of the Center.

Source: Irvine Sullivan Ingram Library
UWG Undergraduate Catalog 2003-2004
### State University of West Georgia
### Library Acquisitions
### Fiscal Years 1994 – 2003

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<tr>
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<td>Volumes added during the year</td>
<td>6,372</td>
<td>5,017</td>
<td>7,249</td>
<td>8,132</td>
<td>13,217</td>
<td>10,087</td>
<td>7,515</td>
<td>10,200</td>
<td>8,050</td>
<td>8,359</td>
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<td>Volumes at end of the year</td>
<td>307,487</td>
<td>312,504</td>
<td>319,753</td>
<td>332,290</td>
<td>343,094</td>
<td>353,181</td>
<td>360,696</td>
<td>370,896</td>
<td>378,946</td>
<td>389,249</td>
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<tr>
<td>Reels of microfilm at end of year</td>
<td>21,678</td>
<td>22,056</td>
<td>22,444</td>
<td>22,824</td>
<td>23,456</td>
<td>23,526</td>
<td>23,526</td>
<td>23,230</td>
<td>23,047</td>
<td>22,827</td>
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<td>Physical units of other microtext</td>
<td>865,138</td>
<td>882,096</td>
<td>899,709</td>
<td>1,013,555</td>
<td>1,037,069</td>
<td>1,041,381</td>
<td>1,059,599</td>
<td>1,080,079</td>
<td>1,104,126</td>
<td>1,117,611</td>
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<td>Periodical titles received at end of year</td>
<td>1,511</td>
<td>1,534</td>
<td>1,598</td>
<td>1,154</td>
<td>1,362</td>
<td>1,372</td>
<td>1,352</td>
<td>1,387</td>
<td>1,342</td>
<td>1,226</td>
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<th>Items</th>
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<tr>
<td>U.S. Documents</td>
<td>135,111</td>
<td>135,269</td>
<td>135,721</td>
<td>135,877</td>
<td>140,535</td>
<td>140,590</td>
<td>144,697</td>
<td>147,771</td>
<td>149,540</td>
<td>151,292</td>
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<tr>
<td>U.S. Documents (Volumes on Microfilm)*</td>
<td>62,099</td>
<td>67,203</td>
<td>70,428</td>
<td>73,620</td>
<td>73,961</td>
<td>74,959</td>
<td>81,770</td>
<td>86,576</td>
<td>84,807</td>
<td>86,775</td>
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<td>Annual Reports*****</td>
<td>1,370</td>
<td>1,439</td>
<td>1,525</td>
<td>1,495</td>
<td>2,189</td>
<td>2,189</td>
<td>2,189</td>
<td>2,189</td>
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</tr>
<tr>
<td>Circulation**</td>
<td>232,048</td>
<td>251,502</td>
<td>243,192</td>
<td>213,342</td>
<td>178,694</td>
<td>94,442</td>
<td>86,766</td>
<td>75,369</td>
<td>74,107</td>
<td>65,571</td>
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<th>Interlibrary Loans</th>
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<tbody>
<tr>
<td>Borrowed</td>
<td>3,307</td>
<td>4,287</td>
<td>3,407</td>
<td>4,072</td>
<td>4,636</td>
<td>6,148</td>
<td>5,732</td>
<td>4,711</td>
<td>2,320</td>
<td>3,309</td>
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<tr>
<td>Loaned</td>
<td>4,677</td>
<td>4,743</td>
<td>5,539</td>
<td>5,604</td>
<td>6,244</td>
<td>5,797</td>
<td>4,711</td>
<td>5,732</td>
<td>4,634</td>
<td>5,353</td>
</tr>
</tbody>
</table>

| Reference Questions***             | 31,793| 34,207| 39,919| 61,308| 33,956| 33,956| 33,956| 33,956| 8,632 | 8,632 |

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*Depository publications on microfiche received from Government Printing Office.

**Decline from 1997-2003 due to electronic resources

***Statistical change

****Reports are available from on-line sources in 2003

Source: Irvine Sullivan Ingram Library
Information Technology Services
http://www.westga.edu/~its/

Information Technology Services (ITS) provides technology leadership and support to all areas of the State University of West Georgia community. ITS offers a wide variety of services – from user assistance and training to planning and maintaining the campus-wide network. Providing this range of services makes its role a very challenging one. To successfully meet the challenge, ITS is continually upgrading services and equipment which are available to the campus community.

Information Technology Services maintains support of the central Sun Microsystems Unix servers for the campus. This includes a cluster of SunFire v880s, which provides e-mail and web accounts for all students, faculty, and staff, and a Sun 4500 which supports the Banner Student System. ITS also operates campus’ ONE CARD server in addition to the support for approximately 25 NT and Linux file servers, serving the academic and administrative communities.

ITS manages the campus’ administrative and residence hall data and telephone networks. The campus high speed data network provides connections to students in the computer labs and residence halls. High-speed Internet access from the State University of West Georgia campus is provided through a link to PeachNet, operated by the University System of Georgia.

Student microcomputer labs are located in the College of Business, the College of Arts and Sciences, the College of Education, and the University Community Center. Many of these labs are used for instruction; however, the Community Center computer lab is open for general use.

Source: UWG Undergraduate Catalog 2003-2004

Learning Resources Center
http://www.westga.edu/~lrc/lrhome

The Department of Learning Resources provides faculty and students with instructional technology for classroom use and assistance with instructional design. Learning Resources stocks and maintains a wide-ranging inventory of audio-visual technology from slide projectors, camcorders, overheads to DVD players, and LCD projectors. It is also responsible for installation and maintenance of technology permanently placed in classrooms such as TV/VCRs, overhead projectors, and multimedia equipment. The Learning Resource Center assists in training faculty and staff in the use of instructional technology.

Creation of visual aids for the classroom such as color slides, overhead transparencies, computer generated slides, and on-screen presentations are important services of Learning Resources. The Instructional Resources area scans photos and slides, digitizes video, converts photos into slides as well as provides darkroom services such as printing black and white photographs and developing Ektachrome slides. Other production services such as lamination, black and white transparencies, and VHS tape dubbing are also available.

Learning Resources is located on the ground floor of the Learning Resources/Geoscience Building across from the Library on Back Campus Drive.

Source: UWG Undergraduate Catalog 2003-2004
Institutional Research and Planning
Institutional Research and Planning
www.westga.edu/~instsch

Mission
The State University of West Georgia’s strong commitment to “Educational Excellence in a Personal Environment” is central to the mission of the Office of Institutional Research and Planning. The Office has, as its primary mission, the collection of data (from both internal and external sources), and the timely analysis, distribution, and presentation of this information for use in planning, decision-making, and policy formulation at the University.

The Office is also responsible for ensuring the accuracy of vital University statistics, and for reporting these data to a broad spectrum of information consumers including regulatory entities, management, faculty, private organizations, and the general public. A major function of the Office is to respond to diverse requests for data from members of the University community, and to assist it with research and assessment methodology, evaluation, and analysis.

Institutional Research and Planning further serves as records custodian for the State University of West Georgia. In this capacity, it promotes the efficient administration and management of State governmental records in compliance with the Georgia Records Act and the Georgia Open Records Act. Institutional Research and Planning also advises departments of appropriate records-keeping techniques and systems, and guides in development records retention schedules.

History
The Department of Institutional Research and Planning was established in 1967 at West Georgia. Through studies at regularly planned intervals, IRP explores University culture by investigating campus community norms and values. Research findings aid the administration in determining if and to what extent values are in conflict and provide a basis for policy analysis and identifying potential problems. In the early 1980’s, West Georgia was the first University System of Georgia institution to conduct institutional retention studies. Retention studies indicate causes for attrition, and such studies analyze retention-attrition behavior and provide bases for policy analysis, alternative admissions criteria, and enrollment planning.

Institutional Research assists the University to focus its programs on specific student needs including: studies which evaluate academic advising, counseling, career planning and placement, intercollegiate athletics, health services, and housing. Institutional Research contributes to planning in the development of specific programs through market research techniques and needs assessment, and supports program review by supplying qualitative and quantitative evidence for assessment activities.

Institutional Research supports University development efforts through providing institutional information for external fund raising projects, conducting case studies for use in fund drives, and providing information necessary for data-based development strategies. Institutional Research techniques routinely provide evidence which development efforts may utilize to assess their own effectiveness and to consider the viability of new development strategies.

Goals
The Department of Institutional Research adopted the following goals to encourage institutional effectiveness and to foster mechanisms to assess results:

• Serve the executive functions of the institution by providing a reliable and proactive management and decision support system.
• Promote the improvement of West Georgia’s planning process in compliance with Board of Regents Policy and the Southern Association of Colleges and Schools Criteria.
• Generate data, information, and analytical reports on institutional research topics designed to improve information usage in the planning process utilized at the University.
• Assist the executive and administrative officers of the University in institutional assessment in order to promote increased institutional effectiveness.
• Provide systematic collection and reporting of standard institutional, regional, environmental, and student-centered information for institutional planning and assessment.
• Reply in a punctual manner to spontaneous requests for descriptive information, data, and analytical reports.
• Provide guidelines and standards to the various departments for the establishment and continued maintenance of successful individual records management programs that meet compliance with the Georgia Records Act and the Open Records Act.

Major Projects
The Department of Institutional Research conducts various studies including:

• Entering Student Study (annually)
• Former Student Study (Withdrawing/Non-Returning Student Study)
• Student Needs Assessment
• Student Satisfaction Survey
• Recent and Long-term Alumni Studies (annually)
The Institutional Research unit designed this series of studies to measure student educational outcomes and institutional effectiveness as well as provide vital information and data to support the University’s planning processes.

Institutional Research and Planning responds with information and analyses. The unit completes several projects, including the:

- University System’s required Request for Proposed Enrollment Plans
- Institution’s Comprehensive Plan
- Annual SACS Institutional Update
- Annual Report of Institutional Progress
- NCAA Enrollment and Persistence-Rates Disclosure Report
- U.S. Department of Education’s IPEDS Reports
- Institution’s Affirmative Action report
- Study of the Perceptions of West Georgia
- University Printed Fact book
- University On-line Fact book (www.westga.edu/~instrsch)

The Institutional Research unit continued to provide assistance to various departments and committees regarding preparation for re-accreditation by:

- Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501)
- National Association of Colleges of Teacher Education
- National Association of Schools of Music
- American Assembly of Collegiate Schools of Business
- National League of Nursing.

Department staff remain active in their professional fields, attending several state and national conferences, and participating in several workshops. Staff made presentations at professional meetings and were active participants in a number of sessions.

The unit collected, analyzed, and reported data and information relative to this institution and University System’s enrollment, graduation rates, course taking behavior, academic achievement, persistence rates, Regent’s Test scores, declared majors and degrees conferred. Other efforts to perpetuate thoughtful planning include production of annual department fact sheets, and the annual Fact Book. The unit responded to many requests for data pertaining to enrollment, student demographics, academic program statistics, and general environmental indicators, with a third of inquiries attributable to the executive function.

Source: Department of Institutional Research and Planning

Institutional Research and Planning Completed Requests
Fiscal Year 2003

| Data Requests | 47% |
| Projects | 8% |
| Surveys | 31% |
| Georgia Open Records and Subpoenas | 14% |