

UNIVERSITY of 
West Georgia



**Fact Book
2004-2005**

2004-2005

University of West Georgia




Fact Book



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

The state of the University is strong, my friends. The year 2005 started with a bang for us!

-  The Board of Regents approved our request to change our name officially to the University of West Georgia (UWG).
-  Our cheerleaders won the national championship for the fourth consecutive year.
-  Our debate team won the second annual debate tournament at the University of California – Berkeley, by beating Dartmouth, Harvard, and Northwestern in unanimous decisions.

And all of this just in the first month of 2005!

Add to that, that earlier in the academic year, UWG beat every other university in America in terms of student research papers accepted for the National Collegiate Honors Council (a 1 in 10 acceptance rate), and you have a picture of why we claim that, within our niche of *Educational Excellence in a Personal Environment*, we remain second to none.





We will continue to build on our strengths of the past year. So, I am honored to share with you the **State of the University** for the 2003-04 year, so that we may all take pride in the accomplishments of our University.






The Fall 2004 semester started with the University of West Georgia (UWG) breaking all prior records for the highest credit hour generation in our history.

It is worth noting that more than 73% of the Fall 1994, entering class could not have been admitted under our current admission standards. Fifty-two percent of the entering class was on Learning Support; today, that percentage is one half of one percent for traditional-aged students! Since that time, the Fall-to-Fall retention rate has increased from 57.47% to 71.6%. The increase in the size of the entering class combined with a 25.1% increase in retention rate, means that 536 more students in 2003 have an increased chance of success and of participation in Georgia's economic growth than in 1994!

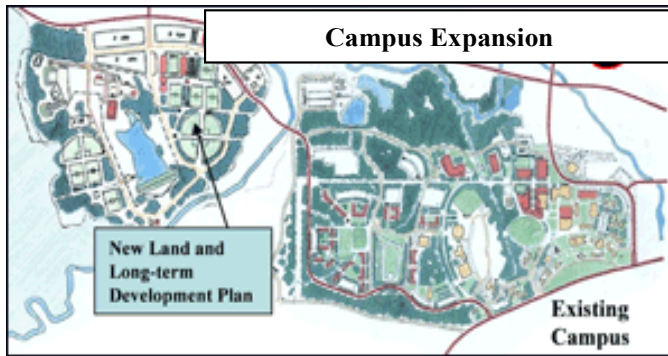
In the academic arena, we continue to excel in national accreditation and recognition for our programs. A complete list of our nationally accredited programs is available in our Fact Book (www.westga.edu/~factbook) on page 10. The Southern Association of Colleges and Schools (SACS) reaffirmed UWG's accreditation with no further monitoring reports necessary for another 10 years – earlier, after their visit, they gave the University a rare commendation for technology resources, equipment and support, which a SACS accreditation visiting team called “far above that of similar institutions.”

Other accomplishments during the past year include the following:

-  A newly released study commissioned by the University System of Georgia reported that UWG pumped more than \$300 million in “output value” into the west Georgia region during Fiscal Year 2004 — an increase of \$82 million since the last such study in 2002. Conducted by the Selig Center for Economic Growth in the University of Georgia's Terry College of Business, the study also found that UWG accounts for more than 3,000 jobs in the area.
-  UWG was listed in The Princeton Review's second edition of *The Best Southeastern Colleges*, a guidebook featuring the top colleges and universities in 10 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee.
-  A team of four UWG Honors students was chosen by NASA to perform a physics experiment on acoustic fire control while floating aboard the agency's “Weightless Wonder” aircraft. The group is the only University System of Georgia team selected as one of 50 teams from around the country to participate in NASA's Reduced Gravity Student Flight Opportunities Program. Other participants include teams from such research powerhouses as Cal Tech, MIT, Carnegie Mellon, Dartmouth, Johns Hopkins and Purdue.
-  For the fifth time in the past seven years, UWG had more Honors students' research proposals accepted for presentation at the annual meeting of the National Collegiate Honors Council than any other U.S. college or university.

-  The Beta Gamma Sigma chapter in the Richards College of Business was recognized as a 2004 Premier Chapter by the national business honor society. UWG was one of only 63 schools in the U.S. to receive this honor.
-  Two computer science students won prestigious national scholarships from Upsilon Pi Epsilon, an honor society for computing. UPE awards only 10 of the scholarships annually, and it is rare for one school to have two recipients. The Department of Computer Science is one of only five such programs in Georgia that is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology.
-  West Georgia won the 2004 Best Practices Award from the Board of Regents of the University System of Georgia. UWG and Kennesaw State University jointly won the \$15,000 first-place award in the category of finance and business for our new electronic fund distribution system using bank cards coordinated through Higher One, a private Internet financial services provider. The card enables students to receive their financial aid refunds electronically in addition to functioning as a MasterCard debit card and a primary bank account with check-writing and ATM privileges and online banking. This innovation by UWG and KSU has since been adopted or is being considered for adoption by several other universities, thus increasing the saving to the State of Georgia.
-  A poster series titled Stop Sexual Violence produced by Health Services and its student peer educators received national recognition when it won the 2004 Winter Griffith Award for Excellence in Patient Education Materials from the Society of Teachers of Family Medicine.
-  After conducting an in-depth analysis of student success as predicted by high school grade-point average and SAT scores, the University gained approval from the University System to increase admissions standards effective May 1, 2004, to increase student success rates. The Freshman Index was increased from 1940 to 2050, and the minimum Math SAT score increased from 400 to 410.
-  The Georgia WebMBA, which UWG offers in cooperation with Georgia College & State University, Georgia Southern University, Kennesaw State University and Valdosta State University, was ranked among the 10 best and most affordable online MBA programs in the country by GetEducated.com, a clearinghouse that showcases accredited online degrees.
-  The UWG Debate Team qualified for competition in the National Debate Tournament for the 32nd consecutive year, a streak that is matched by only six other schools in the country: Dartmouth, Georgetown, Harvard, the University of Kansas, Northwestern and the University of Redlands.
-  For the fourth time in six years, a UWG student (Toma Omonuwa, a junior Honors chemistry major from Douglasville) was awarded the Goldwater Scholarship, the nation's premier award for undergraduates majoring in mathematics, the natural sciences or engineering.
-  The student Residence Hall Presidents Council received a national award for leadership training from the National Association of College and University Residence Halls, as well as a regional award for best developing residence hall association from the South Atlantic Affiliate of College and University Residence Halls.
-  Ten students were chosen to present research at the 2004 National Conference on Undergraduate Research, and four geology students presented research with faculty at the joint meeting of the Northeastern and Southeastern Sections of the Geological Society of America.
-  A marketing course designed by Dr. Beheruz Sethna, professor of business administration and university president, was selected in a national competition as one of the country's three most innovative courses in the decision sciences by the Decision Sciences Institute.
-  Dr. Said Sewell, assistant professor of political science, received the Anne Julia Cooper Teacher of the Year Award from the National Conference of Black Political Scientists.
-  Sylvia Shortt, counselor and assistant director of the Student Development Center, was awarded the Professional Leadership Award by the American College Counseling Association.
-  Dr. Leland Gustafson, professor of economics, was honored with the 2004 Teaching Fellow award by the Academy of Economics and Finance.
-  In competition with cities around the country and overseas, the University contributed to the establishment of an AirTran Airways Customer Contact Center in Carrollton by creating a program in the UWG Office of Career Services for providing the airline with student part-time workers. The center is expected to employ 200 workers when it reaches full operating capacity.
-  The Department of Nursing established new post-master's certificate programs in nursing education and health systems leadership. The nursing education certificate will prepare advanced practice nurses to teach in nursing schools to help alleviate Georgia's shortage of nursing faculty.

The campus continues to show significant activity and progress in terms of physical facilities:



🔥 We completed our second five-year Facilities Master Plan. As part of the Master Planning Process, a need for land was identified that would meet the needs of campus growth for the next 10-15 years. The City of Carrollton, under the leadership of Mayor Wayne Garner, former Mayor Gerald Pilgrim, and both City Councils, gave the University a grant of about 200+ acres of land towards the northwest of the current campus. That part of the campus will house many athletics and commuter parking facilities in the future.

🔥 We completed the renovation of the food service facilities-Z-6, food court and convenience store, and added coffee kiosks in the Ed center and the TLC.

🔥 We completed renovation of the mechanical systems in the Education Center, the renovation of Tyus Hall, a new parking lot for 400 cars, and an underground utility system to support the technological needs of a vibrant and growing institution.



🔥 Construction was completed of the University Suites, three new residence halls in a privatized 612-bed student housing complex, and the Board of Regents approved the construction of three additional new residence halls, scheduled to open in fall 2005. The Regents also approved the construction of a new Campus Center, a first-class recreational facility to be funded by student fees.

🔥 Reconstruction was completed of the historically significant Adamson Hall, one of the University's earliest buildings, which had been declared structurally unsound in 1995 and demolished in 2001. The new building houses classrooms, labs and offices for the Richards College of Business, as well as offices for Continuing Education and other outreach services.

As I end this State of the University letter, let me close with a few examples of my individual commitment to *Educational Excellence in a Personal Environment*:

- 🔥 For the eleventh consecutive year since I arrived at UWG in 1994-95, I taught an undergraduate course to demonstrate my commitment to our personal environment.
- 🔥 The course that I teach at UWG was been selected, on the basis of a national competition sponsored by the Decision Sciences Institute, as one of the three most innovative courses in the United States.
- 🔥 UWG students, faculty, and staff volunteer to read to, and teach reading to, individual students every week through the Carrollton Elementary School HOST program. I am one of these volunteers, and teach an elementary school child to read, in a one-on-one session, on Monday mornings.
- 🔥 As I have done many times in the past, I helped students move into their residence halls at the start of the semester. While my back thinks I am not at all smart (and is probably right) to keep doing this, my heart tells me to do it as an indicator of my personal commitment to the personal environment and to help add to our welcoming culture.

We look forward to the new academic year, and to your help in having us exceed the accomplishments of the past with even greater ones in the future.

Sincerely,

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

University of West Georgia

Fact Book

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The University



The University

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

History

The 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 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 over 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 300, 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. January 12, 2005, they voted to approve changing the name from the State University of West Georgia to the University of West Georgia (UWG).

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 455 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.

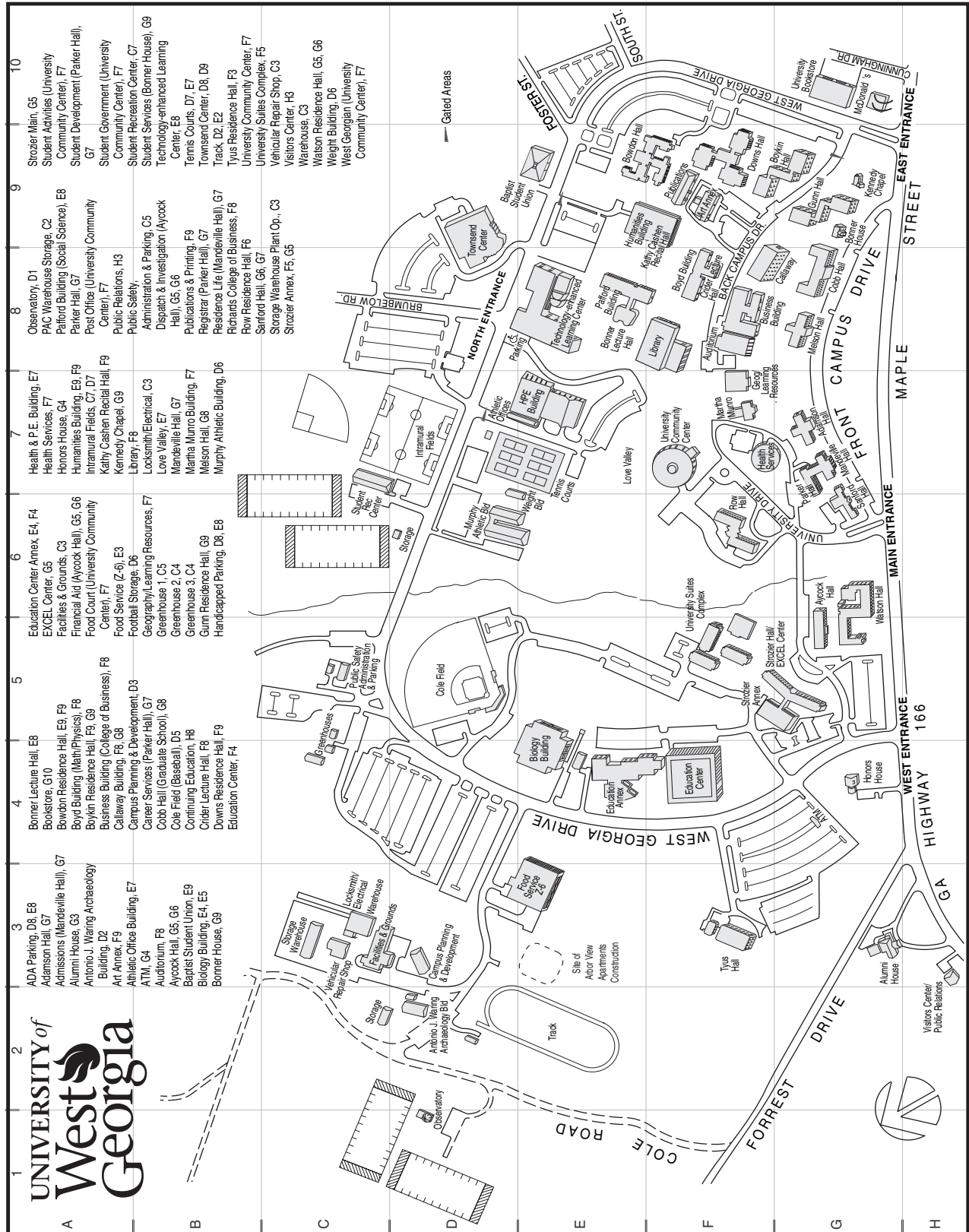
Ten residence halls are located on the campus. Bowdon Hall was named in honor of Bowdon College, a West Georgia predecessor.

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 1964, 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 2004-2005

Campus Map



UNIVERSITY of
West Georgia

- | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| A | ADA Parking, D8, E8
Adams Hall, G7
Admissions (Mendeville Hall), G7
Alumni House, G3
Antonio J. Waring Archaeology Building, D2
Art Annex, F9
Athletic Office Building, E7
ATM, G4
Auditorium, F8
Avcock Hall, G5, G6
Baptist Student Union, E9
Biology Building, E4, E5
Borner House, G9 | ADA Parking, D8, E8
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Antonio J. Waring Archaeology Building, D2
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Football Storage, D6
Geography/Learning Resources, F7
Greenhouse 1, C5
Greenhouse 2, C4
Greenhouse 3, C4
Gunn Residence Hall, G8
Handicapped Parking, D8, E8 | Health & P.E. Building, E7
Health Services, F7
Honors House, G4
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Kathy Cashen Recital Hall, F9
Kensley Chapel, G9
Library, F8
Locksmith/Electrical, C3
Love Valley, E7
Mandeville Hall, G7
Martha Munro Building, F7
Watson Hall, G8
Murphy Athletic Building, D6 | Health & P.E. Building, E7
Health Services, F7
Honors House, G4
Humanities Building, E9, F9
Intramural Fields, C7, D7
Kathy Cashen Recital Hall, F9
Kensley Chapel, G9
Library, F8
Locksmith/Electrical, C3
Love Valley, E7
Mandeville Hall, G7
Martha Munro Building, F7
Watson Hall, G8
Murphy Athletic Building, D6 | Observatory, D1
PAC Warehouse Storage, C2
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University Suites Complex, F5
Vehicular Repair Shop, C3
Visitors Center, H3
Warehouse, C3
Watson Residence Hall, G5, G6
Weight Building, D6
West Georgian (University Community Center), F7 |



Mission of the University of West Georgia

The 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 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 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 University of West Georgia Year 2000 and Beyond

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

The 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 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 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 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 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 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

Commission on collegiate Nursing Education

Computing Accreditation Commission of the
Accreditation Board for Engineering and
Technology

Council for Humanistic Transpersonal Psychology

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

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 2004-2005

Student Programs and Services

The 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 660 individual programs in 2003-2004. The staff coordinates the registration process for nearly 100 student organizations that involves over 2,500 student members), provides advisement for a Greek system that involves 15 percent of the student population, and coordinates an intramural program that involves 4,000 students each term. The staff advises the Student Government Association, National Pan-Hellenic Council, Panhellenic Council, the Interfraternity Council, and The Miracle Marathon (largest student run fund raiser on campus). The Department also coordinates Black History Month activities, Homecoming, Annual Campus Awards Program, University Volunteer Program, Leadership programs, Spring Fling, Exam Jam, and Welcome Week.

Through an excellent *Intramural Program*, the University provides opportunities for recreation, social contact, and healthy exercise. Over the year, 162,000 participants attend various leisure programs including football, softball, basketball, volleyball, tennis, aerobics, paintball, ultimate frisbee, swimming, golf, soccer, regional and international out-door adventure trips, and individual gaming and sporting events. Also, participants can enjoy the lighted athletic field and tennis courts, weight and game rooms, swimming pool, gymnasium, fitness trail, and Olympic Track.

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

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

The *Student Development Center* provides career, mental health, and academic counseling, plus support services for disabled, international, and non-traditional students. During the past year, approximately 600 students were seen for personal, academic and career 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 600 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 2003	FY 2004
Patient Visits	21,085	22,234
Prescriptions Filled	24,783	30,321
Lab Tests	11,622	11,882
Patients seen by Physician	2,951	2,388
Patients seen by Nurse Practitioners	11,684	13,625
Allergy-Injections / MMR	352	324
Breathing Treatments	135	191
Gynecology	959	1,213
Minor Surgery	139	72

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 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 2003	FY 2004
Student Visits to Office	2,881	3,628
Student Referrals	4,557	4,347
Placements	831	831
Wages Generated	\$1,914,173	\$1,894,345
Professional Practice		
Counseling Contacts	1,338	1,384
Student Referrals	983	1,108
Student Placement	158	161
Participating Employers	93	117
Wages Generated	\$618,892	\$600,660
Career Employment Program		
Student Visits to Office	768	908
Resume Referrals	969	2,038
Job Postings	11,432	9,380
Credential Files Mailed	92	61
Overall Employer Recruitment	141	203

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 2003	Fall 2004
Occupancy			
Bowdon	Co-ed	309	285
Boykin	Women's	152	150
Watson	Women's	293	242
Pritchard*	Men's	228	
Row	Co-ed	158	153
Gunn	Co-ed	116	103
Roberts	Co-ed	394	351
Tyus	Co-ed	193	190
Strozier Complex	Co-ed	166	169
Downs	Co-ed	301	284
University Suites**	Co-ed		602
Level			
Academy		58	55
Freshman		1,633	1,750
Sophomore		301	371
Junior		196	210
Senior		113	130
Graduate/Other		9	13
Total		2,310	2,529
<i>*Pritchard Hall was demolished</i>			
<i>** University Suites new Fall 2004</i>			
<i>Source: Office of Residence Life</i>			

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 ten intercollegiate sports, five each in men's and women's sports. Men's teams include baseball, basketball, cross country, football, and golf. Women's teams include basketball, cross country, soccer, softball, and volleyball.

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 and 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 13 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 2004-2005

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
 University of West Georgia
 University of Georgia
 Valdosta State University
 Waycross College
Independent Research Unit:
 Skidaway Institute of Oceanography

University System of Georgia 2004-2005 Board of Regents

Joel O. Wooten, Jr., Columbus <i>Vice Chairman*</i>	State-at-Large
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	First 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, Lawrenceville	Seventh District
Mr. Connie Cater, Macon	Eighth District
Patrick S. Pittard, Atlanta	Ninth District
James R. Jolly, Atlanta	Tenth District
Joe Frank Harris, Cartersville <i>Chairman*</i>	Eleventh District
J. Timothy Shelnut, Augusta	Twelfth District
Allan Vigil, Morrow	Thirteenth District

* Officers of the Board

Source: University System of Georgia web site www.usg.edu.

Central Office Administrative Personnel

Dr. Thomas C. Meredith	Chancellor	Mr. William Bowes	Vice Chancellor
Ms. Gail S. Weber	Secretary to the Board		Office of Fiscal Affairs
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
Dr. Daniel S. Papp	Senior Vice Chancellor		Business & Financial Affairs
	Office of Academic and Fiscal Affairs	Mr. Robert Elmore	Assistant Director
Dr. Frank A. Butler	Vice Chancellor		Business Services
	Academics, Faculty & Student Affairs	Mr. Michael Cole	Assistant Director
Dr. Cathie M. Hudson	Associate Vice Chancellor		Financial Services & Systems
	Strategic Research & Analysis	Mr. Thomas E. Daniel	Senior Vice Chancellor
Dr. John T. Wolfe, Jr.	Associate Vice Chancellor		Office of External Activities & Facilities
	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	Ms. Arlethia Perry-Johnson	Assistant Vice Chancellor
	P-16 Initiatives		Media & Publications
	Executive Director of USG Foundation	Mr. John Millsaps	Director of Communications/Marketing
Dr. Kathleen Burk	Assistant Vice Chancellor	Ms. Diane Payne	Director of Publications
	Academic Affairs/Director of Regents'	Ms. Linda M. Daniels	Vice Chancellor-Facilities
Dr. Kris Biesinger	Assistant Vice Chancellor	Mr. Hal Gibson	Assistant Vice Chancellor
	Advanced Learning Technologies		Design & Constructions
Dr. Richard C. Sutton	Senior Advisor for Academic Affairs	Mr. Peter J. Hickey	Assistant Vice Chancellor
	Director-International Programs		Real Properties
Mr. Randall Thursby	Vice Chancellor	Mr. Alan Travis	Director of Planning
	Information & Instructional	Mr. Mark Demyanek	Director of Environmental Safety
Mr. Jim Flowers	Special Assistant to the CIO	Ms. Corlis Cummings	Senior Vice Chancellor
Ms. Merryll Penson	Executive Director		Office Support Services
	Library Services	Ms. Elizabeth E. Neely	Associate Vice Chancellor
Dr. Tom Maier	Assistant Vice Chancellor		Legal Affairs
	Information Technology	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
Ms. Lisa Striplin	Director		of Human Resources
	Administrative Services	Ms. Sherea Frazer	Director of Human Resources
Mr. Matthew Kuchinski	Director		
	System Office Systems Support		
Mr. David Disney	Director		
	Customer Services		

University of West Georgia Administration

Officers of General Administration

Beheruz N. Sethna *President*
Thomas J. Hynes, Jr. *Vice President for Academic Affairs
and Professor of Speech*
William N. Gauthier *Vice President for
Business and Finance*
Melanie McClellan *Vice President for Student Services
and Dean of Students*
Tara S. Singer *Vice President for
University Advancement*

Academic Officers

Jack O. Jenkins *Dean of the Graduate School
and Professor of Psychology*
Pauline D. Gagnon *Interim Dean of the College of Arts
Sciences and Professor of Theatre*
Faye S. McIntyre *Dean of the Richards
College of Business and
Associate Professor of Marketing
and Real Estate*
Kent Layton *Dean of the College of Education
and Professor of Education*
Donald R. Wagner *Dean of the Honors College and
Director of Special Programs and
Professor of Political Science*

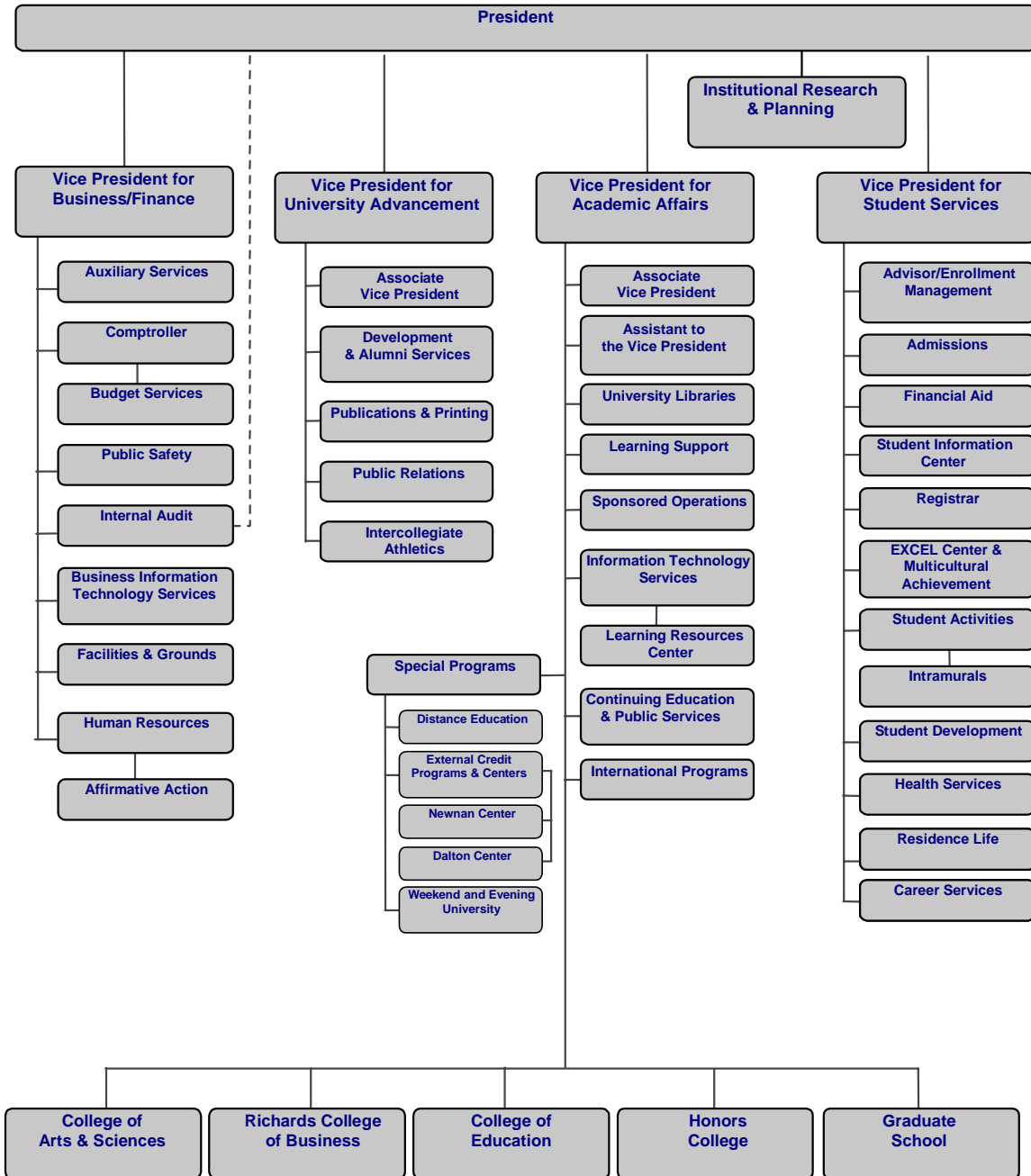
Administrative Staff Officers

Sandra S. Stone *Associate Vice President for
Academic Affairs and
Associate Professor of Criminology*
Vacant *Assistant Vice President for
Business and Finance*
Andrew J. Leavitt *Associate Vice President for
Development and Alumni Services*
Jimmy L. Agan *Director of Continuing Education
and Public Services*
Susan Colgate *Director of The Advanced Academy
of Georgia*
Mark G. McManus *Interim Director of the Ingram Library
and Professor*
Mike Russell *Director of Information
Technology Services*
Kimberly Jordan *Director of Financial Aid*
Andrew L. Luna *Director of Institutional Research
and Planning*
Robert S. Johnson *Director of Admissions*
Bonita B. Stevens *Registrar*

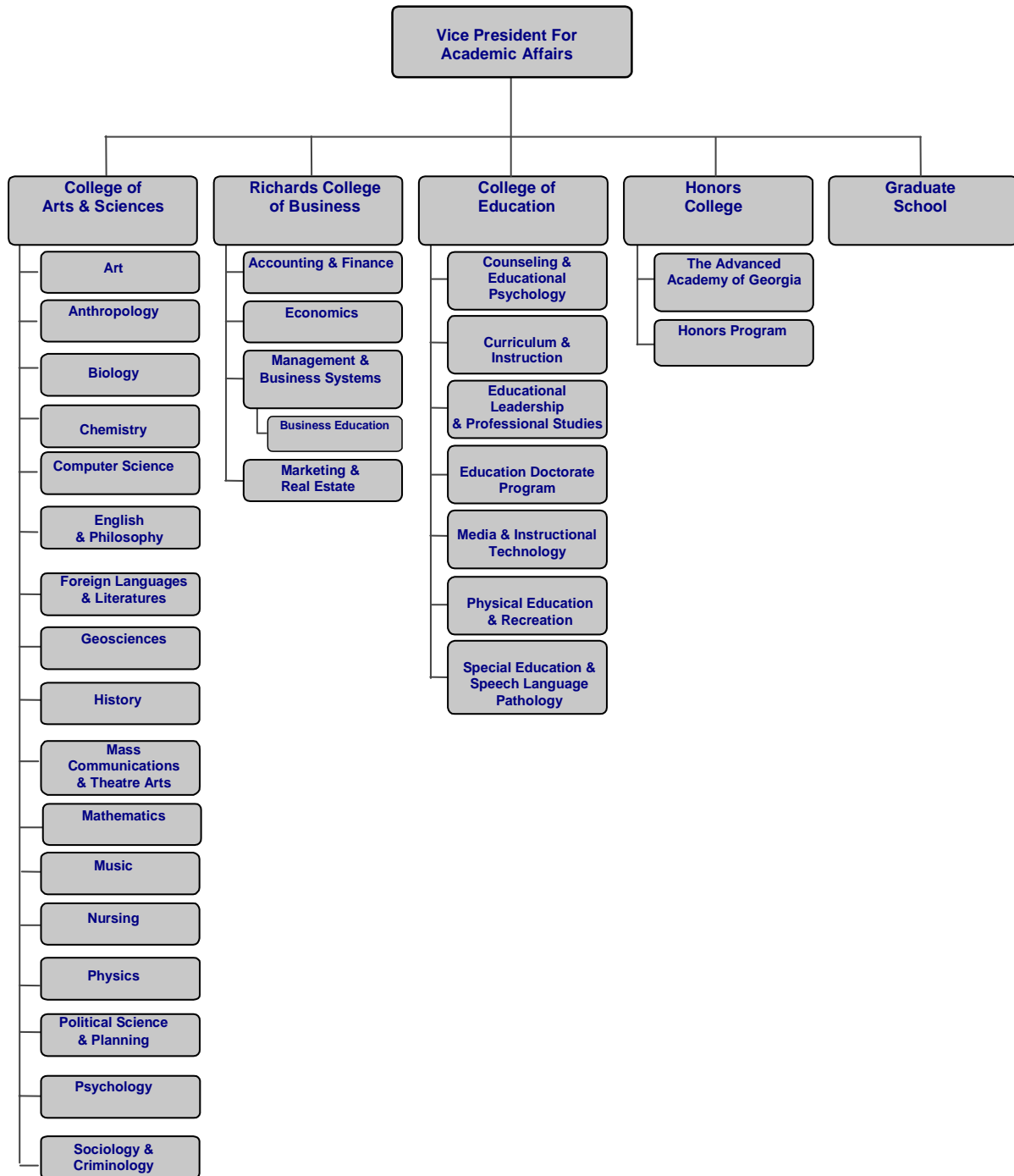
Instructional Departments and Chair Persons

James R. Colley (Interim) *Accounting and Finance*
 Marjorie M. Snipes (Interim) *Anthropology*
 J. Bruce Bobick *Art*
 Henry G. Zot *Biology*
 Spencer J. Slattery (Interim) *Chemistry*
 Adel M. Abunawass *Computer Science*
 Brent M. Snow *Counseling and Educational Psychology*
 Diane C. Boothe *Curriculum and Instruction*
 David J. Boldt *Economics*
 L. Linton Deck *Educational Leadership and
Professional Studies*
 Jane B. Hill *English and Philosophy*
 Denise Overfield *Foreign Languages and Literatures*
 Curtis Hollabaugh *Geosciences*
 Charles W. Clark *History*
 Francesca B. Taylor *Learning Support and Testing*
 Thomas C. Padgett *Management and Business Systems*
 Salil Talpade *Marketing and Real Estate*
 David H. Goff *Mass Communication and Theatre Arts*
 Bruce Landman *Mathematics*
 Barbara K. McKenzie *Media and Instructional
Technology*
 Kevin R. Hibbard *Music*
 Kathryn M. Grams *Nursing*
 Winston D. Pickett (Interim) *Physical Education
and Recreation*
 Javier E. Hasbun *Physics*
 Janet M. Clark *Political Science and Planning*
 Donadrian L. Rice *Psychology*
 N. Jane McCandless *Sociology and Criminology*
 Michael N. Hazelkorn *Special Education and
Speech-Language Pathology*

UWG Administrative Units



UWG Academic Units



Enrollment and Credit Hour Production



UWG Students

The typical University of West Georgia student:

- enters with an average SAT score of 1,005.
- is a Caucasian/White female. Sixty-three percent of the student body is female and seventy-two percent is Caucasian.
- lives within the primary service area of the University. Approximately ninety percent of the student body are from nearby counties, including fourteen percent from Carroll County, and twenty-nine percent from metro-Atlanta.
- lives off campus. Seventy-five percent of the student body lives off campus and twenty-five percent lives in campus dormitories.
- receives financial aid. Sixty-eight percent of undergraduate students that apply for financial aid receive some form of financial assistance.
- attends full-time. Eighty-three percent of undergraduates and twenty percent of graduates enroll in a full load of courses. Approximately seventy-one percent of all students take 12 or more credit hours for undergraduates or nine or more credit hours for graduates.

Detailed Composition of UWG Student Body Fall 1995-2004

Fall	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Classification										
Freshman	1,794	1,874	1,815	1,966	2,587	2,873	3,127	3,208	3,264	3,316
Sophomore	1,159	1,148	1,276	1,269	1,169	1,423	1,502	1,613	1,662	1,652
Junior	1,034	1,036	1,035	1,157	1,112	1,086	1,200	1,362	1,447	1,548
Senior	1,359	1,413	1,384	1,295	1,275	1,287	1,283	1,340	1,515	1,613
Graduate	2,424	2,371	2,250	2,067	1,893	1,850	1,786	2,012	2,210	1,937
Learning Support	762	585	538	757	475	292	*	*	*	*
Others	118	133	133	156	159	155	132	140	157	150
<i>Total Enrollment</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>	<i>10,216</i>
Geographic										
Georgia Residents	8,299	8,204	8,088	8,306	8,337	8,588	8,654	9,296	9,887	9,858
Out-of-state	262	268	243	258	234	261	263	275	260	237
Other Countries	89	88	100	103	99	117	113	104	108	121
Gender (total students)										
Female	5,619	5,630	5,518	5,629	5,663	5,725	5,757	6,144	6,561	6,446
Male	3,031	2,930	2,913	3,038	3,007	3,241	3,273	3,531	3,694	3,770
Ethnicity										
African/Black American	1,381	1,380	1,434	1,638	1,802	1,853	1,896	2,132	2,293	2,341
American Indian or Alaskan native						20	23	20	24	24
Asian or Pacific Islander						70	71	80	104	121
Caucasian/White	7,058	6,964	6,787	6,782	6,613	6,758	6,744	7,135	7,462	7,321
Hispanic						72	89	93	120	139
Multiracial						76	94	110	144	149
Non-resident alien						117	113	105	108	121
Other	211	216	210	247	255	0	0	0	0	0
New Students										
Beginning Freshmen	823	786	757	1,024	1,318	1,488	1,568	1,637	1,740	1,719
Transfers**	588	559	611	568	535	550	589	668	737	719
Graduate Students	427	574	435	466	391	374	342	405	389	289
Learning Support	611	445	444	669	318	200	*	*	*	*
<i>Total</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>	<i>2,727</i>
Attendance Status										
Full-time Undergraduate						5,861	5,985	6,374	6,741	6,899
Full-time Graduate						325	317	372	419	381
<i>Total</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>	<i>7,280</i>
Part-time Undergraduate						1,255	1,259	1,289	1,304	1,380
Part-time Graduate						1,525	1,469	1,640	1,791	1,556
<i>Total</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>	<i>2,936</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.

**Other beginnings students include joint enrolled, transfer freshman, sophomores, juniors, seniors, and transient.

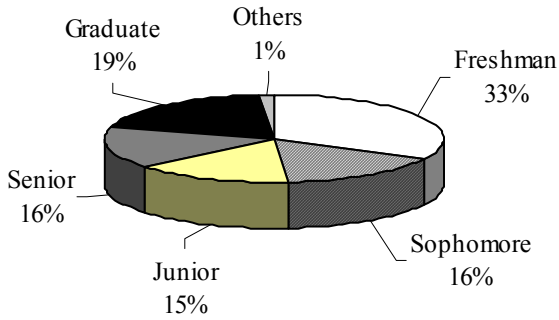
Notes: Fall 2000, Ethnicity and Attendance categories were expanded to coincide with Federal Reporting Requirements. Full-time undergraduate is defined as 12 credit hours and full-time graduate is defined as 9 credit hours.

Source: Office of the Registrar

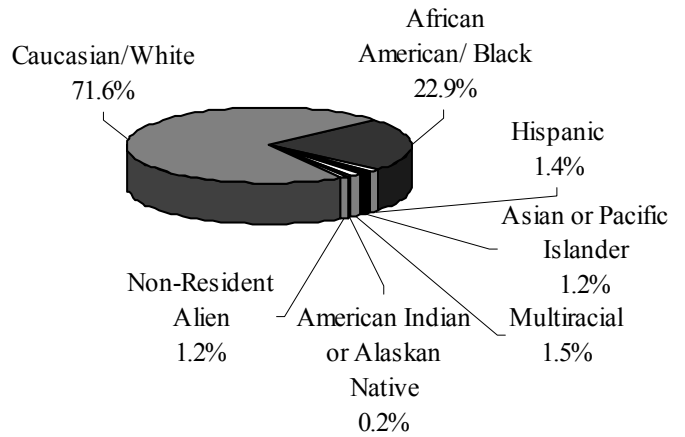


Composition of the Student Body Fall 2004

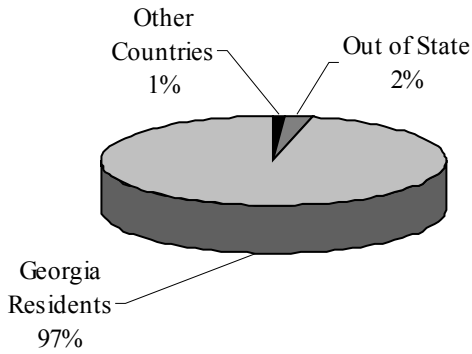
Classification



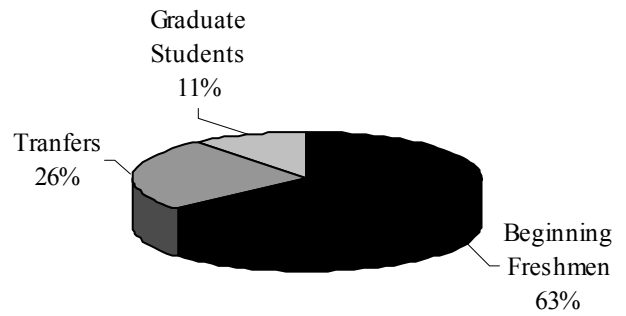
Ethnicity



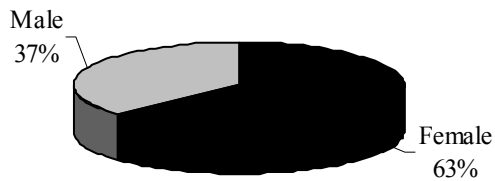
Geographic Origin



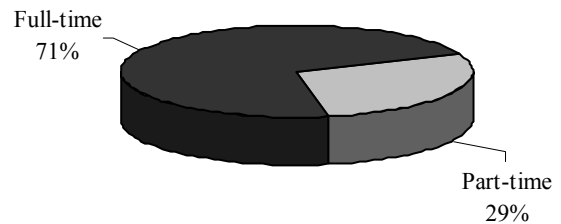
New Students



Gender



Attendance Status



Geographic Origin of Students by Classification Fall 2004

Counties in Primary Service Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Bartow	122	25	147
Butts	15	4	19
Carroll	1,163	258	1,421
Catoosa	58	8	66
Chattooga	60	3	63
Cherokee	77	32	109
Coweta	652	181	833
Dade	13	0	13
Dawson	3	1	4
Douglas	733	119	852
Fannin	3	1	4
Fayette	482	136	618
Floyd	136	42	178
Forsyth	69	3	72
Gilmer	9	4	13
Gordon	38	17	55
Haralson	230	20	250
Harris	15	3	18
Heard	92	6	98
Henry	125	61	186
Lamar	12	8	20
Meriwether	16	7	23
Monroe	3	0	3
Murray	41	11	52
Muscogee	20	11	31
Newton	54	7	61
Paulding	288	72	360
Pickens	12	1	13
Pike	12	7	19
Polk	112	29	141
Rockdale	74	12	86
Spalding	48	21	69
Talbot	1	1	2
Troup	78	35	113
Upson	8	4	12
Walker	78	13	91
Whitfield	90	25	115
Total	5,042	1,188	6,230

Five County Metro Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Clayton	217	87	304
Cobb	561	226	787
Dekalb	515	126	641
Fulton	510	130	640
Gwinnett	566	35	601
Total	2,369	604	2,973

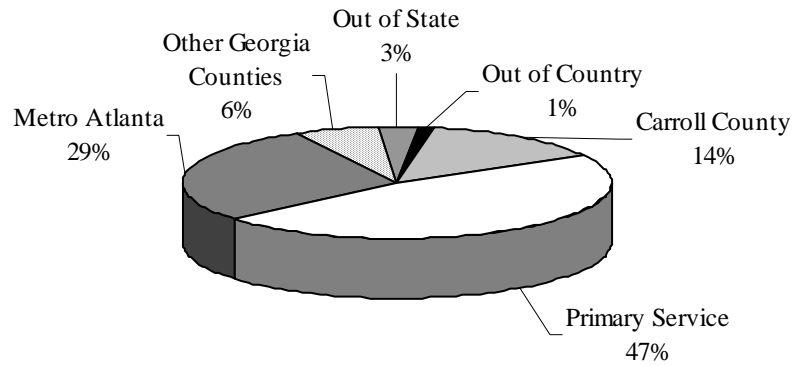
<i>Other Georgia Counties*</i>	534	40	574
<i>Out of State*</i>	244	72	316
<i>Out of Country</i>	90	33	123
Total	868	145	1,013

*edited 7/15/2011

Source: Institutional Research and Planning

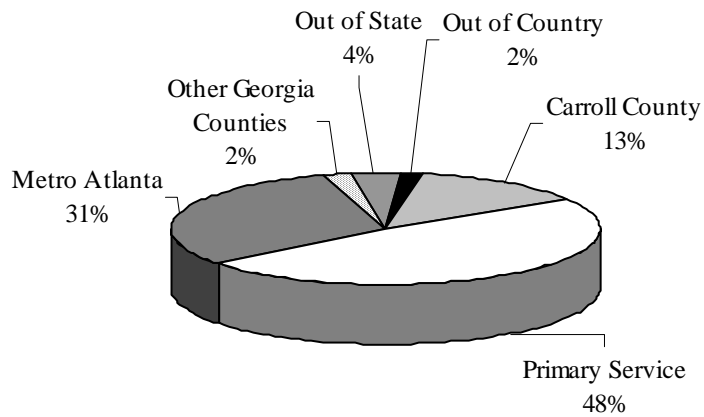
Geographic Origin of Students Fall 2004

Undergraduate Students*



*edited 7/15/2011

Graduate Students



UWG Admissions Data

Fall 1995-2004

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

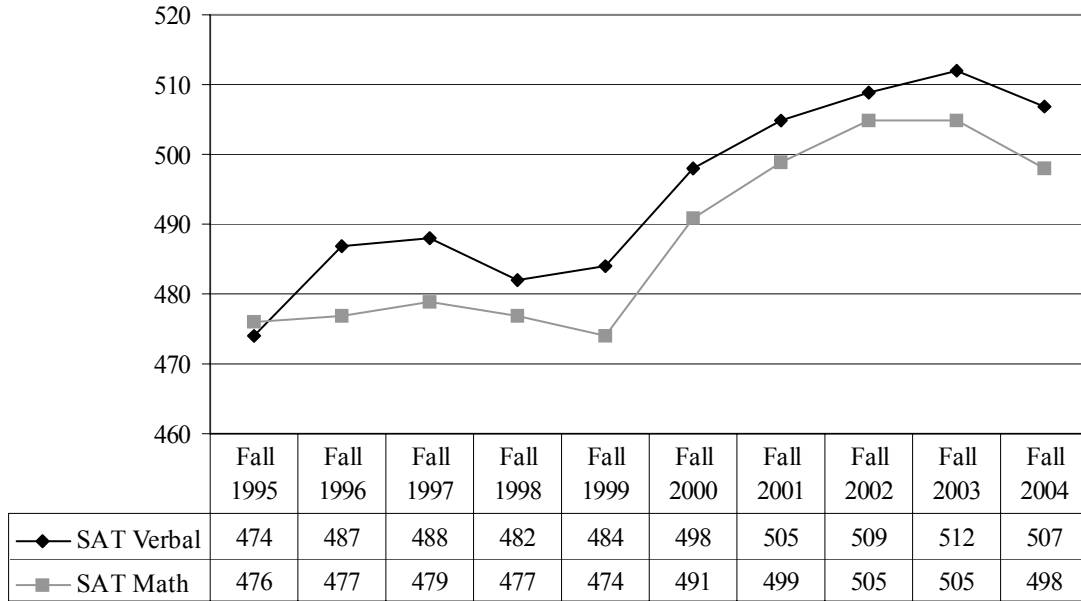
a comprehensive student recruitment program for the University. The Graduate School has its own admissions policies and procedures to admit students into the various degree programs available at West Georgia.

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
All Students										
Total Students Enrolled	8,650	8,560	8,431	8,667	8,670	8,966	9,030	9,675	10,255	10,216
Total New Students Enrolled	2,449	2,339	2,227	2,727	2,562	2,612	2,499	2,710	2,866	2,727
Graduate Students										
Enrolled	2,424	2,371	2,250	2,067	1,869	1,850	1,786	2,012	2,210	1,937
New Students Enrolled	427	574	427	466	391	374	342	405	389	289
Undergraduates										
<i>All Undergraduates</i>										
Percentage of Applicants Accepted	71%	66%	89%	73%	68%	66%	60%	63%	63%	61%
Percentage of Accepted Applicants Enrolled	55%	66%	60%	66%	58%	57%	65%	57%	61%	68%
Percentage of Total Applicants Enrolled	39%	35%	35%	40%	39%	38%	39%	36%	38%	41%
Undergraduate Students Enrolled	6,226	6,189	6,181	6,600	6,801	7,116	7,244	7,663	8,045	8,279
<i>New Undergraduates</i>										
New Undergraduate Applicants	5,254	5,011	4,878	5,608	5,557	5,739	5,672	5,692	6,316	6,471
New Undergraduate Students Enrolled	2,022	1,765	1,721	2,203	2,171	2,238	2,157	2,305	2,477	2,438
<i>New Transfer Students</i>										
New Transfer Applicants	1,193	1,227	1,124	1,132	987	1,148	1,219	1,241	1,468	1,518
Transfer Applicants Rejected	109	140	98	106	147	447	466	474	539	609
New Transfer Students Enrolled	513	424	512	568	423	506	510	401	664	655
<i>New Freshman Students</i>										
New Freshman Applicants	3,889	3,628	3,754	4,209	4,344	4,381	4,453	4,451	4,848	4,953
Freshman Applicants Rejected	413	458	454	402	698	781	1,782	1,621	1,822	1,922
New Freshman Students Enrolled*	1,434	1,231	1,201	1,693	1,614	1,660	1,699	1,637	1,740	2,008
<i>New Learning Support Students</i>										
New Learning Support Students Enrolled	611	445	440	669	318	200	59	70	76	60

*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

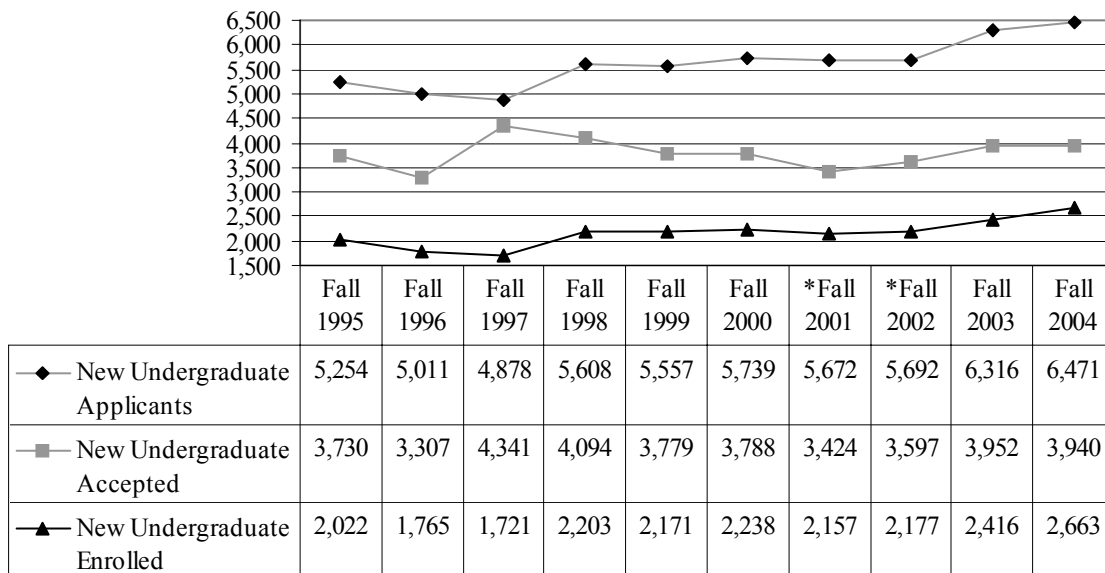
Entering Freshman SAT Scores*



*SAT Scores are from the re-centered scale.

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 1999 – 2005

Academic Years	Lower Level			Upper Level			Graduate Level			Totals	
	Head Count	Credit Hours	Avg SH	Head Count	Credit Hours	Avg SH	Head Count	Credit Hours	Avg SH	Credit Hours	FTE
1998-1999**											
Summer 1998*	1,126	10,145	9.0	1,659	9,191	5.5	1,776	10,529	5.9	29,865	2,715
Fall 1998	4,131	58,171	14.1	2,469	24,517	9.9	2,067	10,035	4.9	92,723	7,210
Spring 1999	3,493	50,810	14.5	2,663	26,265	9.9	1,961	9,403	4.8	86,478	6,701
Total		119,126			59,973			29,967		209,066	16,626
1999-2000											
Summer 1999	969	9,219	9.5	1,470	7,832	5.3	1,478	8,119	5.5	25,170	2,259
Fall 1999	4,377	62,114	14.2	2,400	24,309	10.1	1,893	8,914	4.7	95,337	7,310
Spring 2000	3,776	53,608	14.2	2,568	25,671	10.0	1,770	8,562	4.8	87,841	6,774
Total		124,941			57,812			25,595		208,348	16,343
2000-2001											
Summer 2000	1,072	9,777	9.1	1,418	7,234	5.1	1,489	8,193	5.5	25,204	2,275
Fall 2000	4,729	65,131	13.8	2,387	25,711	10.8	1,850	8,841	4.8	99,683	7,668
Spring 2001	4,021	57,019	14.2	2,556	25,990	10.2	1,760	8,951	5.1	91,960	7,083
Total		131,927			58,935			25,985		216,847	17,026
2001-2002											
Summer 2001	1,241	10,822	8.7	1,575	8,014	5.1	1,445	8,076	5.6	26,912	2,400
Fall 2001	4,750	66,713	14.0	2,494	26,083	10.5	1,786	8,713	4.9	101,509	7,782
Spring 2002	4,060	58,134	14.3	2,683	28,237	10.5	1,811	9,114	5.0	95,485	7,326
Total		135,669			62,334			25,903		223,906	17,508
2002-2003											
Summer 2002	1,264	11,346	9.0	1,586	8,806	5.6	1,676	9,105	5.4	29,257	2,633
Fall 2002	4,952	69,856	14.1	2,712	29,582	10.9	2,012	9,425	4.7	108,863	8,351
Spring 2003	4,109	59,744	14.5	2,999	31,494	10.5	2,029	9,761	4.8	100,999	7,780
Total		140,946			69,882			28,291		239,119	18,764
2003-2004											
Summer 2003	1,318	12,532	9.5	1,926	11,100	5.8	1,816	9,228	5.1	32,860	2,935
Fall 2003	5,071	73,011	14.4	2,974	31,622	10.6	2,210	10,236	4.6	114,869	8,865
Spring 2004	4,297	63,166	14.7	3,266	33,247	10.2	2,117	10,364	4.9	106,777	8,246
Total		148,709			75,969			29,828		254,506	20,046
2004-2005											
Summer 2004	1,374	12,974	9.4	1,984	10,685	5.4	1,638	8,715	5.3	32,374	2,871
Fall 2004	5,105	72,657	14.2	3,174	33,992	10.7	1,937	9,011	4.7	115,660	8,898
Spring 2005	4,337	64,165	14.8	3,399	34,634	10.2	1,881	9,433	5.0	108,232	8,307
Total		149,796			79,311			27,159		256,266	20,076

*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Average SH = Credit Hour/Headcount

FTE for all years represents the most current definition set by the Board of Regents (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: Institutional Research and Planning

Credit Hour History by Level for College of Arts and Sciences Fiscal Years 1999 – 2005

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
1998-1999**				
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
Total	93,302	28,797	4,737	126,836
1999-2000				
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
Total	101,596		4,381	132,836
2000-2001				
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
Total	108,841	27,569	4,372	140,782
2001-2002				
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
Total	109,923	30,722	4,197	144,842
2002-2003				
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
Total	113,544	33,131	4,602	151,277
2003-2004				
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
Total	121,993	34,984	4,917	161,894
2004-2005				
Summer 2004	9,739	4,935	816	15,490
Fall 2004	62,230	15,316	1,760	79,306
Spring 2005	53,632	16,318	1,832	71,782
Total	125,601	36,569	4,408	166,578

*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Note: The Board of Regents' new FTE definition is student-centered; therefore college FTE levels can not be calculated.

Source: *Institutional Research and Planning*

Credit Hour History by Level for Richards College of Business Fiscal Years 1999 – 2005

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
1998-1999**				
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
Total	9,662	15,764	1,919	27,345
1999-2000				
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
Total	10,831	16,846	1,734	29,411
2000-2001				
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
Total	11,238	17,157	1,827	30,222
2001-2002				
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
Total	13,381	17,915	1,951	33,247
2002-2003				
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
Total	13,722	21,062	2,325	37,109
2003-2004				
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
Total	12,426	22,530	2,647	37,603
2004-2005				
Summer 2004	1,713	4,638	678	7,029
Fall 2004	4,767	9,033	844	14,644
Spring 2005	4,980	8,999	857	14,836
Total	11,460	22,670	2,379	36,509

*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Note: The Board of Regents' new FTE definition is student-centered; therefore college FTE levels can not be calculated.

Source: *Institutional Research and Planning*

Credit Hour History by Level for College of Education Fiscal Years 1999 – 2005

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
1998-1999**				
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
Total	8,134	15,397	23,279	46,810
1999-2000				
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
Total	7,362	14,074	19,471	40,907
2000-2001				
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
Total	7,041	14,165	19,785	40,991
2001-2002				
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
Total	7,740	13,641	19,767	41,148
2002-2003				
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
Total	8,802	15,656	21,364	45,822
2003-2004				
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
Total	9,567	18,434	22,255	50,256
2004-2005				
Summer 2004	1,310	1,112	7,221	9,643
Fall 2004	3,842	9,643	6,407	19,892
Spring 2005	3,706	9,317	6,744	19,767
Total	8,858	20,072	20,372	49,302

*Quarter Credit Hours converted to Semester Hours (formula: Total Quarter Hours divided by 3 multiplied by 2)

** Semester Conversion

Note: The Board of Regents' new FTE definition is student-centered; therefore college FTE levels can not be calculated.

Source: Institutional Research and Planning

Continuing Education

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 1991-2004 Categories I and II

Fiscal Year	Programs	Participants	CEUs
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
2004	488	15,573	8,262

Source: Department of Continuing Education and Public Services

Distance and Distributed Education Center

www.westga.edu/~distance

The 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 University of West Georgia has become 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 2004-2005

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*

Off Campus Profile Fall 2004

Site	# of Courses	# of Students (<i>Duplicated</i>)	Credit Hours		
			Undergraduate	Graduate	Total
Atlanta Area	1	7	0	21	21
Dalton Resident Center	27	597	1,604	201	1,805
Newnan Resident Center	29	636	852	998	1,850
North Georgia	16	465	1,374	0	1,374

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

		Entered 1995	Entered 1996	Entered 1997	Entered 1998	Entered 1999	Entered 2000	Entered 2001	Entered 2002	Entered 2003	Entered 2004
First Year	N=	1396	1311	1234	1709	1646	1701	1590	1657	1769	1733
Second Year	Fall	873	845	808	1116	1088	1184	1154	1150	1267	
		62.54%	64.45%	65.48%	65.30%	66.10%	69.61%	72.58%	69.40%	71.62%	
Third Year	Fall	68	634	577	805	786	872	841	822		
		45.70%	48.36%	46.76%	47.10%	47.75%	51.26%	52.89%	49.61%		
Fourth Year	Fall	549	538	504	677	667	725	732			
		39.33%	41.04%	40.84%	39.61%	40.52%	42.62%	46.04%			
Fifth Year	Fall	396	386	342	469	466	495				
		28.37%	29.44%	27.71%	27.44%	28.31%	29.10%				
Sixth Year	Fall	176	160	167	194	190					
		12.61%	12.20%	13.53%	11.35%	11.54%					
Graduation Rate	N=	128	129	130	164	144	189				
	4 yr	9.17%	9.84%	10.53%	9.60%	8.75%	11.11%				
	N=	322	320	302	403	407					
	5 yr	23.07%	24.41%	24.47%	23.58%	24.73%					
	N=	405	396	374	500						
	6 yr	29.01%	30.21%	30.31%	29.26%						

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 2004

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 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.

	2000-2001		2001-2002		2002-2003		2003-2004	
	No. of Awards*	Amount	No. of Awards*	Amount	No. of Awards*	Amount	No. of Awards*	Amount
Loans								
Perkins	233	304,141	202	245,488	145	211,415	145	233,415
Stafford	3,626	14,435,376	4,793	14,938,014	5,403	17,024,644	5,552	19,416,264
PLUS	310	380,112	118	448,565	238	806,004	342	1,041,817
UWG Emergency	637	210,183	789	218,395	895	256,907	908	248,250
Regents' Scholarship	13	8,000	19	6,950	8	13,988	6	11,953
Private	64	260,641	110	435,119	191	784,221	300	1,207,012
<i>Total</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>	<i>7,253</i>	<i>22,158,711</i>
Scholarships								
Institutional	567	970,241	577	909,735	542	1,017,314	504	946,285
Private	343	442,155	348	495,848	339	480,721	329	496,875
<i>Total</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>	<i>833</i>	<i>1,443,160</i>
Grants								
Hope	4,033	8,643,111	3,965	8,869,893	3,968	9,501,835	4,135	10,755,456
Pell	1,949	4,001,210	2,016	4,626,520	2,222	5,288,200	2,383	5,728,282
SEOG	254	157,868	272	163,152	282	180,066	278	168,365
Vocational Rehabilitation	74	84,124	95	108,020	102	167,068	156	267,708
LEAP			44	34,949	41	35,451	46	31,055
<i>Total</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>	<i>6,998</i>	<i>16,950,866</i>
Federal Programs								
College Work Study	391	374,351	377	405,314	326	358,734	327	337,765
Americorps	4	6,310	6	8,318	4	8,311	1	500
<i>Total</i>	<i>395</i>	<i>380,661</i>	<i>383</i>	<i>413,632</i>	<i>330</i>	<i>367,045</i>	<i>328</i>	<i>338,265</i>
Grand Total	12,498	30,277,823	13,731	31,914,280	14,706	36,134,879	15,412	40,891,002

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

Source: Office of Financial Aid

UWG Student Financial Aid Fiscal Years 1995-2004

Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
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	26,888,492
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	5,670,785	367,045	36,134,879
2004	22,158,711	10,755,456	1,443,160	6,195,410	338,265	40,891,002

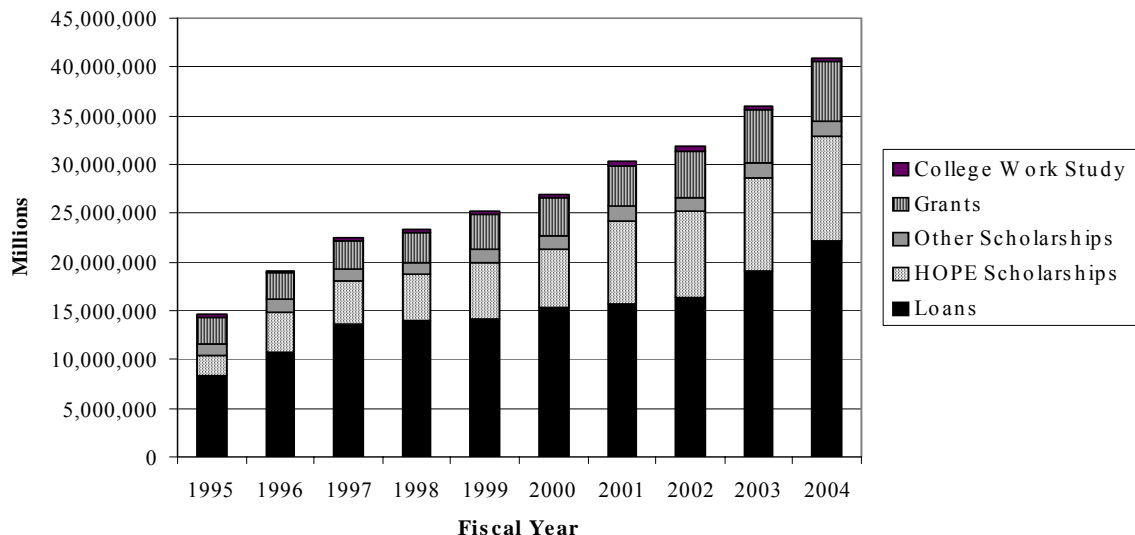
Number of Students Served**						
Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
1995	2,366	1,679	2,154	1,902	291	8,392
1996	6,693	1,950	1,187	2,401	231	12,462
1997	3,564	2,241	1,013	2,152	270	9,240
1998	5,746	2,953	952	2,193	201	12,045
1999	4,758	3,273	992	2,342	340	11,705
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
2004	7,253	4,135	833	2,863	328	15,412

**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



Degrees



Degrees and Majors Offered

Fall 2004

Bachelor of Arts

Anthropology
 Art
 Biology**
 Chemistry**
 English**
 French*
 Geography
 German
 Global Studies
 History**
 International Economic Affairs
 Mass Communications
 Mathematics
 Philosophy
 Political Science
 Psychology
 Spanish*
 Theatre

Bachelor of Business

Administration
 Accounting
 Economics
 Finance
 Management
 Management Information Systems
 Marketing
 Real Estate

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
 Earth Science**
 Economics**

Geography
 Geology
 Mathematics**
 Physics**
 Political Science
 Sociology

Bachelor of Science in Chemistry

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 2004-2005

UWG Degrees Conferred Fiscal Years 1994 – 2004

Fiscal Years	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Associate of Applied Science											
Computer Science	-	2	1	1	1	1	-	-	-	-	-
Criminal Justice	3	4	3	2	2	-	-	-	-	-	-
Office Administration	5	3	3	2	-	-	-	-	-	-	-
<i>Total</i>	8	9	7	5	3	1	-	-	-	-	-
Associate of Science in Nursing	41	39	58	38	26	38	1	-	-	-	-
Bachelor of Arts											
Anthropology	2	2	4	2	3	1	-	6	2	4	11
Art	5	5	8	7	10	6	1	1	2	-	2
Biology	7	7	12	10	9	5	6	2	2	-	-
Chemistry	6	3	3	3	2	1	2	3	6	6	11
English	30	25	21	26	24	25	30	29	33	31	19
French	6	4	4	3	4	3	2	6	3	2	2
General Studies	1	1	5	1	-	-	-	1	-	-	-
Geography	-	1	1	3	1	1	-	1	1	2	1
German	-	-	-	-	-	-	-	-	-	-	1
Global Studies	-	-	-	-	-	-	-	-	-	1	1
History	18	21	22	15	5	24	12	17	16	16	19
International Economic Affairs	5	9	10	10	4	4	8	6	3	2	8
Mass Communication	31	40	35	41	27	30	27	28	28	27	37
Mathematics	3	1	3	4	5	2	1	1	-	-	-
Philosophy	1	4	3	1	-	1	6	4	5	4	1
Political Science	5	4	5	6	8	6	10	1	2	4	8
Psychology	72	80	77	76	80	77	63	65	72	86	78
Sociology	5	6	7	9	6	3	8	14	9	2	1
Spanish	4	3	4	3	7	5	4	6	6	3	-
Speech and Theatre Arts	3	4	5	5	7	4	-	6	5	1	2
Theatre	-	-	-	-	-	-	-	-	-	-	2
<i>Total</i>	204	220	229	225	205	198	180	197	195	191	204
Bachelor of Business Administration											
Accounting	28	30	33	38	39	26	27	26	26	36	45
Administrative Systems	22	10	6	4	9	3	7	5	-	-	-
Business Information Systems	22	14	17	15	15	26	36	64	57	54	40
Economics	8	3	1	-	3	3	-	2	3	2	2
Finance	32	25	28	23	11	21	31	33	32	39	28
Management	50	45	35	38	63	68	64	77	73	77	87
Marketing	49	43	29	37	25	34	42	65	58	61	87
Real Estate	9	2	3	7	6	6	17	8	6	4	11
Technology Support Systems	-	-	-	-	-	-	-	7	4	4	3
<i>Total</i>	220	172	152	162	171	187	224	287	259	277	303
Bachelor of Fine Arts	20	15	16	18	17	30	24	14	22	19	29
Bachelor of Science in Chemistry	-	-	1	6	6	8	4	8	7	8	4

Degrees Conferred (continued)

Fiscal Years	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Bachelor of Science in Education											
Business Education	2	3	1	1	4	2	3	5	3	4	8
Early Childhood Education	150	139	121	129	153	110	117	127	109	102	129
Middle Grades Education	35	26	34	43	48	40	32	30	27	17	19
Physical Education	19	10	22	25	28	22	18	20	17	13	27
Secondary Science Education	2	7	3	3	9	9	7	5	2	1	-
Secondary Social Science Education	16	13	15	22	17	13	10	8	12	4	2
Special Education	21	20	26	25	37	17	33	16	18	20	29
Speech Pathology	-	10	10	18	16	31	21	13	18	23	12
<i>Total</i>	245	228	232	266	312	244	241	224	206	184	226
Bachelor of Music											
Elective Studies in Business-Music	-	-	-	-	-	-	-	-	1	-	-
Music Education	3	5	5	5	1	1	7	4	2	3	5
Performance	3	2	1	1	3	5	1	3	2	2	4
Theory and Composition	1	-	-	-	1	-	-	-	1	-	1
<i>Total</i>	7	7	6	6	5	6	8	7	6	5	10
Bachelor of Science											
Biology	9	9	10	19	28	12	11	16	30	26	56
Biology Teacher Education	-	-	-	-	-	-	-	-	-	-	1
Chemistry	1	1	1	4	-	-	-	-	-	-	-
Computer Science	18	3	8	4	12	4	9	8	18	15	8
Criminal Justice	28	34	38	44	35	8	-	-	-	-	-
Criminology	-	-	-	-	-	16	24	25	23	18	38
Economics	6	8	11	4	4	7	7	6	5	4	12
Economics-Secondary Education	-	-	-	-	-	-	-	-	-	-	2
Environmental Science	-	-	-	-	-	-	-	-	2	-	3
Environmental Studies	-	-	-	-	-	-	-	-	-	2	-
Geography	2	6	3	3	6	3	5	1	1	3	3
Geology	11	4	13	7	11	9	8	8	11	8	2
Mathematics	-	-	-	3	5	8	3	5	5	7	9
Mathematics/Computer Science	4	6	5	4	-	-	-	-	-	-	-
Physics	6	1	-	6	4	5	3	2	6	7	5
Political Science	6	6	9	4	12	5	10	18	13	13	23
Sociology	16	7	18	22	30	28	33	35	44	34	47
<i>Total</i>	107	85	116	124	147	105	113	124	158	137	209
Bachelor of Science in Earth Science/ Secondary Education	-	2	-	-	1	-	1	-	-	-	-
Bachelor Science in Nursing	24	53	42	68	86	72	74	69	60	54	51
Bachelor of Science in Recreation	13	17	31	19	25	16	14	12	24	23	34
Masters of Arts											
English	1	6	10	8	7	7	3	6	9	2	5
Gerontology	3	2	4	6	1	4	2	9	9	3	3
History	3	4	4	7	3	2	6	3	6	6	8
Mathematics	-	-	-	-	-	-	-	-	-	-	-
Psychology	62	45	49	31	32	42	12	21	24	24	30
Sociology	1	3	1	-	-	2	-	3	5	3	4
<i>Total</i>	70	60	68	52	43	57	23	42	53	38	50
Master of Business Administration	15	21	19	18	23	24	29	38	20	29	42

Degrees Conferred

Fiscal Years	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Master of Professional Accounting	-	5	5	10	5	5	6	5	10	7	6
Master of Education											
Administration and Supervision	29	14	54	57	37	50	44	48	54	67	35
Art Education	7	1	2	1	8	2	2	2	2	1	1
Business Education	6	7	15	11	13	10	16	13	16	17	18
Early Childhood Education	94	98	90	105	124	85	58	59	47	54	48
Guidance and Counseling	68	78	80	81	54	54	35	48	29	40	28
Media	12	12	20	18	15	24	22	25	24	29	25
Middle Grades Education	86	80	44	46	67	41	39	26	31	37	41
Physical Education	16	11	11	12	5	12	14	11	9	1	9
Reading Instruction	3	1	5	2	3	1	5	12	18	6	13
School Home Services	1	6	6	3	1	1	-	-	-	-	-
Secondary Education	3	34	32	48	42	59	37	23	34	22	18
Special Education	77	78	84	89	105	68	61	45	38	24	23
Speech Pathology	-	-	-	32	18	38	21	29	31	32	17
<i>Total</i>	402	420	443	505	492	445	354	341	333	330	276
Master of Music											
Music Education	3	4	1	3	2	-	2	2	1	3	2
Performance	2	2	3	1	1	1	-	-	2	2	-
<i>Total</i>	5	6	4	4	3	1	2	2	3	5	2
Master of Public Administration	6	7	18	10	13	7	6	4	9	8	12
Master of Science											
Applied Computer Science	-	-	-	-	-	-	-	-	-	-	1
Biology	1	1	3	4	3	7	14	9	5	5	9
Master of Science in Rural & Small Town Planning	-	-	-	-	-	1	-	-	-	1	2
Master of Science in Nursing	-	-	-	-	-	-	-	-	-	-	10
Specialist in Education											
Administration and Supervision	61	48	54	61	38	36	24	12	19	19	55
Business Education	8	5	7	1	11	6	3	1	-	6	5
Early Childhood Education	48	64	43	44	37	20	18	16	41	10	10
Guidance and Counseling	55	55	35	23	42	26	18	21	11	10	12
Media	6	7	15	7	26	33	23	19	19	12	23
Middle Grades Education	22	34	33	42	47	30	13	18	20	9	13
Physical Education	1	1	3	-	5	6	3	5	2	7	1
Reading Instruction	1	3	1	2	1	-	-	-	-	-	-
School Home Services	3	1	3	-	-	-	-	-	-	-	-
Secondary Education	13	7	4	5	12	9	6	9	6	10	5
Special Education	34	29	26	27	46	32	19	18	17	13	15
<i>Total</i>	252	254	224	212	265	198	127	119	135	96	139
Doctorate in Education											
School Improvement	-	-	-	-	-	-	-	-	-	-	1
Total Number of Degrees by Level											
Associate	49	48	65	43	29	39	1	-	-	-	-
Bachelor	840	799	825	894	582	866	883	942	937	898	1,070
Master	499	520	560	603	975	547	434	441	433	423	410
Education Specialist	252	254	224	212	265	198	127	119	135	96	139
Doctorate	-	-	-	-	-	-	-	-	-	-	1
<i>Total</i>	1,640	1,621	1,674	1,752	1,851	1,650	1,445	1,502	1,505	1,417	1,620

Source: Department of Institutional Research and Planning

Faculty



Faculty Profile Institutional Total Fall 2004

	Teaching Faculty		Administrators		Librarians	Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²				
Rank								
Professor	50	5	2	29	3		89	16.9%
Associate Professor	82	4	1	5	4		96	18.2%
Assistant Professor	120	18		1	4	27	170	32.3%
Instructor	15	100			2	37	154	29.2%
Lecturer	18						18	3.4%
College/Department								
Richards College of Business	38	4	1	5			48	9%
College of Education	68	41		8		14	131	25%
College of Arts and Sciences	179	81	2	22		50	334	63%
Library		1			13		14	3%
Other								0%
Highest Degree Earned								
Doctorate	240	43	3	35		29	350	66%
Master's or Ed. Specialist	45	81			13	35	174	33%
Professional Bachelor		3					3	1%
Tenure Status								
Tenured	128		2	28	8		166	32%
Non-tenured	34	127	1		2	64	228	43%
Tenure-Track	123			7	3		133	25%
Ethnicity								
African American/Black	17	9		3		5	34	6.5%
American Indian or Alaskan	1			1			2	0.4%
Asian or Pacific Islander	21		1	1		2	25	4.7%
Hispanic	6	2		1		2	11	2.1%
Caucasian/White	240	116	2	29	13	55	455	86.3%
Gender								
Female	128	81	1	12	7	37	266	50.5%
Male	157	46	2	23	6	27	261	49.5%
Total Faculty	285	127	3	35	13	64	527	100%

¹ General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

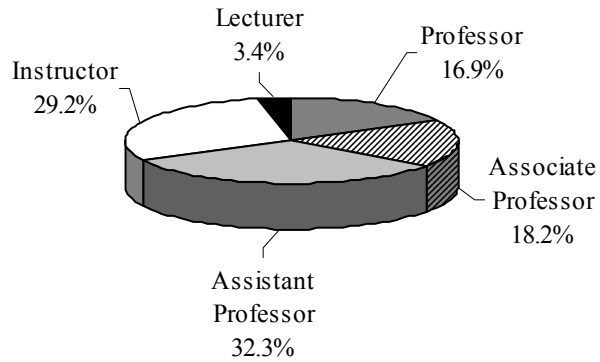
² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

³ Other includes (F-T) Faculty with Temporary Appointments

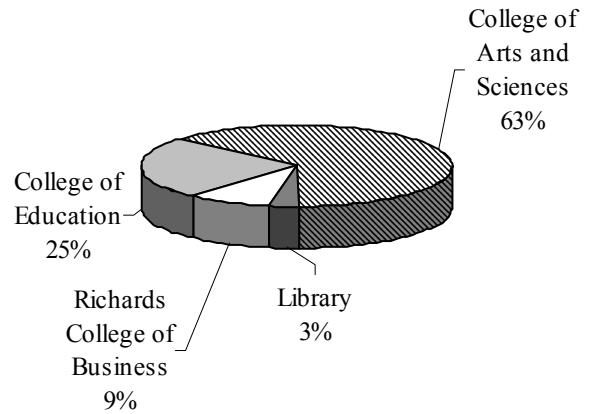
Source: Division of Academic Affairs

Composition of Faculty Fall 2004

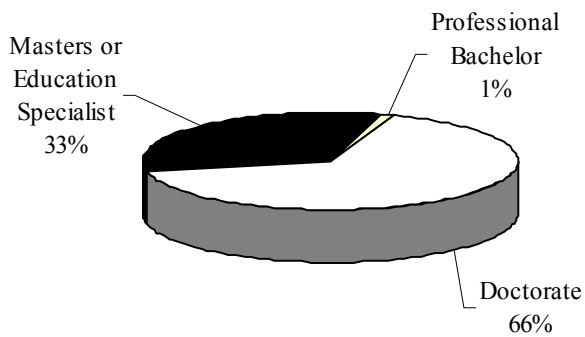
Rank



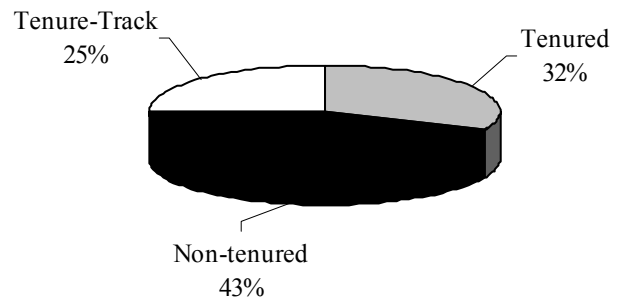
College/Department



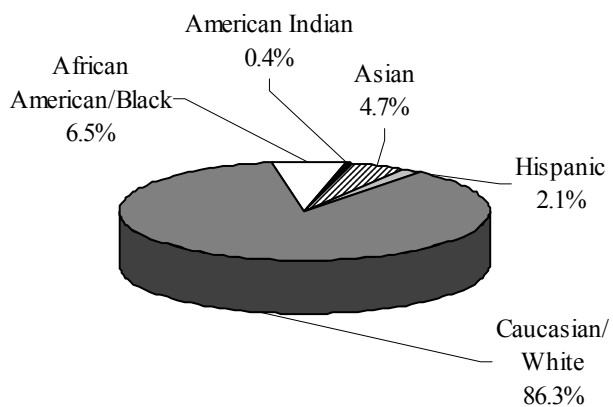
Highest Degree Earned



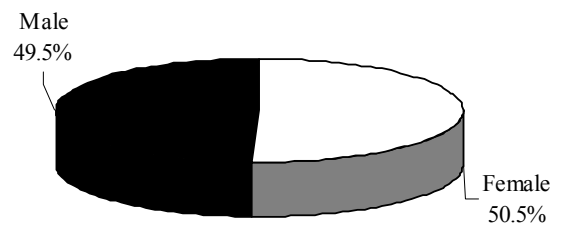
Tenure Status



Ethnicity



Gender



Faculty Profile

College of Arts and Sciences

Fall 2004

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	28	2	1	18		49	14.7%
Associate Professor	61	1	1	3		66	19.8%
Assistant Professor	78	1		1	20	100	29.9%
Instructor	5	77			30	112	33.5%
Lecturer	7					7	2.1%
Highest Degree Earned							
Doctorate	157	16	2	22	22	219	65.6%
Master's or Ed. Specialist	22	63			28	113	33.8%
Professional Bachelor		2				2	0.6%
Tenure Status							
Tenured	89		2	19		110	33%
Non-tenured	15	81			50	146	44%
Tenure-Track	75			3		78	23%
Ethnicity							
African American/Black	7	7		3	4	21	6.3%
American Indian or Alaskan							
Asian or Pacific Islander	15				2	17	5.1%
Hispanic	4	1		1	2	8	2.4%
Caucasian/White	153	73	2	18	42	288	86.2%
Gender							
Female	75	54	1	8	27	165	49%
Male	104	27	1	14	23	169	51%
Total Faculty	179	81	2	22	50	334	100%

¹ General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

³ Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

Faculty Profile

Richards College of Business

Fall 2004

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	13	1	1	4		19	39.6%
Associate Professor	6			1		7	14.6%
Assistant Professor	9					9	18.8%
Instructor		3				3	6.2%
Lecturer	10					10	20.8%
Highest Degree Earned							
Doctorate	27	2	1	5		35	73%
Master's or Ed. Specialist	11	2				13	27%
Professional Bachelor							
Tenure Status							
Tenured	16			5		21	44%
Non-tenured	10	4	1			15	31%
Tenure-Track	12					12	25%
Ethnicity							
African American/Black	1					1	2.1%
American Indian or Alaskan							
Asian or Pacific Islander	3		1	1		5	10.4%
Hispanic	2					2	4.2%
Caucasian/White	32	4		4		40	83.3%
Gender							
Female	10	1		1		12	25%
Male	28	3	1	4		36	75%
Total Faculty	38	4	1	5		48	100%

¹ General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

³ Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

Faculty Profile

College of Education

Fall 2004

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	9	2		7		18	13.7%
Associate Professor	15	3		1		19	14.5%
Assistant Professor	33	17			7	57	43.5%
Instructor	10	19			7	36	27.5%
Lecturer	1					1	0.8%
Highest Degree Earned							
Doctorate	56	25		8	7	96	73%
Master's or Ed. Specialist	12	15			7	34	26%
Professional Bachelor		1				1	1%
Tenure Status							
Tenured	23			4		27	20.6%
Non-tenured	9	41			14	64	48.9%
Tenure-Track	36			4		40	30.5%
Ethnicity							
African American/Black	9	2			1	12	9%
American Indian or Alaskan	1			1		2	2%
Asian or Pacific Islander	3					3	2%
Hispanic		1				1	1%
Caucasian/White	55	38		7	13	113	86%
Gender							
Female	43	25		3	10	81	66%
Male	25	16		5	4	50	34%
Total Faculty	68	41		8	14	131	100%

¹ General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

³ Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

Faculty Profile

Irvine S. Ingram Library

Fall 2004

	Teaching Faculty		Administrators		Librarians	Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²				
Rank								
Professor					3		3	21%
Associate Professor					4		4	29%
Assistant Professor					4		4	29%
Instructor		1			2		3	21%
Lecturer								
Highest Degree Earned								
Doctorate								
Master's or Ed. Specialist			1		13		14	100%
Professional Bachelor								
Tenure Status								
Tenured					8		8	62%
Non-tenured			1		2		3	19%
Tenure-Track					3		3	19%
Ethnicity								
African American/Black								
American Indian or Alaskan								
Asian or Pacific Islander								
Hispanic								
Caucasian/White			1		13		14	100%
Gender								
Female			1		7		8	56%
Male					6		6	44%
Total Faculty			1		13		14	100%

¹ General Administrators include the President, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs

² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors

³ Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

Average Salary by Employee Category Fiscal Years 1998-2005

Faculty	FY 1998		FY 1999		FY 2000		FY 2001	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	86	56,989	90	60,913	89	63,897	60	64,746
Associate Professor	65	47,409	66	51,105	62	53,297	61	53,592
Assistant Professor	140	41,191	144	41,526	142	42,836	142	43,406
Instructor	23	30,568	21	33,224	29	34,651	57	32,409
All Faculty	314	\$44,039	321	\$46,692	322	\$48,670	320	\$48,538

Staff								
Administrative	196	38,279	240	40,326	230	37,155	232	41,339
Clerical	156	20,133	168	21,003	148	22,128	153	22,288
Maintenance	153	22,426	148	23,901	112	21,605	130	25,899
All Staff	505	\$26,946	556	\$28,410	490	\$26,963	515	\$29,842

Faculty	FY 2002		FY 2003		FY 2004		FY 2005	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	56	66,147	54	69,057	50	69,712	53	70,558
Associate Professor	79	54,356	82	54,689	85	52,030	86	52,853
Assistant Professor	138	43,470	129	45,071	141	45,340	151	46,045
Instructor	55	33,327	66	34,392	57	34,320	54	33,878
Lecturer					12	48,347	18	45,618
All Faculty	328	\$49,325	331	\$50,802	345	\$49,950	362	\$49,790

Staff								
Administrative	281	44,381	266	44,290	258	47,069	283	42,794
Clerical	161	23,185	161	23,727	159	23,278	146	22,523
Maintenance	101	22,450	111	22,995	149	23,901	130	22,838
All Staff	543	\$30,005	538	\$30,337	566	\$31,416	559	\$29,385

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/%7Evpa/research.html>

History

The 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
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
2004	51	44	4,638,100	2,255,747

Note: Amounts exclude awards for student financial aid.

Source: Office of Sponsored Operations

Directors of Sponsored Projects

Fiscal Year 2004

as of June 30, 2004

College of Arts and Sciences

Dr. Rebecca Bailey-History

Voices Across Time: Building Character and Community in Carroll and Haralson Counties
Georgia Humanities Council
\$5,000

Dr. David Bush-Geosciences

A Quantitative Ranking of Geomorphic and Development Parameters Controlling Hurricane Damage in Puerto Rico@
University of Puerto Rico
\$3,000

Dr. Ray Crook-Anthropology

Curatorial Services Contract-FY 2002
Georgia Department of Natural Resources
\$20,000

Dr. Ray Crook-Anthropology

Waring Archaeological Laboratory
UWG Foundation
\$9,000

Dr. Ray Crook-Anthropology

Georgia DOT Archaeological Collection
Department of Transportation-State of Georgia
\$42,750

Dr. Ben deMayo-Physics

NASA Consortium
Georgia Institute of Technology
\$28,000

Dr. Rebecca Dodge-Geosciences

Georgia View Phase I-Consortium Project
U.S. Geological Survey
\$109,441

Dr. Rebecca Dodge-Geosciences

South Carolina Sea Grant Consortium
COSEE-State of South Carolina
\$600

Dr. Victoria Geisler-College of Arts & Sciences

STEP (Science Talent Expansion Program)
National Science Foundation
\$127,465

Dr. Lisa Gezon-Anthropology

Commodity Chains and Land Use in Northern Madagascar
National Science Foundation
\$50,580

Robert Jennings-Townsend Center

Arts in Education Program
Community Foundation of West Georgia
\$2,500

Dr. Ann McCleary-History

West Georgia Regional Music Collection
Georgia Council for the Arts
\$6,000

Dr. Ann McCleary-History

Center for Public History
UWG Foundation
\$22,845

Dr. Elena Mustakova-Possardt-Psychology

Carter Partnership Award
Georgia State University Foundation
\$5,000

Dr. Heather Nicol-Geosciences

Canadian Studies
Canadian Embassy
\$6,000

Dr. Lisa Osbeck-Psychology

Georgia Tech Faculty Development Program
Georgia Institute of Technology
\$24,000

Dr. Gregory Payne-Biology

Survey of Corn Earworm Populations
University of Delaware
\$1,500

Drs. Gigi Ray & Victoria Geisler-Chemistry

RUE Site: Research Experience for Two-Year College
Undergraduates in Chemistry
National Science Foundation
\$59,500

Dr. William Roll-Psychology

Roll Research Funds
Mr. Gary L. Owens
\$20,000

Dr. Marjorie Snipes-Anthropology

Antonio J. Waring, Jr. Endowment
UWG Foundation
\$20,000

Dr. Johnny Waters-Geosciences

Snake Creek Watershed
Carroll County Water Authority
\$4,567

Dr. Johnny Waters-Geosciences

Water Monitoring/Carroll County
Carroll County Board of Commissioners
\$317,633

Dr. Johnny Waters-Geosciences

Watershed Quality-City of Villa Rica
City of Villa Rica
\$73,733

College of Education

**Curtis Cearley-Educational Technology
Training Center**

Educational Technology Training Center
Georgia Department of Education
\$187,296

**Curtis Cearley-Educational Technology
Training Center**

Assistive Technology Project
United States Department of Education/
Georgia Institute of Technology
\$65,640

**Curtis Cearley-Educational Technology
Training Center**

ETTC-Federal
United States Department of Education/Georgia Institute of
Technology
\$5,150

**Curtis Cearley-Educational Technology
Training Center**

Preparing Tomorrow=s Teachers to use Technology
Georgia Institute of Technology
\$34,705

Dr. Myrna Gantner-College of Education

Teaching Fellows Program
Carrollton City Schools
\$63,518

Dr. Myrna Gantner-College of Education

Teaching Fellows Program
Carroll County Schools
\$31,826

Dr. Donna Harkins-Curriculum & Instruction

Sewell Foundation Reading Clinic
Sewell Foundation
\$16,500

Dr. Richard Southall-Physical Education & Recreation

Atlanta Beat
The Atlanta Beat
\$1,675

**Ms. Kathleen White-West Georgia Youth Science and
Technology Center**

WGYST Center
Board of Regents of The University System of Georgia
\$58,165

Tamra Ogletree-Curriculum & Instruction

Georgia=s Prekindergarten Program FY 2003-2004
Georgia Department of Education
\$182,544

Richards College of Business

Dr. Bruce Bird-Accounting/Finance
Low Income Taxpayer Clinic
Internal Revenue Service
\$18,000

Dr. William Deegan-Small Business Development Center
Small Business Development Center
The University of Georgia
\$162,500

Administrative Units

Janet Gubbins-Distance Learning
WedCT Vista
Georgia State University
\$7,410

Robin Tornow-Director, Newnan Campus
PSO Course Funding
UWG Foundation
\$5,000

Theresa Jablecki-Kriel-Risk Management/Environmental Health & Safety
Mercury Exchange Program
Georgia Department of Natural Resources
\$3,210

Jill Hendricks-Health Services
GOHS & WG Collaborative Safety Initiative
Governor=s Office of Highway Safety
\$21,900

¹ External sources authorized spending for fixed time periods. In certain cases, those periods included only a portion of Fiscal Year 2004

² In a number of cases, only the portion of the total amount awarded was actually received or spent during Fiscal Year 2004

Source: *Office of Sponsored Operations*

Faculty Research Grants

Fiscal Year 2005

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 2005 as follows:

College of Arts and Sciences

Dr. Julie Bartley-Geosciences

Taphonomy of Microbial Ecosystems
\$1,500

Dr. Sharmistha Basu-Dutt-Chemistry

Degradation of the herbicide Pendimethalin
\$1,200

Dr. Amin Boumenir-Mathematics

Inverse Problems by Matrices
\$1,294

Dr. David Bush-Geosciences

Historical Shoreline Change along the Eastern Coast of Puerto Rico: Testing a New Digital Shoreline Analysis System
\$1,440

Dr. Stanley M. Caress-Political Science

The Influence of Term Limits on State Legislatures
\$1,140

Dr. Ray Crook-Anthropology

Sapelo Island Gullah-Geechee Interviews
\$1,472

Dr. Michael de Nie-History

India and Ireland in the British Popular Press, 1880-1924
\$1,500

Dr. Anne Gaquere-Chemistry

Sonoremediation of Chlorinated Aromatic Compounds
\$1,491

Dr. Amy Goodwin-Nursing

Male Experiences in Nursing School (MENS)
\$1,500

Dr. Elizabeth Hall-Foreign Languages & Literatures

Reading Sexual Violence in the Contemporary French Novel
\$ 500

Dr. Mustapha Hamil-Foreign Languages & Literatures

Language, Identity and the Internet
A case study: Morocco
\$1,400

Dr. John Hansen-Chemistry

The Effects of a Metal Cation on the Folding and Stability of Azurin
\$1,500

Dr. Curtis Hollabaugh-Geosciences

Nutrient Concentrations of West Georgia Streams: A Year-Long Study of West Georgia's Contributions to Excess Nutrient Loading in Lakes and the Gulf of Mexico
\$1,500

Dr. Andrew Ivester-Geosciences

Phytoliths and Charcoal in Quaternary Sediments
\$1,300

Dr. Farooq Khan-Chemistry

Probing Intra-molecular Electronic Coupling via Time-Resolved Spectroscopy
\$1,440

Dr. Perry Kirk-Art

Scanning Electron Microscope Imaging Project
\$ 990

Dr. Robert Lane-Philosophy

Peirce's Modal Shift: From Set Theory to Pragmatism
\$1,370

Dr. Andrew Leavitt-Chemistry

The Production of Hydrogen for the Hydrogen-based Economy: Using Carbon Clusters to Model the Reaction of Coal with Water

\$1,450

Dr. Ann McCleary-History

Architecture and Rural Life in Augusta County, Virginia

\$1,500

Dr. Jennifer Manlowe-English & Philosophy

AUNRULY Women in Buddhism: The Shape of the Dharma in Latin America & the Caribbean@

\$1,500

Dr. James Mayer-Geosciences

Hydrogeology of a municipal sewage effluent sprayfield in a crystalline-rock setting

\$1,440

Dr. David Osborne-Biology

IN SEARCH OF: Cigarettes and cancer: In search of the mediator of nicotine stimulation of growth in the ovaries and testes

\$1,443

Dr. Janice Purk-Sociology

Caregiving in Georgia

\$1,500

Drs. Dawn Putney & Elizabeth Bennett-Media & Instructional Technology

Professional Development in Today=s Technological Environment

\$1,455

Drs. Anja Remshagen & Li Yang-Computer Science

Narrowing the Gender Gap in CS

\$1,500.

Dr. Timothy Schroer-History

Race after the Master Race: Germans and African Americans, 1945-1949

\$1,500

Drs. Sandra Stone & Ronald Hunter-Sociology & Criminology

A Comparison of Psycho-Social Profiles of Male and Female Police Applicants

\$1,500

Dr. Satyanarayana Swamy-Mruthinti-Biology

Selectivity of alpha crystallin gene products in the AQP0/% crystalline interaction

\$1,500

College of Education

Dr. Bradford Woods-Counseling & Educational Psychology

A bridge too far? An examination of preservice teachers= knowledge and beliefs about the role of theoretical and practical teacher knowledge

\$1,500

Richards College of Business

Dr. Swarna D. Dutt-Economics

A Sense of Place: Agriculture and Community in West
Georgia
\$1,500

Dr. Mary Kathryn Zachary-Management and Business Systems

Preserving the Past in the Present—Challenges in a Native
American context; Prior Southwestern Grant Projects
Continued; Southwestern Directed Student Activities
Development
\$1,500

Source: Office of Sponsored Operations

Sponsored Operations Faculty Research Enhancement Awards Fiscal Year 2005

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 University of West Georgia's research infrastructure.

The Sponsored Operations Faculty Research Enhancement Awards for Fiscal Year 2005 are as follows:

Award	Name/Department	Project Title
\$1,310	Dr. David Bush Geosciences	Evaluating the Tools Used to Predict Coastal High-hazard Areas
\$2,685	Dr. Megumi Fujita Chemistry	Development of Bio-inspired Aerobic Oxidation Catalysts
\$2,500	Dr. Leos Kral Biology	Tallapoosa Darter Genome Project
\$1,350	Dr. Ann McCleary History	Documenting Carroll County Textile Mills
\$2,500	Dr. S. Swamy Mruthinti Biology	Thermal denaturation of AQP0 in reconstituted proteoliposomes
\$2,400	Dr. Anja Remshagen Computer Science	Tackling a New Complexity Level in Artificial Intelligence
\$2,030	Dr. Muhammad Rahman Computer Science	Automatic Evaluation of Open-ended Answers for Correctness in a question-Answering System
\$2,685	Dr. Gigi Ray Chemistry	Biochemical Characterization of Microperoxidase and Anionic Porphyrin Complexes by NMR Spectroscopy and Molecular Modeling
\$1,500	Dr. Said Sewell Political Science/Planning	A Strategic Plan for Countering Issues of African American Male Students at the State University of West Georgia

Source: Office of the Sponsored Operations

Financial Information



Budgeting and Assessment Cycle

The 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.

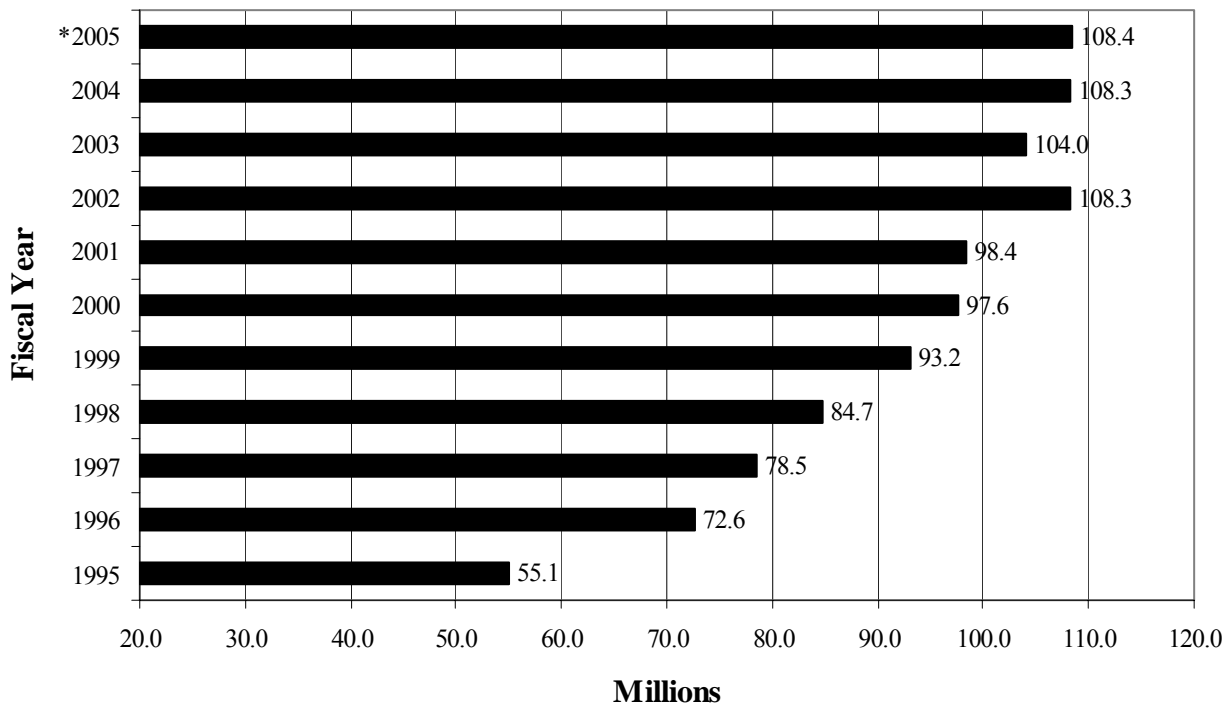
The Auxiliary Enterprises Budget is self-supporting and is operated on a profit/loss basis. Auxiliary Enterprises generates revenue from residence hall rentals, meal ticket sales, bookstore sales, vending machine sales, student health and athletic fees, parking fees, and parking fines. Auxiliary Enterprises 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 2004-2005

	Total Budget	Personal Services	Travel	Operating Supplies & Expenses	Equipment
Resident Instruction Budget	\$	\$	\$	\$	\$
Instruction	\$33,874,207	\$32,312,854	\$214,909	\$1,331,650	\$14,794
Research	241,505	165,535	30,929	45,041	0
Public Service	28,070	28,070	0	0	0
Academic Support	8,483,969	6,939,137	87,178	737,481	720,173
Student Services	4,185,086	3,703,549	56,075	425,462	0
Institutional Support	10,093,300	7,130,802	151,250	2,681,346	129,902
Operation & Maintenance of Plant (a)	6,135,423	3,217,606	15,831	2,837,238	64,748
Scholarships & Fellowships	29,309,126	39,752	0	29,269,374	0
Subtotal	92,350,686	53,537,305	556,172	37,327,592	929,617
Unassigned Balance Lapse Estimate (b)	-1,798,521	1,798,521	0	0	0
Total Resident Instruction	\$90,552,165	\$55,335,826	\$556,172	\$37,327,592	\$929,617
Auxiliary Enterprises Budget					
Student Housing	\$3,858,931	\$594,200	\$0	\$3,264,731	\$0
Food Services	2,475,976	0	976	2,475,000	0
Stores and Shops	3,262,367	302,367	10,000	2,950,000	0
Intercollegiate Athletics	2,297,113	896,007	156,916	1,244,190	0
Other Service Units	3,022,409	1,891,441	38,000	1,092,968	0
Subtotal	14,916,796	3,684,015	205,892	11,026,889	0
Indirect Operating Expenses (a)	0	0	0	0	0
Subtotal Auxiliary Enterprises	14,916,796	3,684,015	205,892	11,026,889	0
Equipment Replacement (c)	0	0	0	0	0
Total Auxiliary Enterprises	\$14,916,796	\$3,684,015	\$205,892	\$11,026,889	\$0
Student Activities Budget					
Intramural	\$111,702	\$74,951	\$3,000	\$23,751	\$10,000
Social & Entertainment Activities	361,518	16,441	63,500	281,577	0
Student Government	24,909	7,434	4,000	13,475	0
Student Publications	60,357	33,482	750	26,125	0
Other Programs	220,453	14,941	61,050	144,462	0
Subtotal	778,939	147,249	132,300	489,390	10,000
Unassigned Balance (d)	149,842	0	0	149,842	0
Total Student Activities	\$928,781	\$147,249	\$132,300	\$639,232	\$10,000

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 2004 and 2005

Distribution of Resident Instruction Revenue by Source

Source of Funds	2004		2005 (budgeted)	
<u>General Operations</u>				
<i>Internal Revenue</i>				
Student Tuition and Fees	\$22,292,309	24.57%	\$21,920,916	24.21%
Gifts, Grants, and Contracts	0	0.00%	0	0.00%
Indirect Cost Recoveries	0	0.00%	0	0.00%
Sales & Services of Educational Departments	65,144	0.07%	72,750	0.08%
Other Sources	746,537	0.82%	192,450	0.21%
Total Internal Revenue	23,103,990	25.46%	22,186,116	24.50%
State Appropriations	37,289,474	41.10%	38,717,362	42.76%
Total General Operations	60,393,464	66.56%	60,903,478	67.26%
<i>Other Funding Sources</i>				
Special Initiative	1,019,351	1.12%	89,561	0.10%
Lottery	0	0.00%	0	0.00%
Department Sales & Service	0	0.00%	250,000	0.28%
Sponsored Operations	29,321,725	32.32%	29,309,126	32.37%
Total Other Funding Sources	30,341,076	33.44%	29,648,687	32.74%
Total Resident Instruction Revenue	\$90,734,540	100%	\$90,552,165	100%

Distribution of Resident Instruction Expenditures by Function

Function	2004		2005 (budgeted)	
<u>Instruction</u>				
College of Arts and Sciences	\$18,098,909	19.95%	\$17,156,817	18.95%
College of Business	4,910,010	5.41%	4,389,994	4.85%
College of Education	6,678,910	7.36%	8,899,388	9.83%
Other Instruction	2,717,372	2.99%	3,428,008	3.79%
Total Instruction	32,405,202	35.71%	33,874,207	37.41%
<u>Other Expenditure Function Areas</u>				
Research	292,815	0.32%	241,505	0.27%
Public Service	540,195	0.60%	28,070	0.03%
Academic Support	9,935,137	10.95%	8,483,969	9.37%
Student Services	3,949,974	4.35%	4,185,086	4.62%
Institutional Support	8,208,070	9.05%	10,093,300	11.15%
Operation & Maintenance Plant (a)	6,082,022	6.70%	6,135,423	6.78%
Scholarships and Fellowships	29,321,125	32.32%	29,309,126	32.37%
SUB-TOTAL	90,734,540	100.00%	92,350,686	101.99%
UNASSIGNED BALANCE			-1,798,521	-1.99%
Total Resident Instruction Expenditure	\$90,734,540	100%	\$90,552,165	100%

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 2001 – 2005*

Fiscal Year	Resident Instruction Expenditures	Fall Term FTE Enrollment**	Total Expenditures per FTE Student
2001	\$82,828,490	7,668	\$10,801
2002	\$83,748,855	7,782	\$10,761
2003	\$87,903,224	8,351	\$10,526
2004	\$90,734,540	8,865	\$10,235
2005*	\$90,552,165	8,898	\$10,176

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

**Note: FTE for all years represents the most current definition set by the Board of Regents (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 Budget Services and Institutional Research and Planning

Distribution of the Student Dollar Fall 2004



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 2004 and 2005

Distribution of Auxiliary Revenue By Source

Source of Funds	2004		2005 (budgeted)	
Student Housing	\$5,616,360	33.24%	\$5,984,875	30.24%
Food Services	3,359,161	19.88%	3,231,771	19.05%
Stores and Shops	3,328,285	19.70%	3,378,266	19.91%
Intercollegiate Athletics	2,247,622	13.30%	2,221,413	13.09%
Other Service Units	2,347,265	13.89%	2,148,380	12.66%
Total Auxiliary Enterprises Revenue	\$16,898,693	100%	\$16,964,705	100%

Distribution of Auxiliary Expenditures By Function

Function	2004		2005 (budgeted)	
Student Housing	\$4,905,305	32.44%	\$3,858,931	25.87%
Food Services	2,732,686	18.07%	2,475,976	16.60%
Stores and Shops	2,996,336	19.82%	3,262,367	21.87%
Intercollegiate Athletics	2,229,318	14.74%	2,297,113	15.40%
Other Service Units (b)	2,256,430	14.92%	3,022,409	20.26%
Equipment Replacement Reserve (funded) (c)	0	0%	0	0%
Non Mandatory Transfers/Prior Year Adjustments	0	0%	0	0%
Total Auxiliary Enterprises Expenditures	\$15,120,075	100%	\$14,916,796	100%

- 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 2004 and 2005

Distribution of Student Activities Revenue By Source

Source Of Funds	2004		2005 (budgeted)	
Student Activities Fees	\$687,096	87.20%	\$702,850	75.67%
Other Sources *	100,858	12.80%	24,000	2.58%
Prior Year Funds (a)	0	0%	201,931	21.75%
Total Student Activities Revenue	\$787,953	100%	\$928,781	100%

Distribution of Student Activities Expenditures By Function

Function	2004		2005 (budgeted)	
Intramural Athletics	\$125,594	16.48%	\$111,702	12.03%
Social/Entertainment Activities	326,123	42.81%	361,518	38.92%
Student Government	22,532	2.96%	24,909	2.68%
Student Publications	73,621	9.66%	60,357	6.50%
Other Programs (b)	213,998	28.09%	220,453	23.74%
Unassigned Balance (c)	0	0%	149,842	16.13%
Total Student Activities Expenditures	\$761,867	100%	\$928,781	100%

* 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



University of West Georgia Foundation

The 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 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 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

2004-2005 Foundation Officers

Randall K. Redding, Chairman
Anna L. Berry, Vice Chairman
Phillip Kauffman, Immediate Past Chairman
Susan O. Fleck, Secretary
Dr. Andrew J. Leavitt, Executive Director & Treasurer

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
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. Sarner
Dr. Beheruz N. Sethna (University President)
Zachary R. Steed
Robert D. Stiles, Sr.
Robert J. Stone
Dr. H. Paul Walls
Gelton E. Wasdin, Jr.
William L. Webb

Honorary Trustees

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

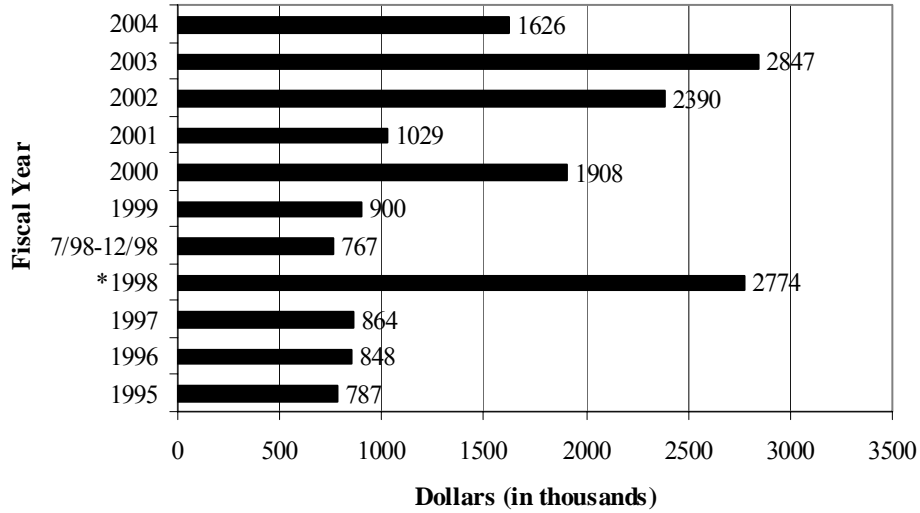
2005 Trustees

Anna L. Berry
Jane G. Boss
A. Paul Cadenhead
Charles E. Cole
Jim Collins
Richard T. Culpepper
Richard A. Duncan
Matthew T. Echols
Dr. Brenda C. Fitzgerald
Susan O. Fleck
James A. Gill
Robert L. Graf
M. Daniel Gray
W. Thomas Green, Jr.
Gen. (Ret.) Ronald H. Griffith
Glenn D. Guthrie
Loy M. Howard
Cary Ichter
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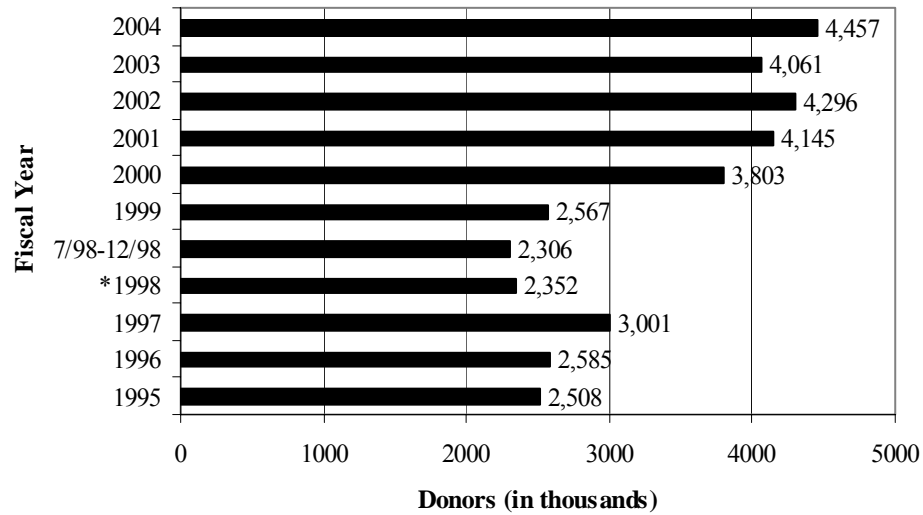
*Lifetime Member

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
Charles E. Beard Ingram Library Endowment Fund
Emory F. and Rosa W. Boyd Scholarships
James E. Boyd Scholarship
L. Wayne Brown Academic Scholarship
Mrs. Jewell Miles Burson Memorial Scholarships
Business and Professional Women's Club Scholarship
David B. Butler Leadership Scholarship
Elizabeth Plunkett Buttimer Scholarship
CHREA 20th Century Scholarship
Carrollton Parent Teacher Organization Scholarship
Amos and Leona Caswell Scholarship
Betty Reynolds Cobb Scholarship
Coca-Cola Scholarship Endowment
Brenda Busbin Collins Scholarship
William Walter Coleman Scholarship
Davenport-Cadenhead Scholarship
Felton Denney Scholarship
Benny E. Drum Memorial Scholarship
MacGregor Flanders Scholarship
Fraternal Order of Police #35 Scholarship
Golden Braves Alumni Scholarship
Julia Barnes Harlin Memorial Scholarship
J. S. Heath Scholarship
I. S. Ingram Scholarship
Irvine Sullivan and Martha Monroe Ingram Scholarship
Ingram Scholarship Fund of the Forties
Collus O. Johnson Scholarship
Terry C. Kapetanakos Memorial Scholarship
Ladies Over 36 Scholarships
Mary Ann Leathers Memorial Scholarship
Thomas R. Luck, Jr. Scholarship
Henry Lumpkin Memorial Scholarship
Dr. John Martin Memorial Scholarship
McCalman Scholarship
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

General Scholarships (continued)

Alonzo Thomas, Sr. and Clarence Thomas 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 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

Stephen C. Anthony Citizenship-Athletics Scholarship
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

Scholarships (continued)

Art

Betty Andre Memorial Scholarship
Art Endowment Scholarships
John and Helen Bobick Memorial Scholarship
Marianne Bobick Memorial Scholarship
Dorothy and C.J. Colevins Art Award
Gloria Covert Memorial Art Scholarship
David Dugan, Jr. Scholarship
Excellence in Artistry Scholarship Fund
Joyce Entrekin Harris Scholarship
James and Marie Hingerton Scholarship
Mittie Brooks Johnson Memorial Scholarship
Bessie Curran Kepp Award
Grace Talley Richards Scholarship
Roush Family Scholarship
Helen Hunt Whatley Scholarship

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
Tee & Jennifer Green Computer Science Scholarship
Tommy & Betty Green Computer Science Scholarship
H.Olin 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
Dr. Jeanette C. Bernhardt Merit Scholarship Endowment
DeVillier Family Trust Fund Scholarship
Betty Griffith Memorial Scholarship
Dr. Claudette Hayes Scholarship

Scholarships (continued)

Nursing (continued)

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
Dr. Robert J. Masek Award

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

Carrollton Elementary School Scholarship

William D. Conner Scholarship

David Davis Memorial Scholarship Endowment Fund

Dag Folger Memorial Scholarship

Bernice Freeman Memorial Scholarship

Georgian Bank Scholarship Endowment Fund

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

Scholarships

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

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

Cary Ichter Presidential 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

Russell & Mary Sarner 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 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.

2004-2005 Officers

Scott Kauffman '97, President
Christy Sammon '90, President-Elect
Donnie Newsom '73, Vice President
Lorelei Ship '95, Treasurer
Bonny Askew '77, Secretary
Debbie Sampler '75, Past President

Source: Office of Development and Alumni Services

Number of Georgia Resident Alumni as of December 2004

<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	4	Rabun	38
Atkinson	1	Dade	43	Jefferson	7	Randolph	4
Bacon	8	Dawson	34	Jenkins	1	Richmond	80
Baker	1	Decatur	14	Johnson	1	Rockdale	287
Baldwin	24	Dekalb	1,603	Jones	31	Schley	1
Banks	18	Dodge	8	Lamar	103	Screven	5
Barrow	81	Dooley	1	Lanier	1	Seminole	3
Bartow	628	Dougherty	49	Laurens	30	Spalding	399
Ben Hill	6	Douglas	1,730	Lee	24	Stephens	24
Berrien	5	Early	1	Liberty	10	Stewart	3
Bibb	150	Effingham	8	Lincoln	4	Sumter	35
Bleckley	5	Elbert	24	Long	1	Talbot	17
Brantley	2	Emanuel	13	Lowndes	40	Taliaferro	
Brooks	4	Evans	4	Lumpkin	35	Tattnall	4
Bryan	13	Fannin	86	Macon	4	Taylor	4
Bulloch	23	Fayette	1,337	Madison	25	Telfair	3
Burke	6	Floyd	1,008	Marion	5	Terrell	4
Butts	89	Forsyth	440	McDuffie	8	Thomas	29
Calhoun	1	Franklin	22	McIntosh	12	Tift	28
Camden	19	Fulton	2,061	Meriwether	172	Toombs	18
Candler	7	Gilmer	101	Miller	7	Towns	19
Carroll	4,886	Glascocock	1	Mitchell	9	Treutlen	3
Catoosa	398	Glynn	87	Monroe	47	Troup	605
Charlton	3	Gordon	425	Montgomery	6	Turner	5
Chatham	115	Grady	6	Morgan	44	Twiggs	2
Chattahoochee	3	Greene	34	Murray	312	Union	36
Chatooga	144	Gwinnett	1,816	Muscogee	187	Upson	132
Cherokee	699	Habersham	58	Newton	223	Walker	387
Clarke	149	Hall	308	Oconee	75	Walton	194
Clay	4	Hancock	4	Oglethorpe	10	Ware	22
Clayton	712	Haralson	980	Paulding	969	Warren	4
Clinch	2	Harris	72	Peach	11	Washington	11
Cobb	3,153	Hart	37	Pickens	106	Wayne	12
Coffee	10	Heard	241	Pierce	11	White	39
Colquitt	8	Henry	796	Pike	133	Whitfield	923
Columbia	61	Houston	115	Polk	690	Wilcox	1
Cook	1	Irwin	5	Pulaski	5	Wilkes	15
Coweta	1,956	Jackson	76	Putnam	38	Wilkinson	4
Crawford	12	Jasper	29	Quitman	1	Worth	10
						Total in Georgia	33,914

Note: 1,811 are lost and deceased alumni.

Source: Office of Development and Alumni Services

Number of West Georgia Alumni in the United States as of December 2004

<u>State</u>	<u>No.</u>	<u>State</u>	<u>No.</u>
Alabama	950	Montana	15
Alaska	16	Nebraska	9
Arizona	92	Nevada	23
Arkansas	38	New Hampshire	12
California	305	New Jersey	76
Colorado	134	New Mexico	20
Connecticut	31	New York	111
Delaware	12	North Carolina	545
District of Columbia	13	North Dakota	5
Florida	1,134	Ohio	115
Georgia	33,914	Oklahoma	34
Hawaii	10	Oregon	37
Idaho	16	Pennsylvania	117
Illinois	93	Rhode Island	5
Indiana	89	South Carolina	355
Iowa	19	South Dakota	2
Kansas	33	Tennessee	657
Kentucky	119	Texas	389
Louisiana	78	Utah	19
Massachusetts	10	Vermont	7
Maryland	101	Virginia	293
Maine	54	Washington	84
Michigan	59	West Virginia	14
Minnesota	33	Wisconsin	46
Mississippi	93	Wyoming	10
Missouri	51	Total in United States	40,497

*Note: 3,637 are lost, deceased, or alumni in foreign countries.
Source: Office of Development and Alumni Services*

Campus Planning and Facilities



Campus Planning and Facilities

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

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

University of West Georgia

Campus Facilities

As of June 30, 2004

Facility	Date of Construction or Acquisitions	Approximate Square Footage	Investment*	Replacement Cost Approximate or Present Value**
Bonner House	1843	2,246	8,000	112,300
Kennedy Chapel	1893	880	27,000	154,000
Melson Hall	1907	12,988	48,000	1,233,860
Honors House	1907	3,892	17,000	369,740
Honors Annex	1907	1,080	24,000	102,600
Alumni House	1930	8,335	120,000	791,825
Mandeville Hall	1935	11,577	103,000	1,099,815
Martha Munro	1935	10,041	53,000	953,895
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	2,675	1,000	174,000
Continuing Education (Rental)	1947	(3,198)	(1,000)	-
Aycock Hall/Public Safety	1952	28,709	300,000	2,727,355
Geography/Learning Resources Center	1954	15,902	277,000	1,510,690
Richards 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
Strozier Main	1964	23,065	497,000	2,191,175
Greenhouse #1	1964	504	5,000	15,120
Gunn Hall	1965	37,916	760,000	322,860
Health/Physical Education	1965	49,903	928,000	4,990,300
Boykin Hall	1966	37,889	681,000	3,220,565
Pritchard Hall (Demolished)	1966	(47,084)	(957,000)	-
University Community Center	1967	62,673	1,566,000	5,640,570
James E. Boyd Building	1968	38,570	767,000	4,242,700
Irvine Sullivan Ingram Library	1968	109,155	3,428,000	9,823,950
Ward B. Pafford Building	1968	43,158	758,000	4,100,010
Downs Hall	1969	62,397	1,388,000	5,303,745
Humanities	1970	77,328	1,489,000	7,346,160
Watson Hall	1970	57,036	1,324,000	4,848,060
Education Center	1970	63,688	4,188,000	6,050,360
Health Center	1971	9,114	371,000	1,275,960
Bowdon Hall	1971	58,797	1,587,000	4,997,745
Strozier Annex	1972	26,801	750,000	2,278,085
Roberts Hall	1972	82,345	2,253,000	699,325
Biology Building	1972	72,560	2,300,000	7,981,600
Facilities/Plant Operations	1972	12,674	140,000	1,204,030
Warehouse/Supplies	1972	7,608	98,000	608,640
Vehicle Repair Shop	1972	3,900	40,000	136,500
Tyus Hall	1973	51,119	1,329,000	4,600,710
Chemical Storage	1974	300	3,000	30,000
Food Service Building	1974	58,569	1,584,000	5,271,210

*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 or Acquisitions	Approximate Square Footage	Investment*	Replacement Cost Approximate or Present Value**
Locksmith/Electronics	1974	987	4,000	93,765
Greenhouse #2	1976	600	1,000	18,000
Foundry	1979	400	1,000	10,000
Observatory	1979	484	16,000	31,460
Newnan Center Bldg. 2000 (Rental)	1980	3,200	320,000	500,000
Newnan Center Bldg. 3000 (Rental)	1980	2,400	250,000	500,000
Football Field House	1980	25,772	668,000	2,577,200
Track Storage	1980	800	5,000	48,000
Student Activities Center	1981	9,000	91,000	720,000
Storage Warehouse	1981	5,822	27,000	145,550
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
Richards College of Business Annex	1985	18,404	1,510,000	1,748,380
Central Duplication	1985	7,585	135,000	493,025
Rifle Range Storage	1986	480	4,000	28,800
Townsend Performing Arts Center	1987	28,721	2,934,000	5,026,175
Public Safety Storage	1987	384	4,000	28,800
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
Landscape Storage	1990	2,400	12,000	60,000
Newnan Center Bldg. 1000 (Rental)	1990	11,400	600,000	1,000,000
Golf Storage Building	1991	153	6,000	9,180
Dugout Home	1992	513	6,000	33,345
Dugout Visitors	1992	513	6,000	33,345
Baseball Press Box	1992	1,768	50,000	141,440
Waring Archaeology Laboratory	1992	6,296	32,000	409,240
Campus Planning and Development	1992	2,400	40,000	156,000
PAC Warehouse/Storage	1992	2,413	22,000	60,325
Murphy Athletic Administration Bldg.	1993	18,991	600,000	1,899,100
West Community Hut	1994	253	33,000	88,550
Education Center Annex	1995	41,667	4,347,000	6,041,715
Archaeology Storage Bldg.	1995	288	3,000	7,200
Technology-Enhancement 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
Band Storage (New)	2003	720	29,000	30,000
Greenhouse (New)	2003	3,000	60,000	60,000
Suite #1	2004	51,365	4,877,000	4,877,000
Suite #2	2004	36,976	3,511,000	3,511,000
Suite #3	2004	44,169	4,193,000	4,194,000
Commons	2004	6,440	624,000	625,000
Soccer Field Restrooms	2004	260	13,000	14,000
Landscaping Shed	2004	250	4,000	4,000
TOTALS		1,787,881	80,263,000	167,540,385

*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 with all reserve articles available electronically.

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, DVD, 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 391,330 bound volumes, 22,773 reels of microfilms, a limited audiovisual collection and more than 1,132,936 pieces of microform as well as 20,744 maps and charts and 29,675 volumes/pieces and 348 linear feet of manuscript material in special collection. The Library currently subscribes to over 1,194 magazines and newspapers. It is the Eleventh Congressional District selective depository for more than 201,779 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. 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

University of West Georgia

Library Acquisitions

Fiscal Years 1995 – 2004

Holdings	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Volumes added during the year	5,017	7,249	8,132	13,217	10,087	7,515	10,200	8,050	8,359	9,681
Volumes at end of the year	312,504	319,753	332,290	343,094	353,181	360,696	370,896	378,946	389,249	391,330
Reels of microfilm at end of year	22,056	22,444	22,824	23,456	23,526	23,526	23,230	23,047	22,827	22,773
Physical units of other microtext at end of year	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	1,132,936
Periodical titles received at end of year	1,534	1,598	1,154	1,362	1,372	1,352	1,387	1,342	1,226	1,194
Items										
U.S. Documents	135,269	135,721	135,877	140,535	140,590	144,697	147,771	149,540	151,292	138,532
U.S. Documents (Volumes on Microfilm)*	67,203	70,428	73,620	73,961	74,959	81,770	86,576	84,807	86,775	75,198
Annual Reports****	1,439	1,525	1,495	2,189	2,189	2,189	2,189	2,189	0	0
Circulation**	251,502	243,192	213,342	178,694	94,442	86,766	75,369	74,107	65,571	48,524
Interlibrary Loans										
Borrowed	4,287	3,407	4,072	4,636	6,148	5,732	4,711	2,320	3,309	3,024
Loaned	4,743	5,539	5,604	6,244	5,797	4,711	5,732	4,634	5,353	4,948
Reference Questions***	34,207	39,919	61,308	33,956	33,956	33,956	33,956	8,632	8,632	23,504

*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

Source: Irvine Sullivan Ingram Library

Information Technology Services Learning Resources Center

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

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

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 that 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 the campus' ONE CARD server in addition to providing support for approximately 25 NT and Linux file servers, which serve both the academic and administrative communities.

ITS also manages the campus' administrative and residence hall data and telephone networks. The campus data network maintained by ITS is a completely switched, high-speed network providing switched ten megabit connections to students in the computer labs and the students living in the residence halls. High-speed Internet access from the University 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 an open lab for general use.

Source: UWG Undergraduate Catalog 2004-2005

The Department of Learning Resources provides faculty and students with instructional technology for classroom use as well as assistance with instructional design services. Learning Resources stocks and maintains a wide-ranging inventory of audio-visual technology from slide projectors and 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 LRC assists in training faculty and staff in the use of instructional technology.

Creation of visual aids such as color slides, overhead transparencies, computer-generated slides, and on-screen presentations are also an important service 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. LRC professional staff members hold advanced degrees from accredited institutions and have extensive experience in instructional technology and design.

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

Source: UWG Undergraduate Catalog 2004-2005

Institutional Research and Planning



Institutional Research and Planning

www.westga.edu/~irp

Mission

The 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/~irp)

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-International.

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 2004

