



## **Fact Book 2003-2004**

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,

A handwritten signature in black ink, appearing to read "Beheruz N. Sethna". The signature is fluid and cursive, with the first name being the most prominent.

Beheruz N. Sethna, Ph.D., C.C.P.  
Professor of Business Administration, and President of the University

# StateUniversity of West Georgia

## Fact Book

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# The University





# The University

<http://www.westga.edu/>

## 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 math-physics 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 technological 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*

# Campus Map



ADA Parking, D8, E8  
Admission Hall, G7  
Admissions (Mandeville Hall), G7  
Alumni House, G3  
Antonio J. Waring Archaeology Building, C2  
Art Annex, F9  
Athletic Office Building, E7  
ATM, G4  
Auditorium, F8  
Aycock Hall, G5, G6  
Baptist Student Union, E9  
Biology Building, E4, E5  
Bonner House, G9  
Bonner Lecture Hall, E8

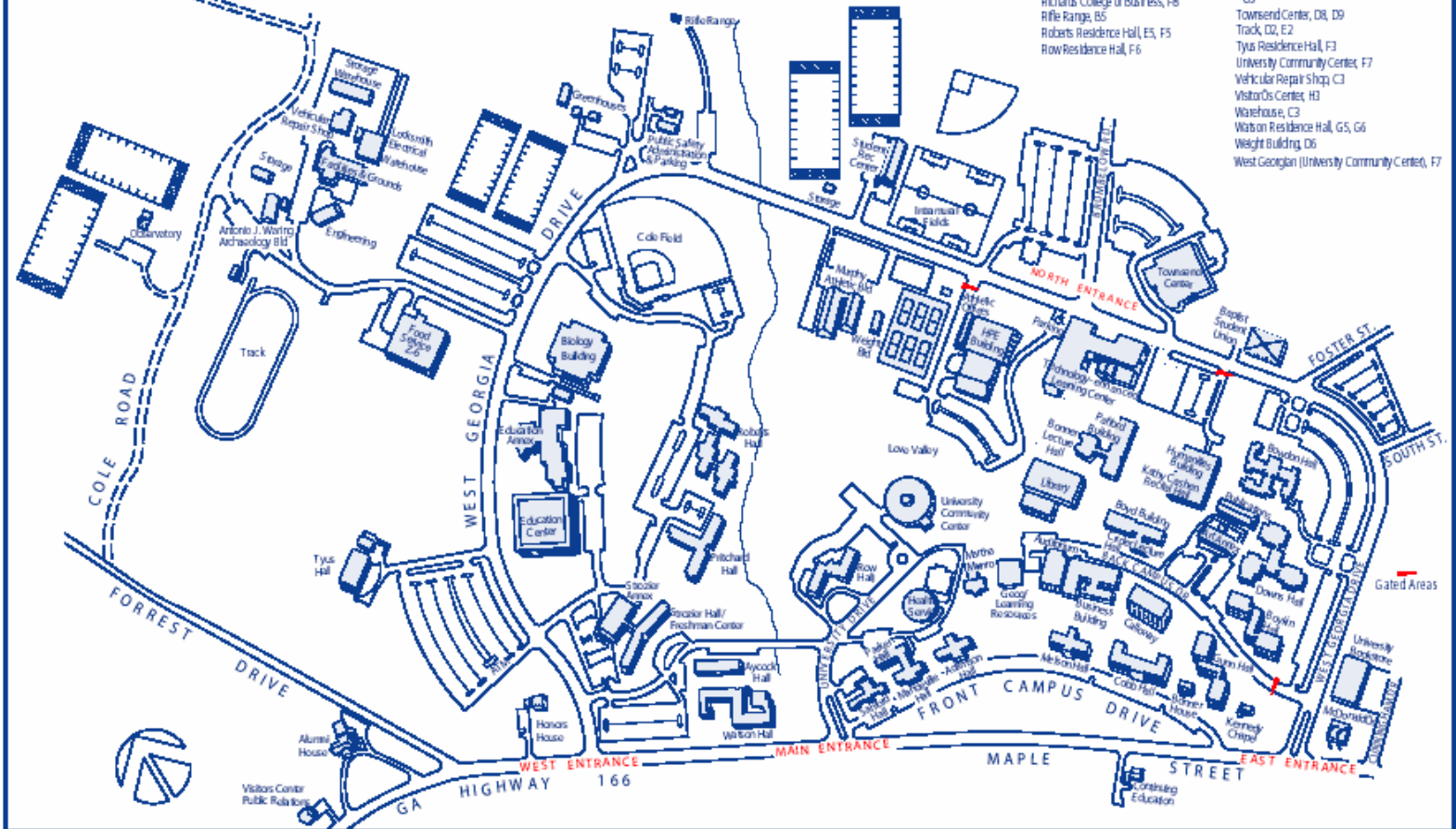
Bookstore, G10  
Bowdon Residence Hall, E9, F9  
Boyd Building (Math/Physics), F8  
Boylan Residence Hall, F9, G9  
Business Building (College of Business), F8  
Callaway Building, F8, G8  
Career Services (Parker Hall), G7  
Cobb Hall (Graduate School), G8  
Cole Field (Baseball), D5  
Continuing Education, H8  
Corder Lecture Hall, F8  
Downs Residence Hall, F9  
Education Center Annex, E4  
Education Center, F4

Engineering Office, D8  
Facilities and Grounds, C3  
Financial Aid (Mandeville Hall), G7  
Food Court (University Community Center), F7  
Food Service (2-6), E3  
Football Storage, D6  
Freshman Center, G5  
Geography Learning Resources, F7  
Greenhouse 1, C5  
Greenhouse 2, C4  
Greenhouse 3, C4  
Gunn Residence Hall, G8  
Handicapped Parking, D8, E8

Health and P.E. Bldg., E7  
Health Services, F7  
Honors House, G4  
Humanities, E9, F9  
Intramural Fields, C7, D7  
Kennedy Chapel, G9  
Library, F8  
Locksmith/Electrical, C3  
Love Valley, E7  
Mandeville Hall, G7  
Martha Munro Building, F7  
Melson Hall, G8  
Murphy Athletic Building, D6

Observatory, D1  
PAC Warehouse Storage, C2  
Pafford Building (Social Sciences), E8  
Parker Hall, G7  
Post Office (University Community Center), F7  
Pritchard Residence Hall, F5  
Public Relations, H3  
Public Safety  
Administration & Parking, C5  
Dispatch & Investigation (Aycock Hall), G5, G6  
Publications and Printing, F9  
Registrar (Parker Hall), G7  
Richards College of Business, F8  
Rifle Range, B5  
Roberts Residence Hall, E5, F5  
Row Residence Hall, F6

Sanford Hall, G6, G7  
Storage Warehouse Pk. Op., C3  
Storaker Annex, F5, G5  
Storaker Main, G5  
Student Activities (University Community Center), F7  
Student Recreation Center, C7  
Student Development (Parker Hall), G7  
Student Government (University Community Center), F7  
Student Services (Mandeville Hall), G7  
Technology Learning Center, E8  
Tennis Courts, D7, D8  
Tourism Development Center (Bonner House), G9  
Townsend Center, D8, D9  
Track, D2, E2  
Tyus Residence Hall, F3  
University Community Center, F7  
Vehicular Repair Shop, C3  
Visitors Center, H3  
Warehouse, C2  
Watson Residence Hall, G5, G6  
Weight Building, D6  
West Georgian (University Community Center), F7



## 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.

## 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.”**

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.

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 student 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.
  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:

1. Growth in enrollment in the Honors College and the Advanced Academy.
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.

*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.

\* Intramural activities vary by semester

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](http://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.

Health Services		
Patient Services	FY 2002	FY 2003
Patient Visits	18,160	21,085
Prescriptions Filled	25,392	24,783
Lab Tests	11,124	11,622
Patients seen by Physician	3,208	2,951
Patients seen by Nurse Practitioners	10,944	11,684
Allergy-Injections / MMR	297	352
Breathing Treatments	158	135
Gynecology	486	959
Minor Surgery	150	139

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.

Career Services		
Student Employment Program	FY 2002	FY 2003
Student Visits to Office	3,709	2,881
Student Referrals	5,757	4,557
Placements	962	831
Wages Generated	\$2,559,884	\$1,914,173
Professional Practice		
Counseling Contacts	1,380	1,338
Student Referrals	943	983
Student Placement	123	158
Participating Employers	79	93
Wages Generated	\$483,810	\$618,892
Career Employment Program		
Student Visits to Office	1,269	768
Resume Referrals	1,013	969
Job Postings	21,717	11,432
Credential Files Mailed	201	92
Overall Employer Recruitment	211	141

Source: Career Services

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.

Student Housing			
Residence Hall	Type	Fall 2002	Fall 2003
Occupancy			
Bowdon	Women's	302	309
Boykin	Women's	144	152
Watson	Women's	275	293
Pritchard	Men's	224	228
Row	Co-ed	160	158
Gunn	Co-ed	113	116
Roberts	Co-ed	392	394
Tyus	Co-ed	187	193
Strozier Complex	Co-ed	174	166
Downs	Co-ed	284	301
Level			
Academy*			58
Freshman		1,643	1,633
Sophomore		323	301
Junior		174	196
Senior		101	113
Graduate/Other		14	9
Total		2,255	2,310
*New category Fall 2003			
Source: Office of Residence Life			

## Athletics

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.

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 through out 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*

## 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

Joel O. Wooten, Jr., Columbus	State-at-Large
<i>Vice Chairman*</i>	
Hugh A. Carter, Jr., Atlanta	State-at-Large
Hilton H. Howell, Jr., Atlanta	State-at-Large
Donald M. Leebern, Jr., Columbus	State-at-Large
William H. Cleveland, Atlanta	State-at-Large
W. Mansfield Jennings Jr., Hawkinsville	Frist District
Julie Ewing Hunt, Tifton	Second District
Martin W. NeSmith, Claxton	Third District
Wanda Yancy Rodwell, Stone Mountain	Fourth District
Eldridge W. McMillan, Atlanta	Fifth District
Michael J. Coles, Kennesaw	Sixth District
Glenn S. White, Buford	Seventh District
Mr. Connie Cater, Macon	Eighth District
Patrick S. Pittard, Lakemont	Ninth District
Allene H. Magill, Dalton	Tenth District
Joe Frank Harris, Cartersville	Eleventh District
<i>Chairman*</i>	
J. Timothy Shelnut, Augusta	Twelfth District
Allan Vigil, Fayetteville	Thirteenth District

\* Officers of the Board

Source: University System of Georgia web site [www.usg.edu](http://www.usg.edu).



# Central Office Administrative Personnel

<b>Dr. Thomas C. Meredith</b>	<b>Chancellor</b>	<b>Mr. William Bowes</b>	<b>Vice Chancellor</b>
Ms. Gail S. Weber	Secretary to the Board		<b>Office of Fiscal Affairs</b>
Mr. Rob Watts	Senior Policy Advisor	Ms. Usha Ramachandran	Budget Director
Mr. Ronald B. Stark	Associate Vice Chancellor	Mr. Gerald Vaughan	Assistant Budget Director
	Internal Audit	Ms. Debra Lasher	Executive Director
<b>Dr. Daniel S. Papp</b>	<b>Senior Vice Chancellor</b>		Business & Financial Affairs
	<b>Office of Academic and Fiscal Affairs</b>	Mr. Robert Elmore	Assistant Director
<b>Dr. Frank A. Butler</b>	<b>Vice Chancellor</b>		Business Services
	<b>Academics, Faculty &amp; Student Affairs</b>	Mr. Michael Cole	Assistant Director
Dr. Cathie M. Hudson	Associate Vice Chancellor		Financial Services & Systems
	Strategic Research & Analysis	<b>Mr. Thomas E. Daniel</b>	<b>Senior Vice Chancellor</b>
Dr. John T. Wolfe, Jr.	Associate Vice Chancellor		<b>Office of External Activities &amp; Facilities</b>
	Faculty Affairs	Dr. Lamar Veatch	Assistant Vice Chancellor
Ms Tonya Lam	Interim Associate Vice Chancellor		Georgia Public Library Service
	Student Services	Ms. Joy Hymel	Executive Director
Dr. Joseph J. Szutz	Assistant Vice Chancellor		Office of Economic Development
	Planning	Ms. Terry Durden	Director of ICAPP Operations
Dr. Jan Kettlewell	Associate Vice Chancellor P-16 Initiatives	Ms. Arlethia Perry-Johnson	Assistant Vice Chancellor
	Executive Director of USG Foundation		Media & Publications
Dr. Kathleen Burk	Assistant Vice Chancellor	Mr. John Millsaps	Director of Communications/Marketing
	Academic Affairs/Director of Regents' Testing	Ms. Diane Payne	Director of Publications
Dr. Kris Biesinger	Assistant Vice Chancellor	Ms. Linda M. Daniels	Vice Chancellor-Facilities
	Advanced Learning Technologies	Mr. Hal Gibson	Assistant Vice Chancellor
Dr. Richard C. Sutton	Senior Advisor for Academic Affairs		Design & Construction
	Director-International Programs	Mr. Peter J. Hickey	Assistant Vice Chancellor
Ms. Susan Leisure	Assistant Director		Real Properties
	Office of International Education	Mr. Alan Travis	Director of Planning
<b>Mr. Randall Thursby</b>	<b>Vice Chancellor</b>	Mr. Mark Demyanek	Director of Environmental Safety
	<b>Information &amp; Instructional Technology/CIO</b>	<b>Ms. Corlis Cummings</b>	<b>Senior Vice Chancellor</b>
Mr. Jim Flowers	Special Assistant the the CIO		<b>Office Support Services</b>
Ms. Merryll Penson	Executive Director Library Services	Ms. Elizabeth E. Neely	Associate Vice Chancellor
Dr. Tom Maier	Executive Director		Legal Affairs
	Strategic Planning & Policy Development	Mr. J. Burns Newsome	Assistant Vice Chancellor
Mr. John Graham	Executive Director		Legal Affairs (Prevention)
	Enterprise Applications Systems	Ms. Robyn A. Crittenden	Assistant Vice Chancellor
Mr. John Scoville	Executive Director		Legal Affairs (Contracts)
	Enterprise Infrastructure Services	Mr. William Wallace	Associate Vice Chancellor
			of Human Resources
		Ms. Sherea Frazer	Director of Human Resources

# State University of West Georgia Administration

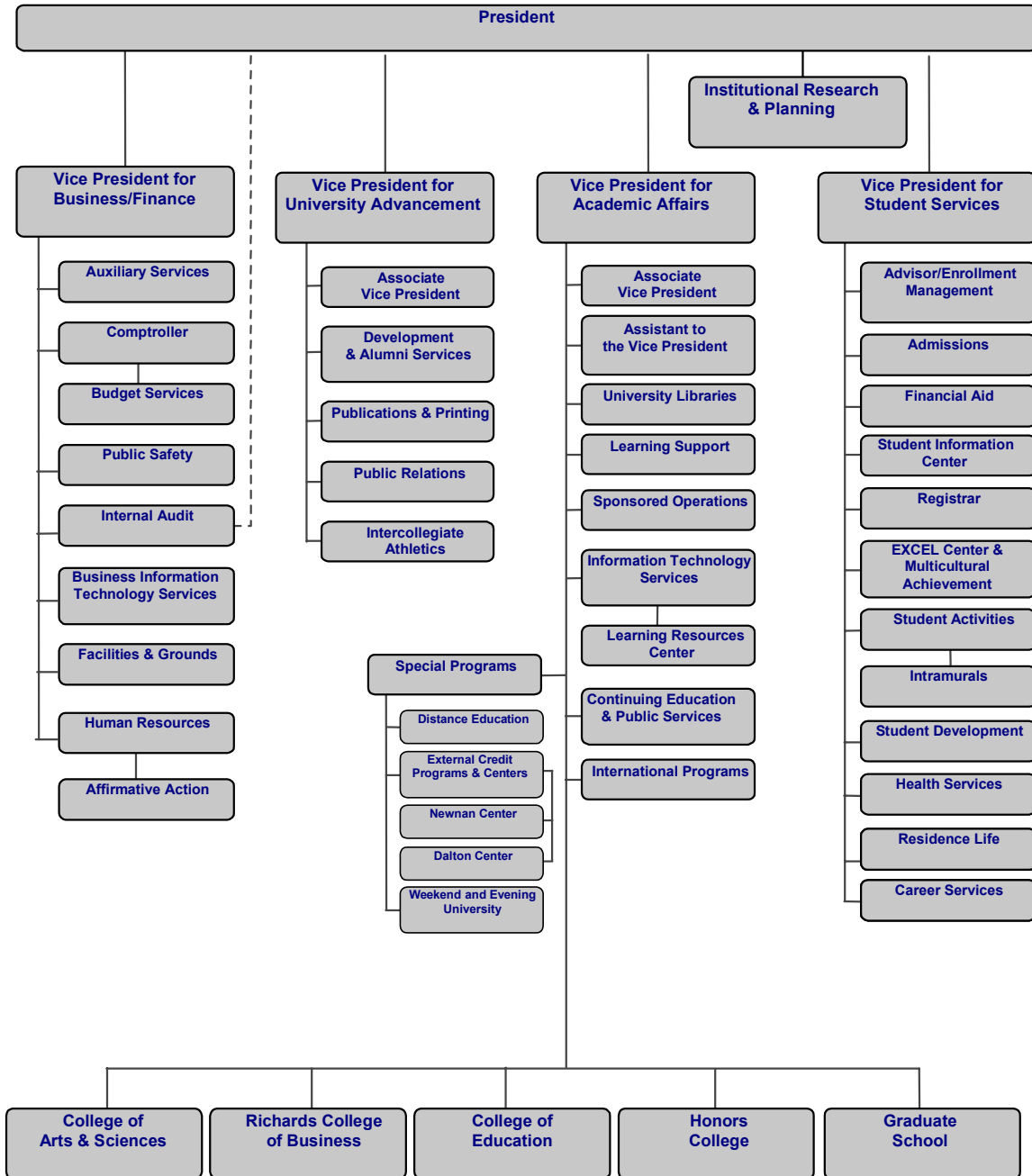
## Officers of General Administration

<b>Beheruz N. Sethna</b>	<i>President</i>
<b>Thomas J. Hynes, Jr.</b>	<i>and Professor of Business Administration Vice President for Academic Affairs and Professor of Mass Communications</i>
<b>William N. Gauthier</b>	<i>Vice President for Business and Finance</i>
<b>Melanie McClellan</b>	<i>Vice President for Student Services and Dean of Students</i>
<b>David S. Parkman, III</b>	<i>Vice President for University Advancement</i>
<b>Academic Officers</b>	
<b>Jack O. Jenkins</b>	<i>Dean of the Graduate School and Professor of Psychology</i>
<b>Richard G. Miller</b>	<i>Dean of the College of Arts and Sciences and Professor of History</i>
<b>Ara G. Volkan</b>	<i>Interim Dean of the Richards College of Business and Professor of Accounting</i>
<b>Kent Layton</b>	<i>Dean of the College of Education and Professor of Education</i>
<b>Donald R. Wagner</b>	<i>Dean of the Honors College and Director of Special Programs and Professor of Political Science</i>
<b>Administrative Staff Officers</b>	
<b>Sandra S. Stone</b>	<i>Associate Vice President for Academic Affairs and Associate Associate Professor of Criminology</i>
<b>Kay P. Shirey</b>	<i>Assistant Vice President for Business and Finance</i>
<b>Michael Crafton</b>	<i>Advisor to the Vice President of Student Services for Enrollment Management</i>
<b>J. Scott Huffman</b>	<i>Associate Vice President for Development and Alumni Services</i>
<b>Jimmy L. Agan</b>	<i>Director of Continuing Education and Public Services</i>
<b>Susan Colgate</b>	<i>Director of The Advanced Academy of Georgia</i>
<b>Charles E. Beard</b>	<i>Director of the University Libraries and Professor</i>
<b>Mike Russell</b>	<i>Director of Information Technology Services</i>
<b>Kimberly Jordan</b>	<i>Director of Financial Aid</i>
<b>Andrew L. Luna</b>	<i>Director of Institutional Research and Planning</i>
<b>Robert S. Johnson</b>	<i>Director of Admissions</i>
<b>Bonita B. Stevens</b>	<i>Registrar</i>

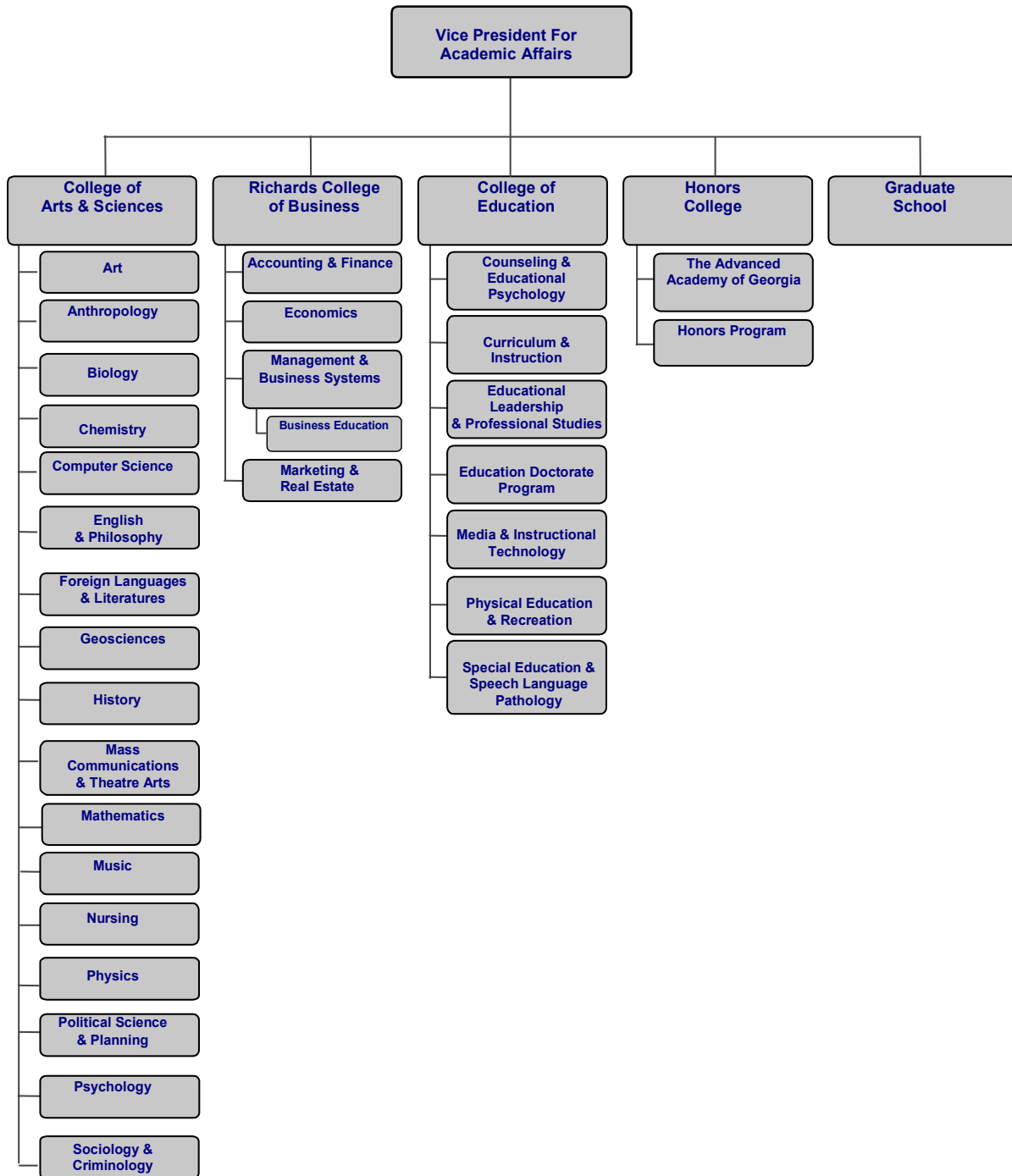
## Instructional Departments and Chair Persons

Ron Colley (Interim)	<i>Accounting and Finance</i>
Lisa Gezon	<i>Anthropology</i>
J. Bruce Bobick	<i>Art</i>
Carl Quertermus	<i>Biology</i>
Farooq A. Khan	<i>Chemistry</i>
Adel M. Abunawass	<i>Computer Science</i>
Brent M. Snow	<i>Counseling and Educational Psychology</i>
Diane Boothe	<i>Curriculum and Instruction</i>
David J. Boldt	<i>Economics</i>
Linton Deck	<i>Educational Leadership and Professional Studies</i>
Jane Hill (Interim)	<i>English and Philosophy</i>
Caryl L. Lloyd	<i>Foreign Languages and Literatures</i>
Curtis Hollabaugh	<i>Geosciences</i>
Charles W. Clark	<i>History</i>
Thomas C. Padgett	<i>Management and Business Systems</i>
Salil M. Talpade (Interim)	<i>Marketing and Real Estate</i>
Jane McCandless (Interim)	<i>Mass Communication and Theatre Arts</i>
Bruce Landman	<i>Mathematics</i>
Barbara McKenzie	<i>Media and Instructional Technology</i>
Kevin Hibbard (Interim)	<i>Music</i>
Kathryn M. Grams	<i>Nursing</i>
Marlene Mawson	<i>Physical Educations and Recreation</i>
Javier Hasbun	<i>Physics</i>
Janet M. Clark	<i>Political Science and Planning</i>
Donadrian L. Rice	<i>Psychology</i>
Marc J. LaFountain	<i>Sociology and Criminology</i>
Alvis Harthern	<i>Special Education and Speech-Language Pathology</i>

# UWG Administrative Units



# UWG Academic Units





# 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 Fall 1994-2003

Fall	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>Classification</b>										
Freshman	1,641	1,794	1,874	1,815	1,966	2,587	2,873	3,127	3,208	3,264
Sophomore	1,123	1,159	1,148	1,276	1,269	1,169	1,423	1,502	1,613	1,662
Junior	1,067	1,034	1,036	1,035	1,157	1,112	1,086	1,200	1,362	1,447
Senior	1,286	1,359	1,413	1,384	1,295	1,275	1,287	1,283	1,340	1,515
Graduate	2,320	2,424	2,371	2,250	2,067	1,893	1,850	1,786	2,012	2,210
Learning Support	806	762	585	538	757	475	292	*	*	*
Others	67	118	133	133	156	159	155	132	140	157
<i>Total Enrollment</i>	<i>8,310</i>	<i>8,650</i>	<i>8,560</i>	<i>8,431</i>	<i>8,667</i>	<i>8,670</i>	<i>8,966</i>	<i>9,030</i>	<i>9,675</i>	<i>10,255</i>
<b>Geographic</b>										
Georgia Residents	7,975	8,299	8,204	8,088	8,306	8,337	8,588	8,654	9,296	9,887
Out-of-state	259	262	268	243	258	234	261	263	275	260
Other Countries	76	89	88	100	103	99	117	113	104	108
<b>Gender (total students)</b>										
Female	5,408	5,619	5,630	5,518	5,629	5,663	5,725	5,757	6,144	6,561
Male	2,902	3,031	2,930	2,913	3,038	3,007	3,241	3,273	3,531	3,694
<b>Ethnicity</b>										
African/Black American	1,309	1,381	1,380	1,434	1,638	1,802	1,853	1,896	2,132	2,293
American Indian or Alaskan native							20	23	20	24
Asian or Pacific Islander							70	71	80	104
Caucasian/White	6,839	7,058	6,964	6,787	6,782	6,613	6,758	6,744	7,135	7,462
Hispanic							72	89	93	120
Multiracial							76	94	110	144
Non-resident alien							117	113	105	108
Other	162	211	216	210	247	255	0	0	0	0
<b>New Students</b>										
Beginning Freshmen	636	823	786	757	1,024	1,318	1,488	1,568	1,637	1,740
Transfers	591	588	559	611	568	535	550	589	668	737
Graduate Students	437	427	574	435	466	391	374	342	405	389
Learning Support	686	611	445	444	669	318	200	*	*	*
<i>Total</i>	<i>2,350</i>	<i>2,449</i>	<i>2,364</i>	<i>2,247</i>	<i>2,727</i>	<i>2,562</i>	<i>2,612</i>	<i>2,499</i>	<i>2,710</i>	<i>2,866</i>
<b>Attendance Status</b>										
Full-time Undergraduate							5,861	5,985	6,374	6,741
Full-time Graduate							325	317	372	419
<i>Total</i>	<i>4,022</i>	<i>4,286</i>	<i>4,243</i>	<i>4,459</i>	<i>5,683</i>	<i>5,828</i>	<i>6,186</i>	<i>6,302</i>	<i>6,746</i>	<i>7,160</i>
Part-time Undergraduate							1,255	1,259	1,289	1,304
Part-time Graduate							1,525	1,469	1,640	1,791
<i>Total</i>	<i>4,288</i>	<i>4,364</i>	<i>4,317</i>	<i>3,972</i>	<i>2,984</i>	<i>2,842</i>	<i>2,780</i>	<i>2,728</i>	<i>2,929</i>	<i>3,095</i>

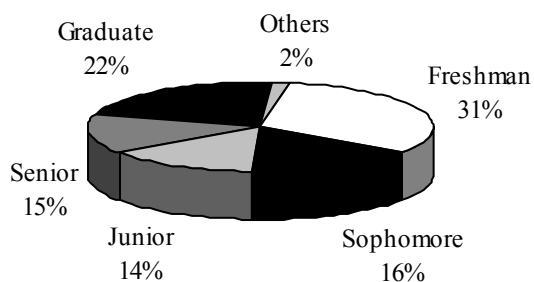
\*University System of Georgia Board of Regents no longer utilizes a Learning Support category. Students taking Learning Support courses are included in other groupings.

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.

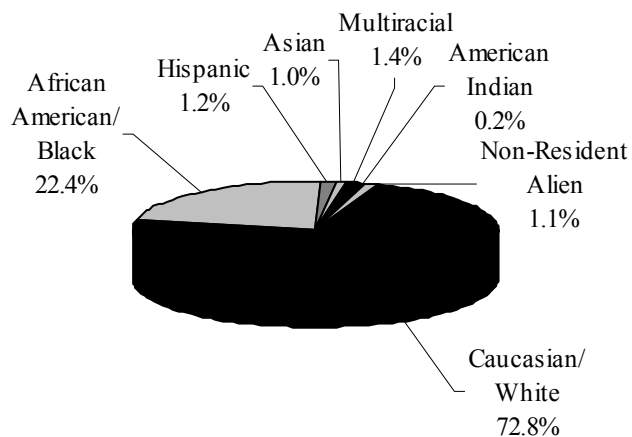
Source: Office of the Registrar

# Composition of the Student Body Fall 2003

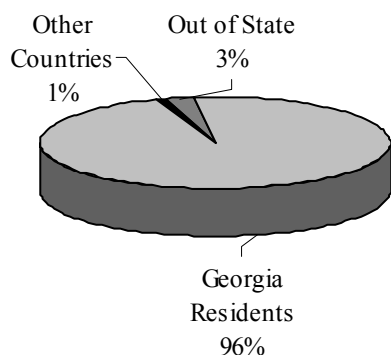
## Classification



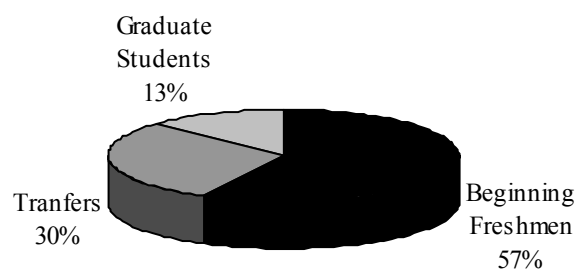
## Ethnicity



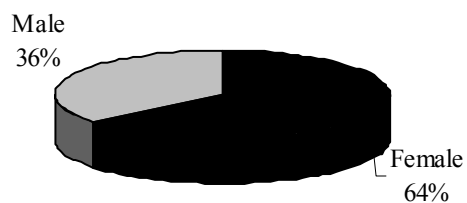
## Geographic Origin



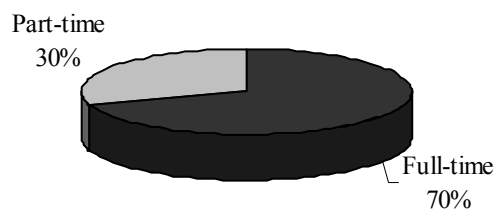
## New Students



## Gender



## Attendance Status





## Geographic Origin of Students by Classification Fall 2003

Counties in Primary Service Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Bartow	92	30	122
Butts	15	2	17
Carroll	1,180	271	1,451
Catoosa	50	11	61
Chattooga	45	6	51
Cherokee	82	27	109
Coweta	663	199	862
Dade	10	1	11
Dawson	5	1	6
Douglas	661	139	800
Fannin	5	1	6
Fayette	440	145	585
Floyd	146	40	186
Forsyth	78	1	79
Gilmer	7	5	12
Gordon	35	22	57
Haralson	217	27	244
Harris	14	2	16
Heard	90	14	104
Henry	107	71	178
Lamar	10	7	17
Meriwether	21	6	27
Monroe	3	0	3
Murray	44	10	54
Muscogee	18	4	22
Newton	52	5	57
Paulding	253	97	350
Pickens	5	3	8
Pike	10	8	18
Polk	115	30	145
Rockdale	89	13	102
Spalding	39	20	59
Talbot	0	1	1
Troup	71	31	102
Upson	16	3	19
Walker	90	14	104
Whitfield	75	38	113
<b>Total</b>	<b>4,853</b>	<b>1,305</b>	<b>6,158</b>

Five County Metro Area	Classification		Total Enrollment
	Undergraduate	Graduate	
<b>Clayton</b>	224	142	366
<b>Cobb</b>	505	270	775
<b>Dekalb</b>	513	137	650
<b>Fulton</b>	526	136	662
<b>Gwinnett</b>	570	47	617
<b>Total</b>	<b>2,338</b>	<b>732</b>	<b>3,070</b>

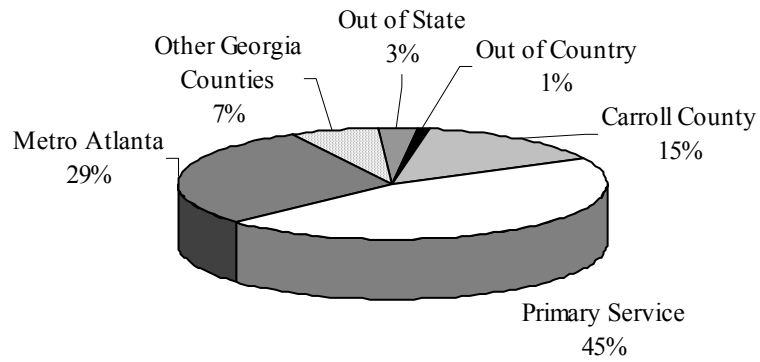
<i>Other Georgia Counties</i>	533	35	568
<i>Out of State</i>	253	99	352
<i>Out of Country</i>	68	39	107
<b>Total</b>	<b>854</b>	<b>173</b>	<b>1,027</b>

Source: Office of the Registrar

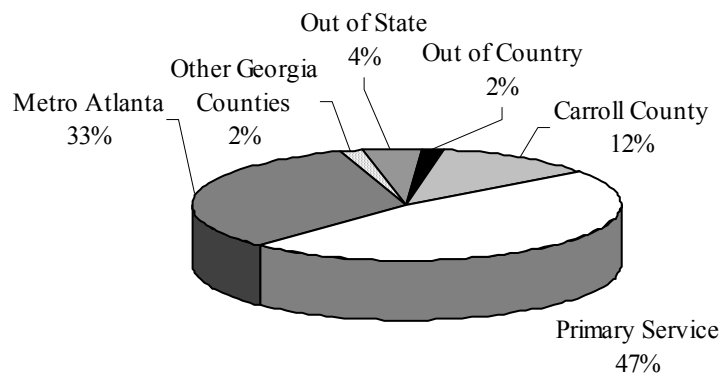
# Geographic Origin of Students

## Fall 2003

### Undergraduate Students



### Graduate Students



# UWG Admissions Data

## Fall 1994-2003

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.

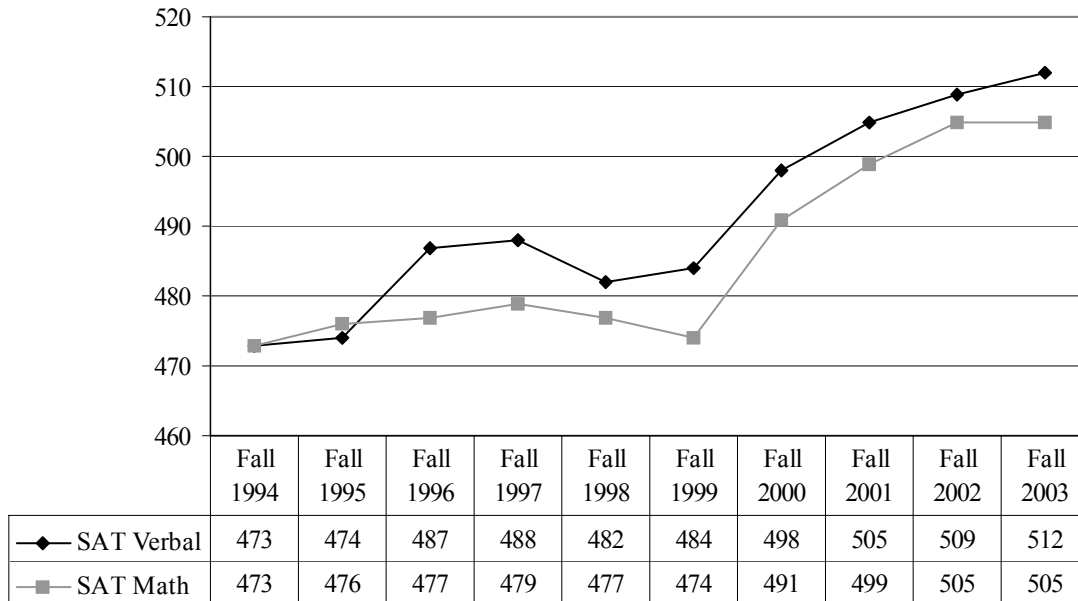
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>All Students</b>										
Total Students Enrolled	8,310	8,650	8,560	8,431	8,667	8,670	8,966	9,030	9,675	10,255
Total New Students Enrolled	2,350	2,449	2,339	2,227	2,727	2,562	2,612	2,499	2,710	2,866
<b>Graduate Students</b>										
Enrolled	2,320	2,424	2,371	2,250	2,067	1,869	1,850	1,786	2,012	2,210
New Students Enrolled	437	427	574	427	466	391	374	342	405	389
<b>Undergraduates</b>										
<i>All Undergraduates</i>										
Percentage of Applicants Accepted	73%	71%	66%	89%	73%	68%	66%	60%	63%	63%
Percentage of Accepted Applicants Enrolled	54%	55%	66%	60%	66%	58%	57%	65%	57%	61%
Percentage of Total Applicants Enrolled	39%	39%	35%	35%	40%	39%	38%	39%	36%	38%
Undergraduate Students Enrolled	5,990	6,226	6,189	6,181	6,600	6,801	7,116	7,244	7,663	8,045
<i>New Undergraduates</i>										
New Undergraduate Applicants	4,886	5,254	5,011	4,878	5,608	5,557	5,739	5,672	5,692	6,316
New Undergraduate Students Enrolled	1,913	2,022	1,765	1,721	2,203	2,171	2,238	2,157	2,305	2,477
<i>New Transfer Students</i>										
New Transfer Applicants	1,191	1,193	1,227	1,124	1,132	987	1,148	1,219	1,241	1,468
Transfer Applicants Rejected	92	109	140	98	106	147	447	466	474	539
New Transfer Students Enrolled	547	513	424	512	568	423	506	510	401	664
<i>New Freshman Students</i>										
New Freshman Applicants	3,582	3,889	3,628	3,754	4,209	4,344	4,381	4,453	4,451	4,848
Freshman Applicants Rejected	359	413	458	454	402	698	781	1,782	1,621	1,822
New Freshman Students Enrolled*	1,322	1,434	1,231	1,201	1,693	1,614	1,660	1,699	1,637	1,740
<i>New Learning Support Students</i>										
New Learning Support Students Enrolled	686	611	445	440	669	318	200	59	70	159
<b>Students Housed</b>										
Students Housed	1,919	2,043	1,977	1,942	2,261	2,303	2,235	2,038	2,125	2,171
New Students Housed	1,013	1,103	1,145	1,101	1,382	1,371	1,248	1,376	1,338	1,301

\*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\*

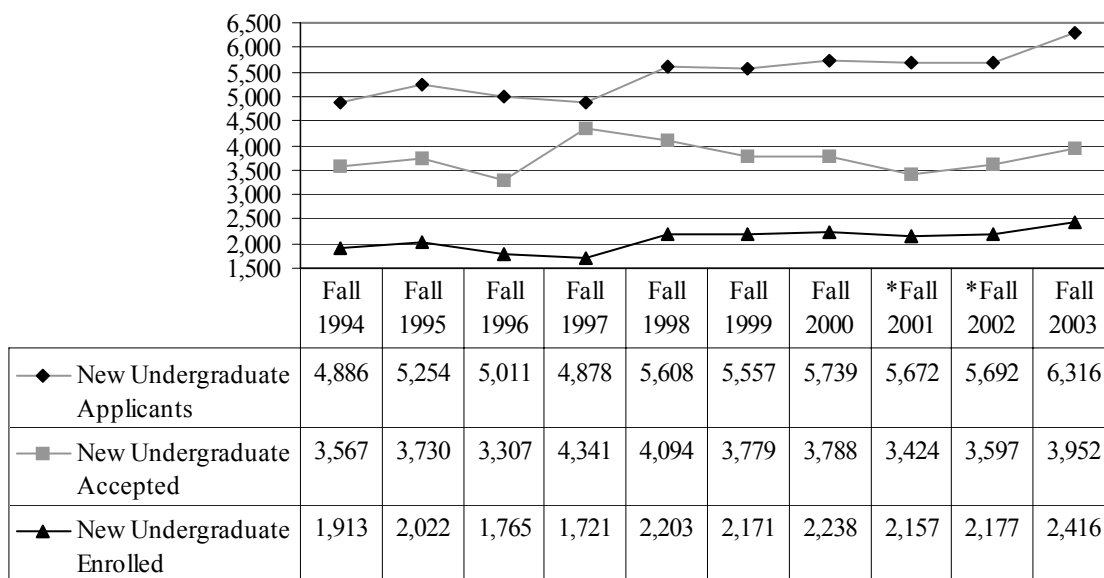


\*SAT Scores are from the re-centered scale.

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



# Detailed Enrollment and Credit Hour History

## Institutional Total

### Fiscal Years 1998 – 2004

	Lower Level			Upper Level			Graduate Level			Totals		
Academic	Head	Credit	Avg	Head	Credit	Avg	Head	Credit	Avg	Credit	EFT	FTE
Years	Count	Hours	SH	Count	Hours	SH	Count	Hours	SH	Hours		
<b>1997-1998*</b>												
Summer 1997	959	8,827	9.2	1,605	9,341	5.8	1,905	11,217	5.9	29,385	1,959	2,760
Fall 1997	3,762	39,800	10.6	2,419	18,603	7.7	2,250	10,266	4.6	68,669	4,578	6,008
Winter 1998	3,310	36,487	11.0	2,578	19,001	7.4	2,313	11,071	4.8	66,559	4,437	5,854
Spring 1998	2,892	31,969	11.1	2,679	19,687	7.3	2,205	10,867	4.9	62,523	4,168	5,512
<b>Total</b>		<b>117,083</b>			<b>66,632</b>			<b>43,421</b>		<b>227,136</b>	<b>15,142</b>	<b>20,134</b>
<b>1998-1999**</b>												
Summer 1998*	1,126	10,145	9.0	1,659	9,191	5.5	1,776	10,529	5.9	29,865	1,991	2,781
Fall 1998	4,131	58,171	14.1	2,469	24,517	9.9	2,067	10,035	4.9	92,723	6,182	8,006
Spring 1999	3,493	50,810	14.5	2,663	26,265	9.9	1,961	9,403	4.8	86,478	5,765	7,468
<b>Total</b>		<b>119,126</b>			<b>59,973</b>			<b>29,967</b>		<b>209,066</b>	<b>13,938</b>	<b>18,255</b>
<b>1999-2000</b>												
Summer 1999	969	9,219	9.5	1,470	7,832	5.3	1,478	8,119	5.5	25,170	1,678	2,323
Fall 1999	4,377	62,114	14.2	2,400	24,309	10.1	1,893	8,914	4.7	95,337	6,356	8,192
Spring 2000	3,776	53,608	14.2	2,568	25,671	10.0	1,770	8,562	4.8	87,841	5,856	7,558
<b>Total</b>		<b>124,941</b>			<b>57,812</b>			<b>25,595</b>		<b>208,348</b>	<b>13,890</b>	<b>18,073</b>
<b>2000-2001</b>												
Summer 2000	1,072	9,777	9.1	1,418	7,234	5.1	1,489	8,193	5.5	25,204	1,680	2,328
Fall 2000	4,729	65,131	13.8	2,387	25,711	10.8	1,850	8,841	4.8	99,683	6,646	8,553
Spring 2001	4,021	57,019	14.2	2,556	25,990	10.2	1,760	8,951	5.1	91,960	6,131	7,912
<b>Total</b>		<b>131,927</b>			<b>58,935</b>			<b>25,985</b>		<b>216,847</b>	<b>14,456</b>	<b>18,792</b>
<b>2001-2002</b>												
Summer 2001	1,241	10,822	8.7	1,575	8,014	5.1	1,445	8,076	5.6	26,912	1,794	2,467
Fall 2001	4,750	66,713	14.0	2,494	26,083	10.5	1,786	8,713	4.9	101,509	6,767	8,701
Spring 2002	4,060	58,134	14.3	2,683	28,237	10.5	1,811	9,114	5.0	95,485	6,366	8,210
<b>Total</b>		<b>135,669</b>			<b>62,334</b>			<b>25,903</b>		<b>223,906</b>	<b>14,927</b>	<b>19,378</b>
<b>2002-2003</b>											<b>FTE-BOR1</b>	
Summer 2002	1,264	11,346	9.0	1,586	8,806	5.6	1,676	9,105	5.4	29,257	2,102	2,691
Fall 2002	4,952	69,856	14.1	2,712	29,582	10.9	2,012	9,425	4.7	108,863	7,415	9,334
Spring 2003	4,109	59,744	14.5	2,999	31,494	10.5	2,029	9,761	4.8	100,999	6,896	8,688
<b>Total</b>		<b>140,946</b>			<b>69,882</b>			<b>28,291</b>		<b>239,119</b>	<b>16,413</b>	<b>20,712</b>
<b>2003-2004</b>											<b>FTE-BOR2</b>	
Summer 2003	1,318	12,532	9.5	1,926	11,100	5.8	1,816	9,228	5.1	32,860	2,936	3,039
Fall 2003	5,071	73,011	14.4	2,974	31,622	10.6	2,210	10,236	4.6	114,869	8,866	9,931
Spring 2004	4,297	63,166	14.7	3,266	33,247	10.2	2,117	10,364	4.9	106,777	8,247	9,250
<b>Total</b>		<b>148,709</b>			<b>75,969</b>			<b>29,828</b>		<b>254,506</b>	<b>20,049</b>	<b>22,220</b>

\*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

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
<b>1997-1998*</b>				
Summer 1997	6,413	4,113	1,553	12,079
Fall 1997	32,067	8,301	1,357	41,725
Winter 1998	16,924	7,221	994	25,139
Spring 1998	25,918	9,353	1,418	36,689
<b>Total</b>	<b>81,322</b>	<b>28,988</b>	<b>5,322</b>	<b>115,632</b>
<b>1998-1999**</b>				
Summer 1998*	7,203	4,227	1,365	12,795
Fall 1998	46,128	11,497	1,599	59,224
Spring 1999	39,971	13,073	1,773	54,817
<b>Total</b>	<b>93,302</b>	<b>28,797</b>	<b>4,737</b>	<b>126,836</b>
<b>1999-2000</b>				
Summer 1999	6,008	3,572	1,088	10,668
Fall 1999	51,793	10,881	1,654	64,328
Spring 2000	43,795	12,406	1,639	57,840
<b>Total</b>	<b>101,596</b>		<b>4,381</b>	<b>132,836</b>
<b>2000-2001</b>				
Summer 2000	6,784	3,360	947	11,091
Fall 2000	55,069	11,649	1,662	68,380
Spring 2001	46,988	12,560	1,763	61,311
<b>Total</b>	<b>108,841</b>	<b>27,569</b>	<b>4,372</b>	<b>140,782</b>
<b>2001-2002</b>				
Summer 2001	7,394	3,557	883	11,834
Fall 2001	55,459	12,951	1,564	69,974
Spring 2002	47,070	14,214	1,750	63,034
<b>Total</b>	<b>109,923</b>	<b>30,722</b>	<b>4,197</b>	<b>144,842</b>
<b>2002-2003</b>				
Summer 2002	7,548	3,694	765	12,007
Fall 2002	58,035	13,754	1,816	73,605
Spring 2003	47,961	15,683	2,021	65,665
<b>Total</b>	<b>113,544</b>	<b>33,131</b>	<b>4,602</b>	<b>151,277</b>
<b>2003-2004</b>				
Summer 2003	8,707	4,982	1,015	14,704
Fall 2003	61,478	14,304	1,991	77,773
Spring 2004	51,808	15,698	1,911	69,417
<b>Total</b>	<b>121,993</b>	<b>34,984</b>	<b>4,917</b>	<b>161,894</b>

\*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

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
<b>1997-1998*</b>				
Summer 1997	1,170	2,698	604	4,472
Fall 1997	2,217	3,519	407	6,143
Winter 1998	2,153	3,043	223	5,419
Spring 1998	2,747	3,787	456	6,990
<b>Total</b>	<b>8,287</b>	<b>13,047</b>	<b>1,690</b>	<b>23,024</b>
<b>1998-1999**</b>				
Summer 1998*	1,487	2,767	597	4,851
Fall 1998	3,702	6,528	644	10,874
Spring 1999	4,473	6,469	678	11,620
<b>Total</b>	<b>9,662</b>	<b>15,764</b>	<b>1,919</b>	<b>27,345</b>
<b>1999-2000</b>				
Summer 1999	1,377	3,547	574	5,498
Fall 1999	4,527	6,739	592	11,858
Spring 2000	4,927	6,560	568	12,055
<b>Total</b>	<b>10,831</b>	<b>16,846</b>	<b>1,734</b>	<b>29,411</b>
<b>2000-2001</b>				
Summer 2000	1,497	3,587	570	5,654
Fall 2000	4,740	6,729	564	12,033
Spring 2001	5,001	6,841	693	12,535
<b>Total</b>	<b>11,238</b>	<b>17,157</b>	<b>1,827</b>	<b>30,222</b>
<b>2001-2002</b>				
Summer 2001	1,948	3,824	549	6,321
Fall 2001	5,815	6,779	621	13,215
Spring 2002	5,618	7,312	781	13,711
<b>Total</b>	<b>13,381</b>	<b>17,915</b>	<b>1,951</b>	<b>33,247</b>
<b>2002-2003</b>				
Summer 2002	2,001	4,439	689	7,129
Fall 2002	6,011	8,171	769	14,951
Spring 2003	5,710	8,452	867	15,029
<b>Total</b>	<b>13,722</b>	<b>21,062</b>	<b>2,325</b>	<b>37,109</b>
<b>2003-2004</b>				
Summer 2003	1,956	4,898	885	7,739
Fall 2003	5,409	8,695	835	14,939
Spring 2004	5,061	8,937	927	14,925
<b>Total</b>	<b>12,426</b>	<b>22,530</b>	<b>2,647</b>	<b>37,603</b>

\*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

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
<b>1997-1998*</b>				
Summer 1997	759	2,507	9,058	12,324
Fall 1997	2,419	6,734	8,543	17,696
Winter 1998	1,316	5,466	5,383	12,165
Spring 1998	2,043	6,512	8,990	17,545
<b>Total</b>	<b>6,537</b>	<b>21,219</b>	<b>31,974</b>	<b>59,730</b>
<b>1998-1999**</b>				
Summer 1998*	918	2,177	8,571	11,666
Fall 1998	4,014	6,516	7,789	18,319
Spring 1999	3,202	6,704	6,919	16,825
<b>Total</b>	<b>8,134</b>	<b>15,397</b>	<b>23,279</b>	<b>46,810</b>
<b>1999-2000</b>				
Summer 1999	1,304	705	6,447	8,456
Fall 1999	3,058	6,662	6,669	16,389
Spring 2000	3,000	6,707	6,355	16,062
<b>Total</b>	<b>7,362</b>	<b>14,074</b>	<b>19,471</b>	<b>40,907</b>
<b>2000-2001</b>				
Summer 2000	1,088	284	6,679	8,051
Fall 2000	3,084	7,307	6,616	17,007
Spring 2001	2,869	6,574	6,490	15,933
<b>Total</b>	<b>7,041</b>	<b>14,165</b>	<b>19,785</b>	<b>40,991</b>
<b>2001-2002</b>				
Summer 2001	1,077	622	6,641	8,340
Fall 2001	3,377	6,334	6,520	16,231
Spring 2002	3,286	6,685	6,606	16,577
<b>Total</b>	<b>7,740</b>	<b>13,641</b>	<b>19,767</b>	<b>41,148</b>
<b>2002-2003</b>				
Summer 2002	1,479	673	7,651	9,803
Fall 2002	3,563	7,636	6,840	18,039
Spring 2003	3,760	7,347	6,873	17,980
<b>Total</b>	<b>8,802</b>	<b>15,656</b>	<b>21,364</b>	<b>45,822</b>
<b>2003-2004</b>				
Summer 2003	1,485	1,211	7,319	10,015
Fall 2003	4,020	8,617	7,410	20,047
Spring 2004	4,062	8,606	7,526	20,194
<b>Total</b>	<b>9,567</b>	<b>18,434</b>	<b>22,255</b>	<b>50,256</b>

\*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



# Continuing Education

[www.westga.edu/~conted](http://www.westga.edu/~conted)

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

Fiscal Year	Programs	Participants	CEUs
1990	321	7,469	10,436
1991	342	7,142	9,245
1992	354	7,468	10,472
1993	425	8,090	10,987
1994	465	9,715	17,652
1995	612	11,917	18,421
1996	576	10,858	17,964
1997	611	12,061	21,243
1998	575	8,559	9,915
1999	459	7,102	7,680
2000	485	6,408	7,660
2001	540	10,169	11,997
2002	654	15,450	13,046
2003	635	16,048	13,606

*Source: Department of Continuing Education and Public Services*

# Distance and Distributed Education Center

[www.westga.edu/~distance](http://www.westga.edu/~distance)

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:**

(approx. 51% via on-line or videoconferencing)  
<http://www.westga.edu/~distance/edl>

**M.Ed. in Media & Instructional Tech:**

(approx. 60% 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

		Entered Fall 1994	Entered Fall 1995	Entered Fall 1996	Entered Fall 1997	Entered Fall 1998	Entered Fall 1999	Entered Fall 2000	Entered Fall 2001	Entered Fall 2002	Entered Fall 2003
First Year	N=	1272	1396	1311	1234	1709	1646	1701	1590	1657	1769
Second Year	Fall	731	873	845	808	1116	1088	1184	1154	1150	
		57.47%	62.54%	64.45%	65.48%	65.30%	66.10%	69.61%	72.58%	<b>69.40%</b>	
Third Year	Fall	506	638	634	577	805	786	872	841		
		39.78%	45.70%	48.36%	46.76%	47.10%	47.75%	51.26%	<b>52.89%</b>		
Fourth Year	Fall	443	549	538	504	677	667	725			
		34.83%	39.33%	41.04%	40.84%	39.61%	40.52%	<b>42.62%</b>			
Fifth Year	Fall	286	396	386	342	469	466				
		22.48%	28.37%	29.44%	27.71%	27.44%	<b>28.31%</b>				
Sixth Year	Fall	136	176	160	167	194					
		10.69%	12.61%	12.20%	13.53%	<b>11.35%</b>					
Graduation	N=	126	128	129	130	164	144				
Rate	4 yr	9.91%	9.17%	9.84%	10.53%	9.60%	8.75%				
	N=	279	322	320	302	403					
	5 yr	21.93%	23.07%	24.41%	24.47%	23.58%					
	N=	331	405	396	374						
	6 yr	26.02%	29.01%	30.21%	30.31%						

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.

	1999-2000		2000-2001		2001-2002		2002-2003	
	No. of		No. of		No. of		No. of	
	Awards*	Amount	Awards*	Amount	Awards*	Amount	Awards*	Amount
<b>Loans</b>								
Perkins	246	282,225	233	304,141	202	245,488	145	211,415
Stafford	3,551	14,348,866	3,626	14,435,376	4,793	14,938,014	5,403	17,024,644
PLUS	105	331,285	310	380,112	118	448,565	238	806,004
UWG Emergency	735	244,166	637	210,183	789	218,395	895	256,907
Regents' Scholarship	8	6,000	13	8,000	19	6,950	8	13,988
Private	30	114,481	64	260,641	110	435,119	191	784,221
<i>Total</i>	<i>4,675</i>	<i>15,327,023</i>	<i>4,883</i>	<i>15,598,453</i>	<i>6,031</i>	<i>16,292,531</i>	<i>6,880</i>	<i>19,097,179</i>
<b>Scholarships</b>								
Institutional	649	979,553	567	970,241	577	909,735	542	1,017,314
Private	321	376,210	343	442,155	348	495,848	339	480,721
<i>Total</i>	<i>970</i>	<i>1,355,763</i>	<i>910</i>	<i>1,412,396</i>	<i>925</i>	<i>1,405,583</i>	<i>881</i>	<i>1,498,035</i>
<b>Grants</b>								
Hope	3,696	6,017,467	4,033	8,643,111	3,965	8,869,893	3,968	9,501,835
Pell	1,894	3,561,849	1,949	4,001,210	2,016	4,626,520	2,222	5,288,200
SEOG	302	169,114	254	157,868	272	163,152	282	180,066
Vocational Rehabilitation	81	88,585	74	84,124	95	108,020	102	167,068
SIG	**	**	**	**	**	**	**	**
LEAP					44	34,949	41	35,451
<i>Total</i>	<i>5,973</i>	<i>9,837,015</i>	<i>6,310</i>	<i>12,886,313</i>	<i>6,392</i>	<i>13,802,534</i>	<i>6,615</i>	<i>15,172,620</i>
<b>Federal Programs</b>								
College Work Study	332	279,879	391	374,351	377	405,314	326	358,734
Americorps	5	88,812	4	6,310	6	8,318	4	8,311
<i>Total</i>	<i>337</i>	<i>368,691</i>	<i>395</i>	<i>380,661</i>	<i>383</i>	<i>413,632</i>	<i>330</i>	<i>367,045</i>
<b>Grand Total</b>	<b>11,955</b>	<b>26,888,492</b>	<b>12,498</b>	<b>30,277,823</b>	<b>13,731</b>	<b>31,914,280</b>	<b>14,706</b>	<b>36,134,879</b>

\*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

## UWG Student Financial Aid Fiscal Years 1994-2003

Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
1992	5,014,685	*	922,965	2,552,194	206,776	8,696,620
1993	5,674,051	*	974,971	2,761,785	228,094	9,638,901
1994	8,343,367	\$453,890	978,991	2,594,775	209,802	12,580,825
1995	8,279,294	2,077,526	1,165,541	2,848,396	246,905	14,617,662
1996	10,656,856	4,228,213	1,242,426	2,713,806	185,699	19,027,000
1997	13,616,630	4,461,281	1,154,547	2,962,127	226,242	22,420,827
1998	13,913,945	4,855,958	1,164,316	3,109,672	265,303	23,309,194
1999	14,221,040	5,727,242	1,296,135	3,638,727	287,726	25,170,870
2000	15,327,023	6,017,467	1,355,763	3,819,548	368,691	2,688,492
2001	15,598,453	8,643,111	1,412,396	4,243,202	380,661	30,277,823
2002	16,292,531	8,869,893	1,405,583	4,824,621	413,632	31,806,260
2003	19,097,179	9,501,835	1,498,035	5,503,717	367,045	35,967,811

Number of Students Served**						
Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
1992	2,227	*	801	1,442	249	4,719
1993	2,858	*	906	1,615	305	5,684
1994	2,347	*	1,231	1,693	255	5,526
1995	2,366	1,679	2,154	1,902	291	8,392
1996	6,693	1,950	1,187	2,401	231	12,462
1997	3,564	2,241	1,013	2,152	270	9,240
1998	5,746	2,953	952	2,193	201	12,045
1999	4,758	3,273	992	2,342	340	11,705
2000	4,675	3,696	970	1,894	337	11,572
2001	4,883	4,033	910	1,949	395	12,170
2002	6,031	3,965	925	2,016	383	13,320
2003	6,880	3,968	881	2,222	330	14,281

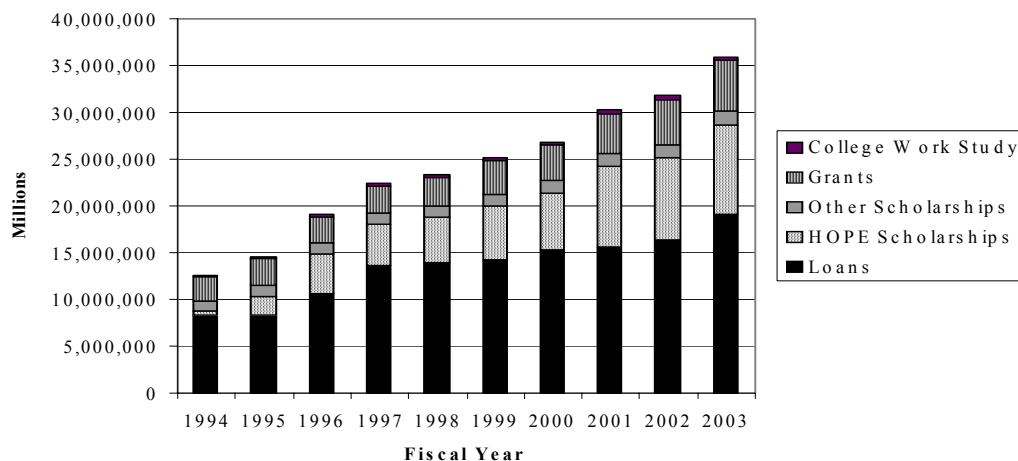
The HOPE Scholarship Program began in 1994.

\*\*Unduplicated headcount within categories of aid.

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

Source: Financial Aid Office

### 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 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

### **Bachelor of Science**

Biology\*\*  
Computer Science  
Criminology  
Economics\*\*  
Geography

Geology  
Mathematics\*\*  
Physics\*\*  
Political Science  
Sociology

### **Bachelor of Science in Chemistry**

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

### **Bachelor of Science in Education**

Business Education (7-12)  
Early Childhood Education (P-5)  
Middle Grades Education (4-8)  
Physical Education (P-12)  
Special Education (P-12)  
Mental Retardation  
Speech-Language Pathology

### **Bachelor of Science in Environmental Science**

### **Bachelor of Science in Environmental Studies**

### **Bachelor of Science in Nursing**

### **Bachelor of Science in Recreation Sport Management**

### **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

Fiscal Years	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>Associate of Applied Science</b>											
Computer Science	1	-	2	1	1	1	1	-	-	-	-
Criminal Justice	3	3	4	3	2	2	-	-	-	-	-
Office Administration	6	5	3	3	2	-	-	-	-	-	-
<i>Total</i>	10	8	9	7	5	3	1	-	-	-	-
<b>Associate of Science in Nursing</b>	40	41	39	58	38	26	38	1	-	-	-
<b>Bachelor of Arts</b>											
Anthropology	3	2	2	4	2	3	1	-	6	2	4
Art	5	5	5	8	7	10	6	1	1	2	-
Biology	10	7	7	12	10	9	5	6	2	2	-
Chemistry	8	6	3	3	3	2	1	2	3	6	6
English	22	30	25	21	26	24	25	30	29	33	31
French	3	6	4	4	3	4	3	2	6	3	2
General Studies	-	1	1	5	1	-	-	-	1	-	-
Geography	4	-	1	1	3	1	1	-	1	1	2
Global Studies	-	-	-	-	-	-	-	-	-	-	1
History	18	18	21	22	15	5	24	12	17	16	16
International Economic Affairs	4	5	9	10	10	4	4	8	6	3	2
Mass Communication	40	31	40	35	41	27	30	27	28	28	27
Mathematics	1	3	1	3	4	5	2	1	1	-	-
Philosophy	2	1	4	3	1	-	1	6	4	5	4
Political Science	10	5	4	5	6	8	6	10	1	2	4
Psychology	76	72	80	77	76	80	77	63	65	72	86
Sociology	4	5	6	7	9	6	3	8	14	9	2
Spanish	8	4	3	4	3	7	5	4	6	6	3
Speech and Theatre Arts	3	3	4	5	5	7	4	-	6	5	1
<i>Total</i>	221	204	220	229	225	205	198	180	197	195	191
<b>Bachelor of Business Administration</b>											
Accounting	41	28	30	33	38	39	26	27	26	26	36
Administrative Systems	14	22	10	6	4	9	3	7	5	-	-
Technology Support Systems	-	-	-	-	-	-	-	-	7	4	4
Business Information Systems	19	22	14	17	15	15	26	36	64	57	54
Economics	8	8	3	1	-	3	3	-	2	3	2
Finance	33	32	25	28	23	11	21	31	33	32	39
Management	42	50	45	35	38	63	68	64	77	73	77
Marketing	61	49	43	29	37	25	34	42	65	58	61
Real Estate	4	9	2	3	7	6	6	17	8	6	4
<i>Total</i>	222	220	172	152	162	171	187	224	287	259	277
<b>Bachelor of Fine Arts</b>	16	20	15	16	18	17	30	24	14	22	19
<b>Bachelor of Science in Chemistry</b>	-	-	-	1	6	6	8	4	8	7	8

## Degrees Conferred (continued)

Fiscal Years	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>Bachelor of Science in Education</b>											
Business Education	7	2	3	1	1	4	2	3	5	3	4
Early Childhood Education	117	150	139	121	129	153	110	117	127	109	102
Middle Grades Education	27	35	26	34	43	48	40	32	30	27	17
Physical Education	16	19	10	22	25	28	22	18	20	17	13
Secondary Science Education	2	2	7	3	3	9	9	7	5	2	1
Secondary Social Science Education	23	16	13	15	22	17	13	10	8	12	4
Special Education	10	21	20	26	25	37	17	33	16	18	20
Speech Pathology	-	-	10	10	18	16	31	21	13	18	23
<i>Total</i>	202	245	228	232	266	312	244	241	224	206	184
<b>Bachelor of Music</b>											
Elective Studies in Business-Music	-	-	-	-	-	-	-	-	-	1	-
Music Education	4	3	5	5	5	1	1	7	4	2	3
Performance	3	3	2	1	1	3	5	1	3	2	2
Theory and Composition	1	1	-	-	-	1	-	-	-	1	-
<i>Total</i>	8	7	7	6	6	5	6	8	7	6	5
<b>Bachelor of Science</b>											
Biology	8	9	9	10	19	28	12	11	16	30	26
Chemistry	-	1	1	1	4	-	-	-	-	-	-
Computer Science	8	18	3	8	4	12	4	9	8	18	15
Criminal Justice	39	28	34	38	44	35	8	-	-	-	-
Criminology	-	-	-	-	-	-	16	24	25	23	18
Economics	11	6	8	11	4	4	7	7	6	5	4
Environmental Science	-	-	-	-	-	-	-	-	-	2	-
Environmental Studies	-	-	-	-	-	-	-	-	-	-	2
Geography	7	2	6	3	3	6	3	5	1	1	3
Geology	5	11	4	13	7	11	9	8	8	11	8
Mathematics	-	-	-	-	3	5	8	3	5	5	7
Mathematics/Computer Science	5	4	6	5	4	-	-	-	-	-	-
Physics	4	6	1	-	6	4	5	3	2	6	7
Political Science	10	6	6	9	4	12	5	10	18	13	13
Sociology	16	16	7	18	22	30	28	33	35	44	34
<i>Total</i>	113	107	85	116	124	147	105	113	124	158	137
<b>Bachelor of Science in Earth Science/ Secondary Education</b>	-	-	2	-	-	1	-	1	-	-	-
<b>Bachelor Science in Nursing</b>	12	24	53	42	68	86	72	74	69	60	54
<b>Bachelor of Science in Recreation</b>	13	13	17	31	19	25	16	14	12	24	23
<b>Masters of Arts</b>											
English	5	1	6	10	8	7	7	3	6	9	2
Gerontology	-	3	2	4	6	1	4	2	9	9	3
History	3	3	4	4	7	3	2	6	3	6	6
Mathematics	-	-	-	-	-	-	-	-	-	-	-
Psychology	47	62	45	49	31	32	42	12	21	24	24
Sociology	3	1	3	1	-	-	2	-	3	5	3
<i>Total</i>	58	70	60	68	52	43	57	23	42	53	38

## Degrees Conferred

Fiscal Years	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>Master of Business Administration</b>	24	15	21	19	18	23	24	29	38	20	29
<b>Master of Professional Accounting</b>	-	-	5	5	10	5	5	6	5	10	7
<b>Master of Education</b>											
Administration and Supervision	21	29	14	54	57	37	50	44	48	54	67
Art Education	4	7	1	2	1	8	2	2	2	2	1
Business Education	11	6	7	15	11	13	10	16	13	16	17
Early Childhood Education	97	94	98	90	105	124	85	58	59	47	54
Guidance and Counseling	76	68	78	80	81	54	54	35	48	29	40
Media	15	12	12	20	18	15	24	22	25	24	37
Middle Grades Education	51	86	80	44	46	67	41	39	26	31	29
Physical Education	8	16	11	11	12	5	12	14	11	9	1
Reading Instruction	2	3	1	5	2	3	1	5	12	18	6
School Home Services	8	1	6	6	3	1	1	-	-	-	-
Secondary Education	46	3	34	32	48	42	59	37	23	34	22
Special Education	63	77	78	84	89	105	68	61	45	38	24
Speech Pathology	-	-	-	-	32	18	38	21	29	31	32
<i>Total</i>	402	402	420	443	505	492	445	354	341	333	330
<b>Master of Music</b>											
Music Education	4	3	4	1	3	2	-	2	2	1	3
Performance	-	2	2	3	1	1	1	-	-	2	2
<i>Total</i>	4	5	6	4	4	3	1	2	2	3	5
<b>Master of Public Administration</b>	4	6	7	18	10	13	7	6	4	9	8
<b>Master of Science</b>											
Biology	2	1	1	3	4	3	7	14	9	5	5
<b>Master of Science in</b>											
<b>Rural &amp; Small Town Planning</b>	-	-	-	-	-	-	1	-	-	-	1
<b>Specialist in Education</b>											
Administration and Supervision	39	61	48	54	61	38	36	24	12	19	19
Business Education	8	8	5	7	1	11	6	3	1	-	6
Early Childhood Education	26	48	64	43	44	37	20	18	16	41	10
Guidance and Counseling	33	55	55	35	23	42	26	18	21	11	10
Media	15	6	7	15	7	26	33	23	19	19	12
Middle Grades Education	38	22	34	33	42	47	30	13	18	20	9
Physical Education	1	1	1	3	-	5	6	3	5	2	7
Reading Instruction	7	1	3	1	2	1	-	-	-	-	-
School Home Services	-	3	1	3	-	-	-	-	-	-	-
Secondary Education	12	13	7	4	5	12	9	6	9	6	10
Special Education	27	34	29	26	27	46	32	19	18	17	13
<i>Total</i>	206	252	254	224	212	265	198	127	119	135	96
<b>Total Number of Degrees by Level</b>											
Associate	50	49	48	65	43	29	39	1	-	-	-
Bachelor	807	840	799	825	894	582	866	883	942	937	898
Master	494	499	520	560	603	975	547	434	441	433	423
Education Specialist	206	252	254	224	212	265	198	127	119	135	96
<i>Total</i>	1,557	1,640	1,621	1,674	1,752	1,851	1,650	1,445	1,502	1,505	1,417

Source: Department of Institutional Research and Planning



# Faculty



# Faculty Profile

## Institutional Total

### Fall 2003

		Teaching Faculty		Administrators		Librarians	Other <sup>3</sup>	Total	Percent
		Full-time	Part-time	General <sup>1</sup>	Academic <sup>2</sup>				
<b>Rank</b>									
	Professor	50	7	2	31	3		93	19%
	Associate Professor	78	1	1	5	5	2	92	19%
	Assistant Professor	114	16		1	5	22	158	32%
	Instructor	16	80			2	39	137	28%
	Lecturer	12						12	2%
<b>College/Department</b>									
	Richards College of Business	36	9	1	5		1	52	11%
	College of Education	68	42		8		14	132	27%
	College of Arts and Sciences	166	52	2	24		48	292	59%
	Library		1			15		16	3%
	Other								0%
<b>Highest Degree Earned</b>									
	Doctorate	234	38	3	37		31	343	70%
	Master's or Ed. Specialist	36	65			15	31	147	30%
	Professional Bachelor		1				1	2	0%
<b>Tenure Status</b>									
	Tenure	125		2	33	10		170	35%
	Non-tenured	34	104	1		2	63	204	41%
	Tenured-Track	111			4	3		118	24%
<b>Ethnicity</b>									
	African American/Black	14	4		3		3	24	5%
	American Indian or Alaskan				1		1	2	0.5%
	Asian or Pacific Islander	16		1	2		1	20	4%
	Hispanic	5	1		1			7	1.5%
	Multi-racial								0%
	Caucasian/White	235	99	2	30	15	58	439	89%
<b>Gender</b>									
	Female	121	66	1	12	8	32	240	49%
	Male	149	38	2	25	7	31	252	51%
<b>Total Faculty</b>		270	104	3	37	15	63	492	100%

<sup>1</sup> General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

<sup>2</sup> Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

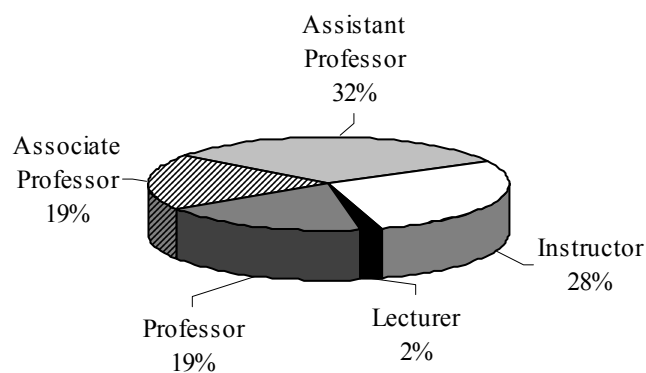
<sup>3</sup> Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

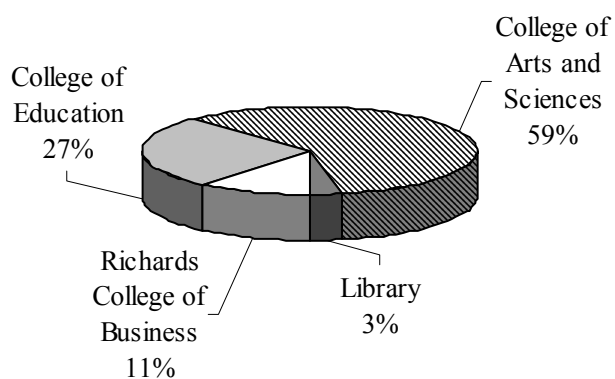
# Composition of Faculty

## Fall 2003

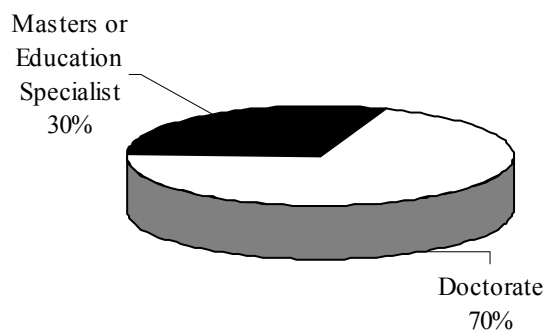
### Rank



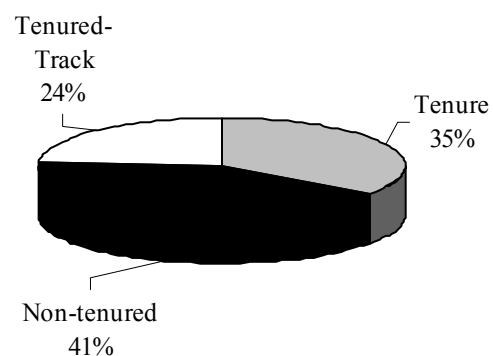
### College/Department



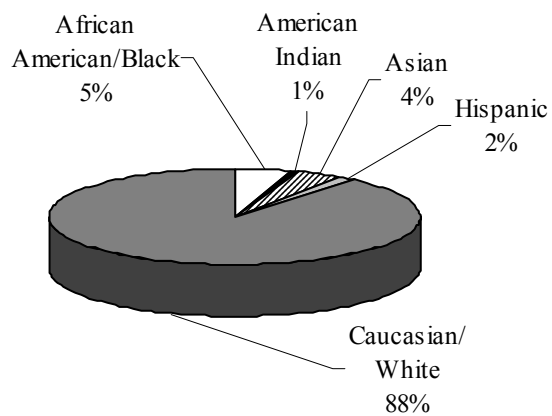
### Highest Degree Earned



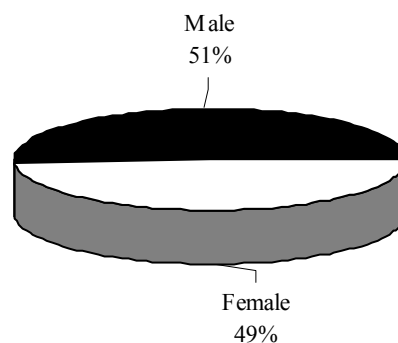
### Tenure Status



### Ethnicity



### Gender





# Faculty Profile

## College of Arts and Sciences

### Fall 2003

		Teaching Faculty		Administrators		Other <sup>3</sup>	Total	Percent
		Full-time	Part-time	General <sup>1</sup>	Academic <sup>2</sup>			
<b>Rank</b>								
	Professor	27	2	1	21	2	51	17%
	Associate Professor	55		1	3	14	61	21%
	Assistant Professor	73				32	87	30%
	Instructor	7	50				89	31%
	Lecturer	4					4	1%
<b>Highest Degree Earned</b>								
	Doctorate	148	9	2	24	23	206	70%
	Master's or Ed. Specialist	18	42			24	84	29%
	Professional Bachelor		1			1	2	1%
<b>Tenure Status</b>								
	Tenure	83		2	23		108	37%
	Non-tenured	16	52		1	48	116	40%
	Tenured-Track	67					68	23%
<b>Ethnicity</b>								
	African American/Black	5	1		3	2	11	4%
	American Indian or Alaskan							0%
	Asian or Pacific Islander	9			1	1	11	4%
	Hispanic	3	1		1		5	2%
	Multi-racial							0%
	Caucasian/White	149	50	2	19	45	265	90%
<b>Gender</b>								
	Female	72	30	1	8	21	132	45%
	Male	94	22	1	16	27	160	55%
<b>Total Faculty</b>		166	52	2	24	48	292	<b>100%</b>

<sup>1</sup> General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

<sup>2</sup> Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

<sup>3</sup> Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

# Faculty Profile

## Richards College of Business

### Fall 2003

	Teaching Faculty		Administrators		Other <sup>3</sup>	Total	Percent
	Full-time	Part-time	General <sup>1</sup>	Academic <sup>2</sup>			
<b>Rank</b>							
Professor	14	1	1	4		20	39%
Associate Professor	6			1		7	14%
Assistant Professor	8					8	15%
Instructor		8			1	9	17%
Lecturer	8					8	15%
<b>Highest Degree Earned</b>							
Doctorate	29	6	1	5		41	79%
Master's or Ed. Specialist	7	3			1	11	21%
Professional Bachelor							0%
<b>Tenure Status</b>							
Tenure	18			5		23	44%
Non-tenured	8	9	1		1	19	37%
Tenured-Track	10					10	19%
<b>Ethnicity</b>							
African American/Black	1					1	2%
American Indian or Alaskan							0%
Asian or Pacific Islander	4		1	1		6	11%
Hispanic	2					2	4%
Multi-racial							0%
Caucasian/White	29	9		4	1	43	83%
<b>Gender</b>							
Female	9	2			1	12	23%
Male	27	7	1	5		40	77%
<b>Total Faculty</b>	36	9	1	5	1	52	100%

<sup>1</sup> General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

<sup>2</sup> Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

<sup>3</sup> Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

# Faculty Profile

## College of Education

### Fall 2003

		Teaching Faculty		Administrators		Other <sup>3</sup>	Total	Percent
		Full-time	Part-time	General <sup>1</sup>	Academic <sup>2</sup>			
<b>Rank</b>								
	Professor	9	4		6		19	14.5%
	Associate Professor	17	1		1		19	14.5%
	Assistant Professor	33	16		1	8	58	44%
	Instructor	9	21			6	36	27%
	Lecturer							
<b>Highest Degree Earned</b>								
	Doctorate	57	23		8	8	96	73%
	Master's or Ed. Specialist	11	19			6	36	27%
	Professional Bachelor							0%
<b>Tenure Status</b>								
	Tenure	24			5		29	22%
	Non-tenured	10	42		0	14	66	50%
	Tenured-Track	34			3		37	28%
<b>Ethnicity</b>								
	African American/Black	8	3			1	12	9%
	American Indian or Alaskan				1	1	2	2%
	Asian or Pacific Islander	3					3	2%
	Hispanic							0%
	Multi-racial							0%
	Caucasian/White	57	39		7	12	115	87%
<b>Gender</b>								
	Female	40	33		4	10	87	66%
	Male	28	9		4	4	45	34%
<b>Total Faculty</b>		68	42		8	14	132	100%

<sup>1</sup> General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

<sup>2</sup> Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

<sup>3</sup> Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

# Faculty Profile

## Irvine S. Ingram Library

### Fall 2003

		Teaching Faculty	Administrators	Librarians	Other <sup>3</sup>	Total	Percent
		Full-time	Part-time	General <sup>1</sup>	Academic <sup>2</sup>		
<b>Rank</b>	Professor				3	3	19%
	Associate Professor				5	5	31%
	Assistant Professor				5	5	31%
	Instructor		1		2	3	19%
	Lecturer				0		
<b>Highest Degree Earned</b>	Doctorate						
	Master's or Ed. Specialist		1		15	16	100%
	Professional Bachelor						
<b>Tenure Status</b>	Tenure				10	10	62%
	Non-tenured		1		2	3	19%
	Tenured-Track				3	3	19%
<b>Ethnicity</b>	African American/Black						
	American Indian or Alaskan						
	Asian or Pacific Islander						
	Hispanic						
	Multi-racial						
	Caucasian/White		1		15	16	100%
<b>Gender</b>	Female		1		8	9	56%
	Male				7	7	44%
<b>Total Faculty</b>			1		15	16	100%

<sup>1</sup> General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

<sup>2</sup> Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

<sup>3</sup> Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

## Average Salary by Employee Category Fiscal Years 1997-2004

Faculty	FY 1997		FY 1998		FY 1999		FY 2000	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	91	53,454	86	56,989	90	60,913	89	63,897
Associate Professor	62	42,250	65	47,409	66	51,103	62	53,297
Assistant Professor	126	39,753	140	41,191	144	41,526	142	42,836
Instructor	20	29,511	23	30,568	21	33,224	29	34,651
<b>All Faculty</b>	<b>299</b>	<b>\$41,242</b>	<b>314</b>	<b>\$44,039</b>	<b>321</b>	<b>\$46,692</b>	<b>322</b>	<b>\$48,670</b>

Staff								
	Number	Average	Number	Average	Number	Average	Number	Average
Administrative	170	38,496	196	38,279	240	40,326	230	37,155
Clerical	166	18,593	156	20,133	168	21,003	148	22,128
Maintenance	154	21,711	153	22,426	148	23,901	112	21,605
<b>All Staff</b>	<b>490</b>	<b>\$26,267</b>	<b>505</b>	<b>\$26,946</b>	<b>556</b>	<b>\$28,410</b>	<b>490</b>	<b>\$26,963</b>

Faculty	FY 2001		FY 2002		FY 2003		FY 2004	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	60	64,746	56	66,147	54	69,057	50	69,712
Associate Professor	61	53,592	79	54,356	82	54,689	85	52,030
Assistant Professor	142	43,406	138	43,470	129	45,071	141	45,340
Instructor	57	32,409	55	33,327	66	34,392	57	34,320
Lecturer							12	48,347
<b>All Faculty</b>	<b>320</b>	<b>\$48,538</b>	<b>328</b>	<b>\$49,325</b>	<b>331</b>	<b>\$50,802</b>	<b>345</b>	<b>\$49,950</b>

Staff								
	Number	Average	Number	Average	Number	Average	Number	Average
Administrative	232	41,339	281	44,381	266	44,290	258	47,069
Clerical	153	22,288	161	23,185	161	23,727	159	23,278
Maintenance	130	25,899	101	22,450	111	22,995	149	23,901
<b>All Staff</b>	<b>515</b>	<b>\$29,842</b>	<b>543</b>	<b>\$30,005</b>	<b>538</b>	<b>\$30,337</b>	<b>566</b>	<b>\$31,416</b>

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



# Sponsored Operations

<http://www.westga.edu/~vpaa/SponsoredOffice.html>

## 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

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

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

**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

**Richards College of Business**

**Mr. William Deegan-Small Business Development Center**

Small Business Development Center  
The University of Georgia  
\$165,625

<sup>1</sup> External sources authorized spending for fixed time periods. In certain cases, those periods included only a portion of Fiscal Year 2003

<sup>2</sup> 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*

# Faculty Research Grants

## Fiscal Year 2004

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 to the Learning Resources Committee of the Faculty Senate

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 19<sup>th</sup> 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**  
Immunochemical 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*

# Sponsored Operations Faculty Research Enhancement Awards Fiscal Year 2004

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:

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

*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.

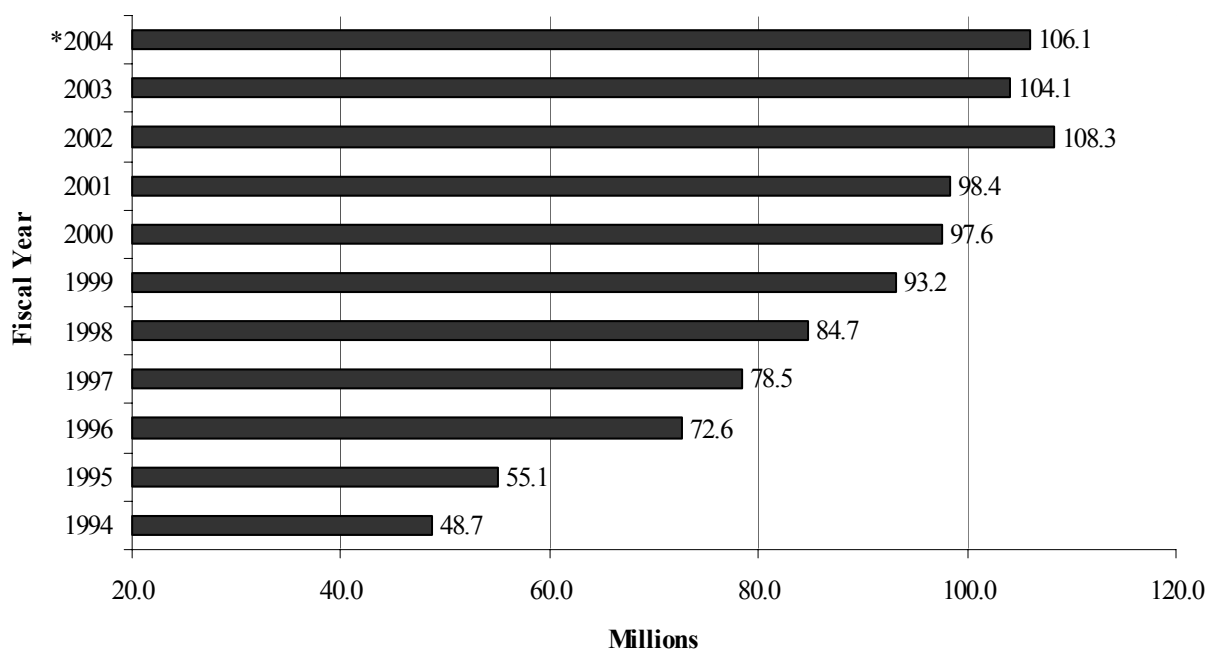
**The Auxiliary Enterprises Budget** is self-supporting and is operated on a profit/loss basis. Auxiliary Enterprises generates revenue from residence hall rentals, meal ticket sales, bookstore sales, vending machine sales, student health and athletic fees, parking fees, and parking fines. Auxiliary 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

	Total Budget	Personal Services	Travel	Operating Supplies & Expenses	Equipment
<b>Resident Instruction Budget</b>	\$	\$	\$	\$	\$
Instruction	\$32,389,872	\$30,406,539	\$219,556	\$1,712,801	\$50,976
Research	239,778	163,781	30,929	45,068	0
Public Service	41,616	40,766	750	100	0
Academic Support	9,083,248	7,411,983	93,736	1,365,976	211,553
Student Services	3,983,608	3,502,071	56,075	425,462	0
Institutional Support	8,872,056	6,853,474	149,250	1,710,684	158,648
Operation & Maintenance of Plant (a)	5,712,397	3,195,980	15,829	2,435,840	64,748
Scholarships & Fellowships	28,369,993	34,069	0	28,335,924	0
<b>Subtotal</b>	<b>88,692,568</b>	<b>51,608,663</b>	<b>566,125</b>	<b>36,031,855</b>	<b>485,925</b>
Unassigned Balance Lapse Estimate (b)	0	0	0	0	0
<b>Total Resident Instruction</b>	<b>\$88,692,568</b>	<b>\$51,608,663</b>	<b>\$566,125</b>	<b>\$36,031,855</b>	<b>\$485,925</b>
<b>Auxiliary Enterprises Budget</b>					
Student Housing	\$4,991,750	\$846,667	\$6,000	\$4,139,083	\$0
Food Services	2,862,585	0	976	2,861,609	0
Stores and Shops	3,759,106	268,430	10,000	3,480,676	0
Intercollegiate Athletics	2,363,208	791,575	152,254	1,401,584	17,795
Other Service Units	2,533,231	1,229,274	29,000	1,274,957	0
<b>Subtotal</b>	<b>16,509,880</b>	<b>3,135,946</b>	<b>198,230</b>	<b>13,157,909</b>	<b>17,795</b>
Indirect Operating Expenses (a)	0	0	0	0	0
<b>Subtotal Auxiliary Enterprises</b>	<b>16,509,880</b>	<b>3,135,946</b>	<b>198,230</b>	<b>13,157,909</b>	<b>17,795</b>
Equipment Replacement ( c )	0	0	0	0	0
<b>Total Auxiliary Enterprises</b>	<b>\$16,509,880</b>	<b>\$3,135,946</b>	<b>\$198,230</b>	<b>\$13,157,909</b>	<b>\$17,795</b>
<b>Student Activities Budget</b>					
Intramural	\$100,000	\$70,500	\$2,000	\$27,500	\$0
Social & Entertainment Activities	393,550	30,250	77,900	285,400	0
Student Government	20,000	7,000	4,000	9,000	0
Student Publications	60,500	32,125	1,500	26,875	0
Other Programs	104,950	16,210	56,300	32,440	0
<b>Subtotal</b>	<b>679,000</b>	<b>156,085</b>	<b>141,700</b>	<b>381,215</b>	<b>0</b>
Unassigned Balance (d)	191,931	0	0	191,931	0
<b>Total Student Activities</b>	<b>\$870,931</b>	<b>\$156,085</b>	<b>\$141,700</b>	<b>\$573,146</b>	<b>\$0</b>

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

# UWG Resident Instruction Funds

## Fiscal Years 2003 and 2004

Distribution of Resident Instruction Revenue by Source				
Source of Funds	2003		2004 (budgeted)	
<u>General Operations</u>				
<i>Internal Revenue</i>				
Student Tuition and Fees	\$20,058,206	22.82%	\$20,449,194	23.06%
Gifts, Grants, and Contracts	112,995	0.13%	0	0%
Indirect Cost Recoveries	120,431	0.14%	17,500	0.02%
Sales & Services of Educational Departments	74,915	0.08%	73,750	0.08%
Other Sources	1,253,590	1.43%	191,450	0.22%
<b>Total Internal Revenue</b>	<b>21,620,137</b>	<b>24.60%</b>	<b>20,731,894</b>	<b>23.38%</b>
State Appropriations	38,674,466	44.00%	37,972,594	42.81%
<b>Total General Operations</b>	<b>60,294,603</b>	<b>68.60%</b>	<b>58,704,488</b>	<b>66.19%</b>
<i>Other Funding Sources</i>				
Special Initiative	1,058,499	1.20%	991,596	1.12%
Lottery	233,448	0.27%	0	0%
Department Sales & Service	258,475	0.29%	606,491	0.68%
Sponsored Operations	26,058,199	29.64%	28,389,993	32.01%
<b>Total Other Funding Sources</b>	<b>27,608,621</b>	<b>31.40%</b>	<b>29,988,080</b>	<b>33.81%</b>
<b>Total Resident Instruction Revenue</b>	<b>\$87,903,224</b>	<b>100%</b>	<b>\$88,692,568</b>	<b>100%</b>

Distribution of Resident Instruction Expenditures by Function				
Function	2003		2004 (budgeted)	
<u>Instruction</u>				
College of Arts and Sciences	\$17,425,639	19.82%	\$16,215,533	18.28%
College of Business	4,479,288	5.10%	4,374,160	4.93%
College of Education	6,320,218	7.19%	7,223,710	8.15%
Other Instruction	3,054,589	3.47%	4,583,334	5.17%
<b>Total Instruction</b>	<b>31,279,734</b>	<b>35.58%</b>	<b>32,396,737</b>	<b>36.53%</b>
<u>Other Expenditure Function Areas</u>				
Research	238,588	0.27%	239,778	0.27%
Public Service	44,337	0.05%	41,616	0.05%
Academic Support	11,865,958	13.50%	9,083,248	10.24%
Student Services	3,902,073	4.44%	3,983,608	4.49%
Institutional Support	8,402,524	9.56%	8,872,056	10.00%
Operation & Maintenance Plant (a)	6,151,493	7.00%	5,712,397	6.44%
Scholarships and Fellowships	26,018,517	29.60%	28,363,128	31.98%
<b>Total Resident Instruction Expenditure</b>	<b>\$87,903,224</b>	<b>100%</b>	<b>\$88,692,568</b>	<b>100%</b>

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

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

\*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

Source of Funds	2003		2004 (budgeted)	
Student Housing	\$4,828,944	31.08%	\$4,991,750	30.24%
Food Services	2,862,244	18.42%	2,862,585	17.34%
Stores and Shops	3,274,704	21.08%	3,759,106	22.77%
Intercollegiate Athletics	2,062,562	13.28%	2,363,208	14.31%
Other Service Units	2,508,048	16.14%	2,533,231	15.34%
<b>Total Auxiliary Enterprises Revenue</b>	<b>\$15,536,502</b>	<b>100%</b>	<b>\$16,509,880</b>	<b>100%</b>

### Distribution of Auxiliary Enterprises Expenditures By Function

Function	2003		2004 (budgeted)	
Student Housing	\$3,975,495	28.96%	\$4,532,143	31.24%
Food Services	2,367,237	17.25%	2,067,621	14.25%
Stores and Shops	3,028,575	22.06%	3,216,787	22.17%
Intercollegiate Athletics	2,047,723	14.92%	2,016,411	13.90%
Other Service Units (b)	2,307,042	16.81%	2,674,960	18.44%
Equipment Replacement Reserve (funded) (c)	0	0%	0	0%
Non Mandatory Transfers/Prior Year Adjustments	0	0%	0	0%
<b>Total Auxiliary Enterprises Expenditures</b>	<b>\$13,726,072</b>	<b>100%</b>	<b>\$14,507,922</b>	<b>100%</b>

- 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

Source Of Funds	2003			2004 (budgeted)	
Student Activities Fees	\$642,115	89.27%		\$645,000	64.75%
Other Sources *	77,218	10.73%		36,220	3.64%
Prior Year Funds (a)	0	0%		314,903	31.61%
<b>Total Student Activities Revenue</b>	<b>\$719,333</b>	<b>100%</b>		<b>\$996,123</b>	<b>100%</b>

### Distribution of Student Activities Expenditures By Function

Function	2003			2004 (budgeted)	
Intramural Athletics	\$85,508	13.44%		\$100,000	11.48%
Social/Entertainment Activities	395,036	62.08%		393,550	45.19%
Student Government	18,007	2.83%		20,000	2.29%
Student Publications	67,745	10.65%		60,500	6.95%
Other Programs (b)	70,008	11.00%		104,950	12.05%
Unassigned Balance (c)	0	0%		191,931	22.04%
<b>Total Student Activities Expenditures</b>	<b>\$636,304</b>	<b>100%</b>		<b>\$870,931</b>	<b>100%</b>

\* 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**





# State University of West Georgia Foundation

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

## ***Honorary Trustees***

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

## ***2003 Trustees***

Anna L. Berry  
Rebecca B. Blalock  
Jane G. Boss  
A. Paul Cadenhead\*  
Charles E. Cole  
Jim A. Collins  
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. Moyer  
Fredrick E. O'Neal  
Dr. Ward B. Pafford\* (Former University President)  
Dr. Thomas E. Reeve, III  
Randall Keith Redding  
Alice H. Richards\*  
Russell G. Sarnier  
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

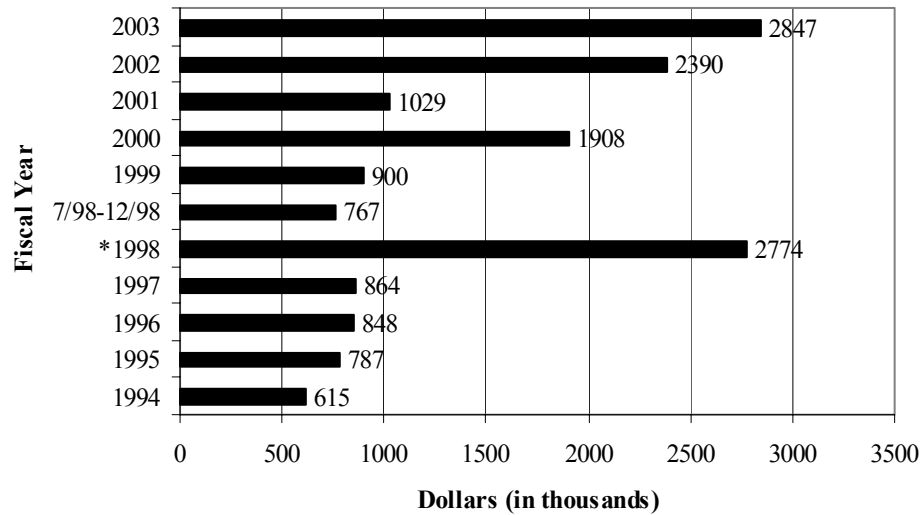
## ***2004 Trustees***

Anna L. Berry  
Rebecca B. Blalock  
Jane G. Boss  
A. Paul Cadenhead\*  
Charles E. Cole  
Jim A. Collins  
Richard T. Culpepper  
Richard A. Duncan  
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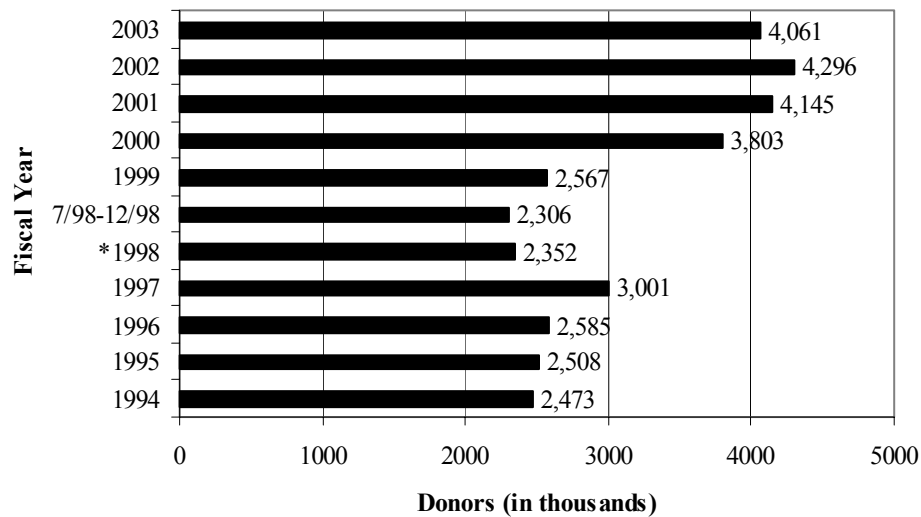
\*Lifetime Member

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 Buttner Scholarship  
CHREA 20<sup>th</sup> 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. Kapetanakis 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  
McDonald'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. Waring, 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 Entekin 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

<u>County</u>	<u>Total</u>	<u>County</u>	<u>Total</u>	<u>County</u>	<u>Total</u>	<u>County</u>	<u>Total</u>
Appling	8	Crisp	10	Jeff Davis	2	Rabun	30
Atkinson	2	Dade	36	Jefferson	9	Randolph	3
Bacon	8	Dawson	31	Jenkins	1	Richmond	68
Baker	1	Decatur	17	Johnson	1	Rockdale	264
Baldwin	20	Dekalb	1,471	Jones	16	Schley	1
Banks	10	Dodge	8	Lamar	86	Screven	4
Barrow	69	Dooly	1	Lanier	1	Seminole	3
Bartow	593	Dougherty	48	Laurens	27	Spalding	373
Ben Hill	8	Douglas	1,545	Lee	21	Stephens	28
Berrien	3	Early	2	Liberty	11	Stewart	1
Bibb	151	Effingham	8	Lincoln	2	Sumter	34
Bleckley	5	Elbert	21	Long	1	Talbot	10
Brantley	1	Emanuel	13	Lowndes	36	Taliaferro	0
Brooks	2	Evans	5	Lumpkin	24	Tattnall	2
Bryan	10	Fannin	71	Macon	2	Taylor	2
Bulloch	21	Fayette	1,166	Madison	18	Telfair	3
Burke	6	Floyd	914	Marion	5	Terrell	5
Butts	79	Forsyth	269	McDuffie	6	Thomas	30
Calhoun	2	Franklin	19	McIntosh	10	Tift	22
Camden	13	Fulton	2,023	Meriwether	144	Toombs	24
Candler	6	Gilmer	80	Miller	6	Towns	17
Carroll	4,547	Glascok	1	Mitchell	6	Treutlen	2
Catoosa	315	Glynn	81	Monroe	35	Troup	575
Charlton	3	Gordon	392	Montgomery	3	Turner	5
Chatham	100	Grady	6	Morgan	38	Twiggs	2
Chattahoochee	1	Greene	29	Murray	280	Union	34
Chatooga	122	Gwinnett	1,607	Muscogee	200	Upson	127
Cherokee	565	Habersham	52	Newton	155	Walker	335
Clarke	145	Hall	254	Oconee	58	Walton	137
Clay	4	Hancock	5	Oglethorpe	8	Ware	26
Clayton	620	Haralson	881	Paulding	578	Warren	2
Clinch	2	Harris	61	Peach	12	Washington	8
Cobb	2,852	Hart	23	Pickens	82	Wayne	10
Coffee	9	Heard	182	Pierce	7	White	33
Colquitt	6	Henry	0	Pike	109	Whitfield	882
Columbia	55	Houston	98	Polk	663	Wilcox	1
Cook	2	Irwin	5	Pulaski	3	Wilkes	13
Coweta	1,775	Jackson	63	Putnam	31	Wilkinson	6
Crawford	11	Jasper	31	Quitman	2	Worth	10
						<b>Total in Georgia</b>	<b>29,512</b>

*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

<u>State</u>	<u>No.</u>	<u>State</u>	<u>No.</u>
Alabama	871	Montana	12
Alaska	16	Nebraska	4
Arizona	75	Nevada	16
Arkansas	33	New Hampshire	8
California	246	New Jersey	65
Colorado	115	New Mexico	17
Connecticut	26	New York	94
Delaware	11	North Carolina	452
District of Columbia	11	North Dakota	6
Florida	1,005	Ohio	104
Georgia	29,512	Oklahoma	30
Hawaii	8	Oregon	29
Idaho	13	Pennsylvania	103
Illinois	81	Rhode Island	4
Indiana	77	South Carolina	323
Iowa	16	South Dakota	1
Kansas	27	Tennessee	563
Kentucky	100	Texas	352
Louisiana	74	Utah	18
Massachusetts	43	Virginia	258
Maryland	88	Vermont	6
Maine	9	Washington	73
Michigan	48	West Virginia	13
Minnesota	2	Wisconsin	39
Mississippi	82	Wyoming	8
Missouri	48	<b>Total in United States</b>	<b>35,255</b>

*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

Property	Acres	Year	Cost
B.A. Sharpe	275	1907	\$9,625
Driver	0.319	1965	5,500
J. Perkins	0.976	1965	4,500
Pope	3.85	1965	5,500
O.R. Perkins	1.79	1965	4,700
Cash	1.083	1965	7,000
Herb	0.483	1966	4,000
Cole	25.01	1966	20,758
Roop	4.41	1966	60,000
Hughes	1.86	1967	8,212
Pruitt	0.226	1967	10,000
Harper	0.164	1968	5,000
Staples	17.64	1968	44,100
Cole	65.65	1973	128,017
Sold to City of Carrollton	-15	1980	-29,250
The Place, Inc.	10.745	1984	189,000
Sold to WG Foundation	-0.326	1984	-5,000
Brumbelow	0.505	1987	93,500
	394.385		\$565,162

**Current Value of Land \$5,435,825**

*Source: Campus Planning and Development*

# State University of West Georgia

## Campus Facilities

As of June 30, 2003

Facility	Date of Construction Acquisitions	Approximate Square Footage	Investment*	Replacement Approximate or Present Value**
Bonner House	1843	2,246	\$8,000	\$112,300
Kennedy Chapel	1893	880	27,000	154,000
Honors House	1907	3,892	17,000	369,740
Honors Annex	1907	1080	24,000	102,600
Melson Hall	1907	12,988	48,000	1,233,860
Adamson Hall (Demolished)	1917	-15,290	135,000	0
Alumni House	1930	8,335	120,000	791,825
Mandeville Hall	1935	11,577	103,000	1,099,815
Martha Munro	1935	8,792	53,000	835,240
Auditorium	1937	18,172	126,000	1,817,200
Sanford Hall	1938	10,118	170,000	961,210
Weight Building	1944	1,420	3,000	92,300
Public Relations (Rental)	1945	1,963	40,000	140,000
Continuing Education (Rental)	1947	3,198	1,000	271,800
Aycock Hall/Public Safety	1952	28,709	300,000	2,727,355
Geography/Learning Resources Center	1954	15,902	277,000	1,510,690
Richard College of Business	1958	14,682	514,000	1,394,790
Parker Hall	1959	16,575	229,000	1,574,625
Art Annex	1959	8,885	40,000	844,075
Callaway Hall	1962	22,154	309,000	2,436,940
Row Hall	1963	33,522	927,000	2,849,370
Cobb Hall	1964	25,430	503,000	2,415,850
Green House 1	1964	504	5,000	15,120
Strozier Hall	1964	23,065	497,000	2,191,175
Gunn Hall	1965	37,916	760,000	3,222,860
Health & Physical Education	1965	49,903	928,000	4,990,300
Boykin Hall	1966	37,889	681,000	3,220,565
Pritchard Hall	1966	47,084	957,000	4,002,140
University Community Center	1967	62,673	1,566,000	5,640,570
Library	1968	109,155	3,428,000	9,823,950
James E. Boyd Building	1968	38,570	767,000	4,242,700
Ward B. Pafford Building	1968	43,158	758,000	4,100,010
Downs Hall	1969	62,397	1,388,000	5,303,747
Humanities	1970	77,328	1,489,000	7,346,160
Education Center	1970	63,684	4,188,000	6,050,360
Watson Hall	1970	57,036	1,324,000	4,848,060
Bowdon Hall	1971	58,797	1,587,000	4,997,745
Health Center	1971	9,114	371,000	1,275,960
Biology Building	1972	72,560	2,300,000	7,981,600
Roberts Hall	1972	82,345	2,253,000	6,999,325
Facilities/Plant Operations	1972	12,674	140,000	1,204,030
Strozier Annex	1972	26,801	750,000	2,278,085
Vehicle Repair Bldg.	1972	3,900	40,000	136,500
Warehouse/Supplies	1972	7,608	98,000	608,640

\*Rounded to the nearest \$1,000

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

# Campus Facilities

Facility	Date of Construction Acquisitions	Approximate Square Footage	Investment*	Replacement Approximate or Present Value**
Tyus Hall	1973	51,119	1,329,000	4,600,710
Chemicals Storage	1974	300	3,000	30,000
Food Service Bldg.	1974	58,569	1,584,000	5,271,210
Locksmith-Electronics	1974	987	4,000	93,765
Greenhouse 2	1976	600	1,000	18,000
Landscape Administration (Demolished)	1977	-1,800	16,000	0
Equipment Shop (Demolished)	1977	-1,680	2,000	0
Foundry	1979	400	1,000	10,000
Observatory	1979	484	16,000	31,460
Football Field House	1980	6,781	68,000	678,100
Track Storage	1980	800	5,000	48,000
Newnan Center Building 2000 (Rental)	1980	3,200	320,000	500,000
Newnan Center Building 3000 (Rental)	1980	2,400	25,000	50,000
Storage Warehouse	1981	5,822	27,000	145,550
Student Activities Center	1981	9,000	91,000	720,000
Public Safety	1981	1,800	22,000	171,000
Athletics Office Building	1983	2,048	31,000	194,560
Football Storage	1984	600	6,000	39,000
Business Annex	1985	18,404	1,510,000	1,748,380
Central Duplicating	1985	7,585	135,000	493,025
Rifle Range Storage	1986	480	4,000	28,800
Pavilion (Demolished)	1987	-1,513	10,000	0
Public Safety Storage	1987	384	4,000	28,800
Townsend Performing Arts Center	1987	28,721	2,934,000	5,026,175
Intramural Storage (Demolished)	1987	-96	1,000	0
Greenhouse 3	1987	2,016	18,000	60,480
Bookstore (Rental)	1987	8,001	100,000	400,000
Intramural Restrooms	1988	528	7,000	31,680
Band Storage	1988	245	1,000	14,700
Landscaping Storage	1990	2,400	12,000	60,000
Newnan Center Building 1000 (Rental)	1990	11,400	600,000	1,000,000
Golf Storage Bldg.	1991	153	6,000	9,180
Waring Archaeology Laboratory	1992	6,296	32,000	409,240
Campus Planning and Development	1992	2,400	40,000	156,000
Performing Arts Warehouse/Storage Bldg.	1992	2,413	22,000	60,325
Baseball Press Box	1992	1,768	50,000	141,440
Dugout Home	1992	513	6,000	33,345
Dugout Visitors	1992	513	6,000	33,345
Murphy Athletic Admin.	1993	18,991	600,000	1,899,100
West Community Hut	1994	253	33,000	88,550
Archaeology Storage Bldg.	1995	288	3,000	7,200
Education Center Annex	1995	41,667	4,347,000	6,041,715
Technology -enhanced Learning Center	2000	115,811	20,204,000	17,371,650
Landscape Storage Shed	2002	1,800	18,000	27,000
Adamson Hall	2003	21,406	2,785,000	3,210,900
<b>TOTAL</b>		<b>1,653,648</b>	<b>67,288,000</b>	<b>165,197,572</b>

\*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





# Irvine Sullivan Ingram Library

<http://www.westga.edu/~library/>

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

<b>Holdings</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Volumes added during the year	6,372	5,017	7,249	8,132	13,217	10,087	7,515	10,200	8,050	8,359
Volumes at end of the year	307,487	312,504	319,753	332,290	343,094	353,181	360,696	370,896	378,946	389,249
Reels of microfilm at end of year	21,678	22,056	22,444	22,824	23,456	23,526	23,526	23,230	23,047	22,827
Physical units of other microtext at end of year	865,138	882,096	899,709	1,013,555	1,037,069	1,041,381	1,059,599	1,080,079	1,104,126	1,117,611
Periodical titles received at end of year	1,511	1,534	1,598	1,154	1,362	1,372	1,352	1,387	1,342	1,226
Items										
U.S. Documents	135,111	135,269	135,721	135,877	140,535	140,590	144,697	147,771	149,540	151,292
U.S. Documents (Volumes on Microfilm)*	62,099	67,203	70,428	73,620	73,961	74,959	81,770	86,576	84,807	86,775
Annual Reports****	1,370	1,439	1,525	1,495	2,189	2,189	2,189	2,189	2,189	0
Circulation**	232,048	251,502	243,192	213,342	178,694	94,442	86,766	75,369	74,107	65,571
Interlibrary Loans										
Borrowed	3,307	4,287	3,407	4,072	4,636	6,148	5,732	4,711	2,320	3,309
Loaned	4,677	4,743	5,539	5,604	6,244	5,797	4,711	5,732	4,634	5,353
Reference Questions***	31,793	34,207	39,919	61,308	33,956	33,956	33,956	33,956	8,632	8,632

\*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/~instrsch](http://www.westga.edu/~instrsch)

## 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](http://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

