

UNIVERSITY of West Georgia



**Fact Book
2005-2006**

2005-2006

University of West Georgia

Fact Book



Prepared by: Erma Shooks and Tara Panter Pearson
Department of Institutional Research and Planning
Carrollton, GA 30118
678-839-6449

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

The State of the University is strong, my friends. Here is just a brief list of our accomplishments since my last Fact Book letter to you. We start with some National and Regional Accomplishments consistent with our brand of *Educational Excellence in a Personal Environment*:

- 🔥 UWG continued to make a national mark in faculty-directed undergraduate research. For the **sixth time in eight years**, the University of West Georgia **topped the nation** in terms of presentations accepted at the National Collegiate Honors Council (NCHC).
- 🔥 **Sole representative from Georgia** for participation in NASA's Reduced Gravity Student Flight Program.
- 🔥 For the **5th time in 7 years**, UWG student awarded Goldwater Scholarship – premier national award in Science.
- 🔥 UWG student selected to **USA Today all-academic team** (one of two in entire USG).
- 🔥 UWG Cheerleaders won the **National Championship for the fifth consecutive year**.
- 🔥 **Illustrative Additional Student Achievements:** For 34th consecutive year, UWG debaters qualified for National Debate Tournament, a record rivaled by only 5 other institutions nationally; *Eclectic*, UWG Student Literary Magazine, 1st Prize for Best Literary Magazine; *West Georgian*, Student Newspaper, Awards by Georgia College Press, Including Best Community Service and Sports Coverage; collaborative agreement of UWG Theatre with Alliance Theatre of Atlanta on Collision Project; added university wide student research day (campus competitions to identify research and creative activity leaders) to Annual Celebrations of Undergraduate (Big Night) and graduate research.
- 🔥 **Illustrative Faculty Achievements:** Julie Bartley, Associate Professor of Geosciences, named CASE-Carnegie Foundation 2005 Georgia Professor of the Year; Michael deNie, Assistant Professor of History, American Conference on Irish Studies, Donnelly Prize for best book on Irish American History; Ann McCleary, Associate Professor of History, Governor's Humanities Award, 2005; Professor Mary Rickard, Marketing and Real Estate, Business Woman of Year in Georgia, 2005; Mr. Brad Prince, Management Information Systems, Distinguished Research Award, Allied Academies; Dr. David Boldt, Economics, President Elect of the Academy of Economics and Finance; Said Sewell, Assistant Professor of Political Science and Planning, develops and implements Center for African American Male Research, Success and Leadership.
- 🔥 **Exemplars of Technical Applications to Support Campus Learning:** Celebrated 7th year of Distance Learning Administration Conference, attracting 700 participants from 45 states and 11 countries; leader in USG enrollments in eCore, including development of first lab science eCore offering in Chemistry; developed strategy (with Valdosta) for reciprocal business recovery services; developed in College of Education mentor/mentee online program to expand levels of faculty abilities for learning in on-line environments; revised and advanced campus information security plans, as well as support plans for classroom technical support.
- 🔥 **Leadership in Partnerships for Institutional and Community Excellence:** Synthesized carbon nanotubes at UWG; completed first year of partnerships for Nanotube Alliance; charter participant in Hand on Carroll County, worked with County Chamber and the American Democracy Project at UWG; completed negotiation with Georgia Aquarium and College of Education for annual evaluation of Aquarium Educational Division projects (hosting 70,000 children and teachers annually).

- 🔥 We developed the innovative UWG 40 Program for first term students, which exposed students to a variety of academic and cocurricular experiences during their first 40 days of classes, and new Orientation and enrollment management strategies and experiments. Created a 50-member campus-wide Strategic Enrollment Council with sub-committees focusing on all aspects of enrollment management – with senior administrator leadership.
- 🔥 Participation in the Foundations of Excellence in the First College Year project. This is a self-paced, self-study of the structures, functions, programs, policies, and philosophy of the first year of college leading to an action plan to enhance the first year experience.
- 🔥 UWG was recognized by **CASE District III with an Award of Excellence** for the publications used in the A DAY campaign in the Educational Fundraising Project category.
- 🔥 Publications and Printing received **three Best of Category awards** from the Printing Industry of American Group (PIAG) for the two athletics media guides and the academic calendar publication. This office also received an Award of Excellence from PIAG for the Just the Facts publication as well the Gold Award from In Print for the Department of Art's Graduate Booklet.
- 🔥 A number of student-athletes and coaches were recognized for their accomplishments during the year as well. Siha Collins was selected as the **Arthur Ashe, Jr. Sports Scholar** (sponsored by Black Issues in Higher Education) second-team for volleyball. Women's soccer coach, Gareth O'Sullivan, was named **Co-Coach of the Year** by the Gulf South Conference. Football players Kelvin Morris and Jeff Carpenter were named to the CollegeSportsReport.com **All-Division II Team** as well as to the 2005 D2football.com **All-American Team**. Morris was also named the **defensive player of the year** by the Gulf South Conference.
- 🔥 We reached a landmark level of a **600 percent increase in the size of the endowment** during this administration.
- 🔥 Completed successful A DAY fund-raising drive securing \$805,914 in support of this year's campaign. Secured a number of significant and major gifts: \$500,000 from The Goizueta Foundation in support of a scholarship endowment for students of Hispanic heritage; \$1,500,000 from Linda and Ray Fulford in support of the stadium project; \$222,569 from the Henrietta Waring Trust in support of the Antonio J. Waring Archaeological Laboratory; and \$259,229 from the estate of Dr. Julian C. Stanley in support of the Advanced Academy of Georgia and the Thomas A. Hart Biology Scholarships.
- 🔥 Initiated formal planning for the Centennial Celebration including the selection of a theme, establishment of a steering committee, and development of initial schedule of events and activities.
- 🔥 Completed process for the selection of a new mascot and athletics marketing identity and successfully introduced new nickname to the University community.
- 🔥 Commenced fund-raising drive for athletics complex including a football stadium, a soccer stadium, and a softball stadium; secured initial lead gift of \$1.5M in support of the project.
- 🔥 Introduced the "*Georgia Needs Them, We're Preparing Them*" marketing campaign to help facilitate the recruitment of students as well as to communicate UWG's role in workforce development in the state.
- 🔥 Campus Planning and Facilities was recognized with a "**Georgia Oglethorpe Award**" Certificate of Achievement for completion of the "Georgia Focus Recognition-Self Assessment Tool." Campus management presented the program and was honored at a luncheon by the Governor in September.

- 🔥 Business and Finance has been honored by The Southern Association of College and University Business Officers (SACUBO), with **three best practices awards**, in competition with peer institutions. The awards are for Campus Planning and Facilities “Georgia Oglethorpe Self Assessment Process,” “UWG’s Chemical Management System,” and the divisions “Business Process Redesign” (BPR). Campus Management will make presentations and receive the awards at the SACUBO Annual Meeting in Asheville in April 2006.
- 🔥 The University of West Georgia, for the third year in a row, completed the fiscal year 2004-05 financial audit with zero findings and a “One” on the University System of Georgia’s audit scorecard.
- 🔥 A 602-bed Arbor View Apartment project was completed on time and within budget at a cost \$19.2 million.
- 🔥 New Campus Center — a 130,000 square foot, new and remodeled recreation center for the students, projected to cost \$30.7 million funded from student fees, is within budget.

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 twelfth consecutive year since I arrived at UWG in 1994-95, I am teaching an undergraduate course to demonstrate my commitment to our personal environment. This year, based on a national competition, *two* student teams from my course were selected to present papers at the National Council for Undergraduate Research. One of those teams consisted exclusively of 16-year old students, competing successfully with 22-year olds from across America!
- 🔥 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 have been teaching an elementary school child to read, in a one-on-one session, each week during the length of the program.
- 🔥 As I have done many, many times in the past, I helped students move in to their residence hall rooms at the start of this semester. Not very smart at my age, I know, but it provides a helping hand when they need it — and they do appreciate the assistance.

Aren’t you proud of this University? I am. I eagerly anticipate the good things that will occur this year and we’ll brag about them together!

Sincerely,



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

University of West Georgia

Fact Book

Table of Contents

The University

History of the University	2
Campus Description	2
Map of Campus	4
Mission Statement	5
Vision Statement	5
Strategic Planning	6
“Bread and Butter” Goals	7
Visionary Goals: “The Three Fives”	8
Accreditations and Affiliations	10
The Honors College	10
Student Programs and Services	10
Athletics	13

The Administration

Administrative Organization	16
University System of Georgia	16
Institutions of the University System of Georgia	17
USG Board of Regents	17
Central Office Administrative Personnel	18
UWG Administration	19
Departments of Instruction and Chairpersons	19
UWG Organization Charts	20

Enrollment and Credit Hour Productions

UWG Students	24
Detailed Composition of UWG Student Body	24
Geographic Origin of Students by Classification	26
Geographic Origin of Students	27
Admissions Data	28
SAT Scores of Entering Freshmen	29
Undergraduate Applicant Profile	29
Detailed Enrollment and Credit Hour History	30
Credit Hour History by College	31
Continuing Education	34
History of Continuing Education Programs	34
Distance and Distributed Education Center	35
Off Campus Programs	36
Retention Rates of Fall First-Time Full-Time Freshman Students	36
Student Financial Aid	37
Student Financial Aid Growth	38

Degrees

Degrees and Majors Offered	40
Degrees Conferred	41

Faculty

Faculty Profile	48
Composition of Faculty	49
Faculty Profile by College	50
Average Salary by Employee Category	54

Research

Sponsored Operations	56
Fiscal Year(s) Assessment	56
Directors of Sponsored Projects	57
Faculty Research Grants	60
Faculty Research Enhancement Awards	62

Financial Information

Budgeting and Assessment Cycle	64
Revenue by Source	65
UWG Operating Expenses	66
Resident Instruction Expenditures per Full-time Equivalent Student	68
Distribution of the Student Dollar	68
Statement of Net Assets	69

West Georgia Foundation, Development and Alumni Relations

University of West Georgia Foundation	72
Foundation Officers and Trustees	73
Annual Fund Drive Results	74
Scholarships	75
West Georgia Alumni Association	79
Geographical Distribution of Alumni State of Georgia	80
Geographical Distribution of Alumni United States	81

Campus Planning and Facilities

Campus Planning and Facilities	84
Land Holdings	84
Campus Facilities	85

Information Resources and Technology

Irvine Sullivan Ingram Library	88
Library Acquisitions	89
Information Technology Services	90
Learning Resources Center	90

Institutional Research and Planning

Mission	92
History	92
Goals	92
Major Projects	92
Completed Requests	93

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. On 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.

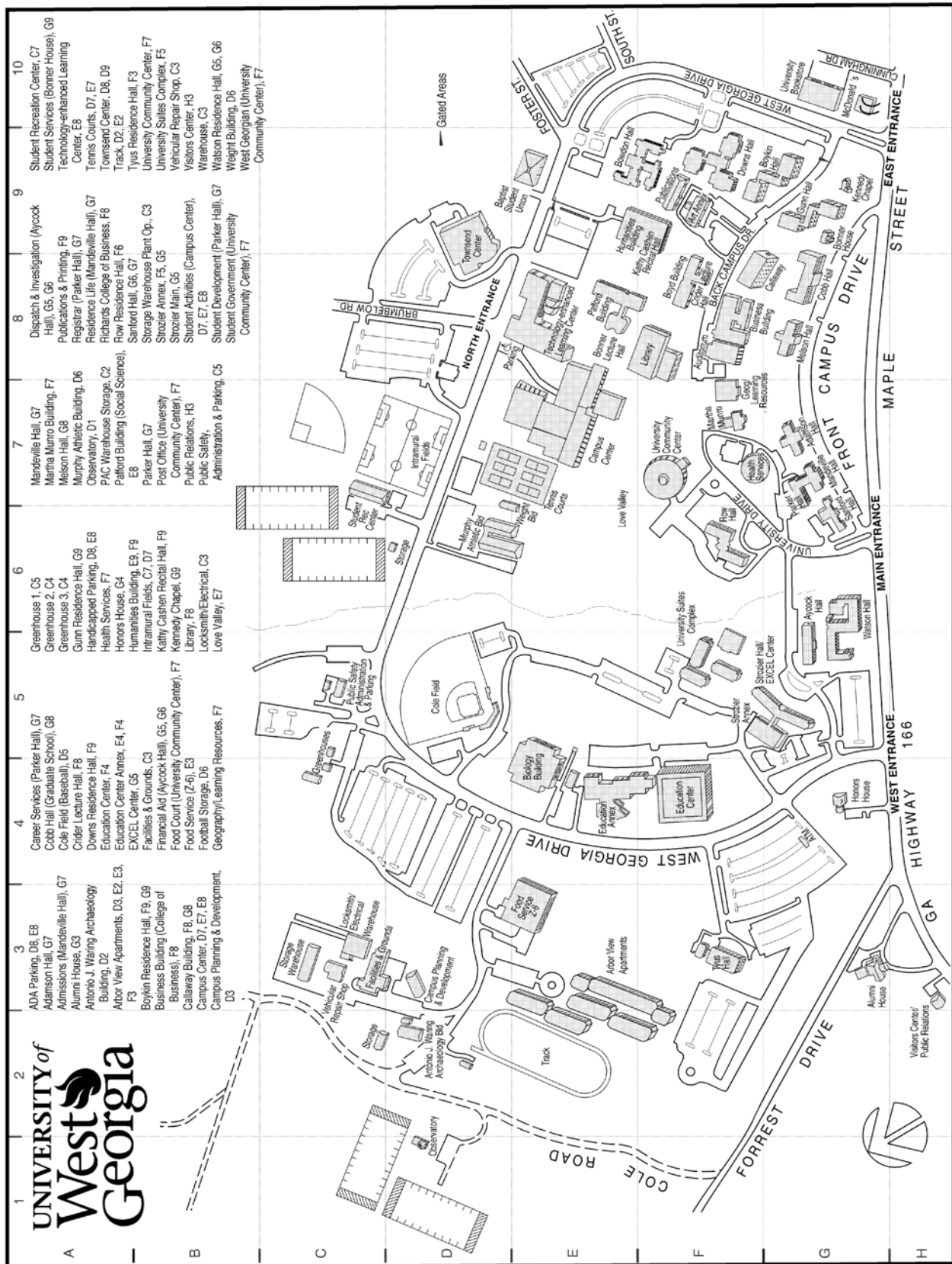
Eleven residence halls are located on the campus. Bowdon Hall was named in honor of Bowdon College, a West Georgia predecessor.

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 2005-2006

Campus Map



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 discussion.
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 2005-2006

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 2,800 student members), provides advisement for a Greek system that involves 10 percent of the student population, and coordinates an intramural program that involves 4,200 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, 170,000 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. UWG intramural teams participate in state and national tournaments and have won various state and national titles. 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 2004	FY 2005
Patient Visits	22,234	24,136
Prescriptions Filled	30,321	35,409
Lab Tests	11,882	14,046
Patients seen by Physician	2,388	1,371
Patients seen by Nurse Practitioners	13,625	15,573
Allergy-Injections / MMR	324	212
Breathing Treatments	191	256
Gynecology	1,213	1,645
Minor Surgery	72	92
Meningitis Shots		112

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 2004	FY 2005
Student Visits to Office	3,628	3,834
Student Referrals	4,347	4,500
Placements	831	1,103
Wages Generated	\$1,894,345	\$2,989,249
Volunteer Services Office		
Student Visits to Office	0	150
Student Referrals	0	252
Student Opportunities	0	77
Professional Practice		
Counseling Contacts	1,384	1,444
Student Referrals	1,108	1,239
Student Placement	161	200
Participating Employers	117	127
Wages Generated	\$600,660	\$726,627
Career Employment Program		
Student Visits to Office	908	856
Resume Referrals	2,038	1,770
Job Postings	9,380	13,040
Credential Files Mailed	61	90
Overall Employer Recruitment	203	190
Source: Career Services		

The *Office of Residence Life* provides a living/learning community environment that complements the educational process of the University. Fourteen residence halls house approximately 3,000 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 2004	Fall 2005
		Occupancy	
Bowdon	Women's	285	209
Boykin	Women's	150	143
Watson	Women's	242	179
Row	Co-ed	153	136
Gunn	Co-ed	103	120
Roberts*	Co-ed	351	
Tyus	Co-ed	190	164
Strozier Complex	Co-ed	169	160
Downs	Male	284	253
University Suites	Co-ed	602	579
Arbor View	Co-ed		590
Level			
Academy		55	65
Freshman		1,750	1,700
Sophomore		371	411
Junior		210	212
Senior		130	138
Graduate/Other		13	7
Total		2,529	2,533
Source: Office of Residence Life			
*Roberts is scheduled to be demolished			

Athletics

West Georgia's history of excellence includes a rich tradition in athletics. Intercollegiate Athletics provides both an opportunity for male and female student athletics to continue athletic and academic pursuits and be a source of pride for the entire university community. The University's eleven-sport intercollegiate athletics program is among the most successful in all of Gulf South Conference and NCAA Division II, the nation's largest and highly competitive Division II conference.

The Athletics department currently fields eleven intercollegiate sports. Offerings for women at UWG include basketball, cross country, golf, soccer, softball, and volleyball. Men's sports include baseball, basketball, cross country, football, and golf.

For over 30 years Men's and Women's West Georgia basketball teams have earned championship honors. Men's Basketball became the first Georgia college team to win a national championship in 1974. It has continued to be highly successful, participating in seven NCAA Regional tournaments and 12 Conference tournaments since 1994. In 2002, Men's Basketball won the NCAA Regional and advanced to the NCAA Elite Eight.

Since the early 1990's men's and women's cross country teams have been Gulf South Conference winners eight times. In 1998 the men's cross country team won the NCAA Regional. The women's cross country team won the NCAA Regional in 2000 and an individual won in 2003.

The 1982 West Georgia Football team won the NCAA Division III National Football Championship after a 9-0 regular season and a 3-0 playoff season. Since moving up to Division II the following year, West Georgia Football teams shared Conference titles in 1997; 1998; and 2000, and have played in four NCAA Regionals since 1995.

Other Accolades include: In 1998, West Georgia Baseball won both the Gulf South Conference and NCAA Regional titles before advancing to the College World Series. Women's Volleyball placed at the top of conference ranks and earned postseason tournament invitations in 2004 and 2005. In its second year, Women's Soccer earned a berth in the 2005 Conference tournament. UWG Women's Basketball teams advanced to and hosted two NCAA Regionals in the 1990's and advanced to Gulf South Conference Tournaments in 2004, 2005 and 2006.

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 won 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 fourth consecutive Championship win, UWG's Coed team clinched the UCA Division II National Champions title in 2006.

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 2005-2006

University of West Georgia Administration

Officers of General Administration

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

Academic Officers

Jack O. Jenkins	<i>Dean of the Graduate School and Professor of Psychology</i>
David White	<i>Dean of the College of Arts Sciences and Professor of History</i>
Faye S. McIntyre	<i>Dean of the Richards College of Business and Professor of Marketing</i>
Kent Layton	<i>Dean of the College of Education and Professor of Education</i>
Donald R. Wagner	<i>Dean of the Honors College and Director of Special Programs and Professor of Political Science</i>

Administrative Staff Officers

Sandra S. Stone	<i>Associate Vice President for Academic Affairs and Associate Professor of Criminology</i>
Donadrian L. Rice	<i>Assistant Vice President for Academic Affairs and Professor of Psychology</i>
Scot Lingrell	<i>Associate Vice President for Enrollment Management</i>
Andrew J. Leavitt	<i>Associate Vice President for Development and Alumni Services</i>
Jimmy L. Agan	<i>Director of Continuing Education and Public Services</i>
Susan Colgate	<i>Director of The Advanced Academy of Georgia</i>
Lorene Flanders	<i>Director of University Libraries and Professor</i>
Mike Russell	<i>Director of Information Technology Services</i>
Kimberly Jordan	<i>Director of Financial Aid</i>
Andrew L. Luna	<i>Director of Institutional Research and Planning</i>
Robert S. Johnson	<i>Director of Admissions</i>
Bonita B. Stevens	<i>Registrar</i>

Instructional Departments and Chair Persons

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

Central Office Administrative Personnel

Ms. Corlis P. Cummings	Interim Chancellor	Dr. Richard C. Sutton	Senior Advisor for Academic
Ms. Harriet Houston	Executive Assistant		Director-International Programs
	to the Chancellor	Dr. Cathie M. Hudson	Associate Vice Chancellor
Ms. Gail S. Weber	Secretary to the Board		Strategic Research & Analysis
Mr. Rob Watts	Senior Policy Advisor	Dr. Anoush Pisani	Senior Research Associate
Mr. Ronald B. Stark	Associate Vice Chancellor	Dr. Susan Campbell	Policy Research Associate
	Internal Audit	Mr. Randall Thursby	Vice Chancellor
Ms. Elizabeth E. Neely	Acting Senior Vice Chancellor		Information & Instructional Technology/CIO
	Office of Support Services	Mr. Jim Flowers	Special Assistant to the CIO
Mr. J. Burns Newsome	Assistant Vice Chancellor	Dr. Kris Biesinger	Assistant Vice Chancellor
	Legal Affairs (Prevention)		Advanced Learning Technologies
Mr. Daryl Griswold	Assistant Vice Chancellor	Dr. Tom Maier	Assistant Vice Chancellor
	Legal Affairs (Contracts)		Policy and Planning
Mr. William Wallace	Associate Vice Chancellor	Ms. Diane Chubb	Associate Director
	of Human Resources		Special Projects
Ms. Sherea Frazer	Director of Human Resources	Dr. Brian Finnegan	Director
Mr. Thomas E. Daniel	Senior Vice Chancellor		Emerging Instructional
	Office of External Activities & Facilities	Dr. Catherine Finnegan	Associate Director
Dr. Lamar Veatch	Assistant Vice Chancellor		Assessment & Public Information
	Georgia Public Library Service	Mr. David Disney	Director
Ms. Joy Hymel	Assistant Vice Chancellor		Customer Services
	Office Economic Development	Mr. John Graham	Executive Director
Ms. Terry Durden	Director of ICAPP Operations		Enterprise Applications Systems
Ms. Arlethia Perry-Johnson	Associate Vice Chancellor	Mr. Matthew Kuchinski	Director
	Media & Publications		System Office Systems Support
Mr. John Millsaps	Assistant Vice Chancellor	Ms. Merryll Penson	Executive Director
	Strategic Communications		Library Services
Ms. Diane Payne	Director of Publications	Mr. John Scoville	Executive Director
Ms. Linda M. Daniels	Vice Chancellor, Facilities		Enterprise Infrastructure Services
Mr. Peter J. Hickey	Assistant Vice Chancellor	Ms. Jessica Somers	Executive Director
	Real Properties		Academic Innovation
Mr. Hal Gibson	Assistant Vice Chancellor	Ms. Lisa Striplin	Director
	Design & Constructions		Administrative Services
Mr. Alan Travis	Director of Planning	Mr. William Bowes	Vice Chancellor
Mr. Mark Demyanek	Director of Environmental Safety		Office of Fiscal Affairs
Dr. Daniel S. Papp	Senior Vice Chancellor	Ms. Usha Ramachandran	Assistant Vice Chancellor
	Office of Academics and Fiscal Affairs		Fiscal Affairs
Dr. Frank A. Butler	Vice Chancellor	Ms. Sandy Dangelo	Director
	Academics, Faculty and Student Affairs		Sponsored Funds
Dr. John T. Wolfe, Jr.	Associate Vice Chancellor	Ms. Debra Lasher	Executive Director
	Faculty Affairs		Business & Financial Affairs
Ms. Tonya Lam	Associate Vice Chancellor	Mr. David Dickerson	Assistant Budget Director
	Student Affairs	Mr. Robert Elmore	Assistant Director
Ms. Marci Middleton	Director		Business Services
	Academic Program Coordination	Ms. Debra Lasher	Executive Director
Dr. Jan Kettlewell	Associate Vice Chancellor		Business and Financial Affairs
	P-16 Initiatives/Exec. Dir. USG	Mr. Mike McClearn	Director
Dr. Dorothy Zinsmeister	Assistant Vice Chancellor		University System Purchasing
	Academic Affairs/Assoc. Dir.	Ms. Lee Wates	Assistant Director
	Higher Education, PRISM		Financial Services & Systems

University of West Georgia Administration

Officers of General Administration

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

Academic Officers

Jack O. Jenkins	<i>Dean of the Graduate School and Professor of Psychology</i>
David White	<i>Dean of the College of Arts Sciences and Professor of History</i>
Faye S. McIntyre	<i>Dean of the Richards College of Business and Associate Professor of Marketing and Real Estate</i>
Kent Layton	<i>Dean of the College of Education and Professor of Education</i>
Donald R. Wagner	<i>Dean of the Honors College and Director of Special Programs and Professor of Political Science</i>

Administrative Staff Officers

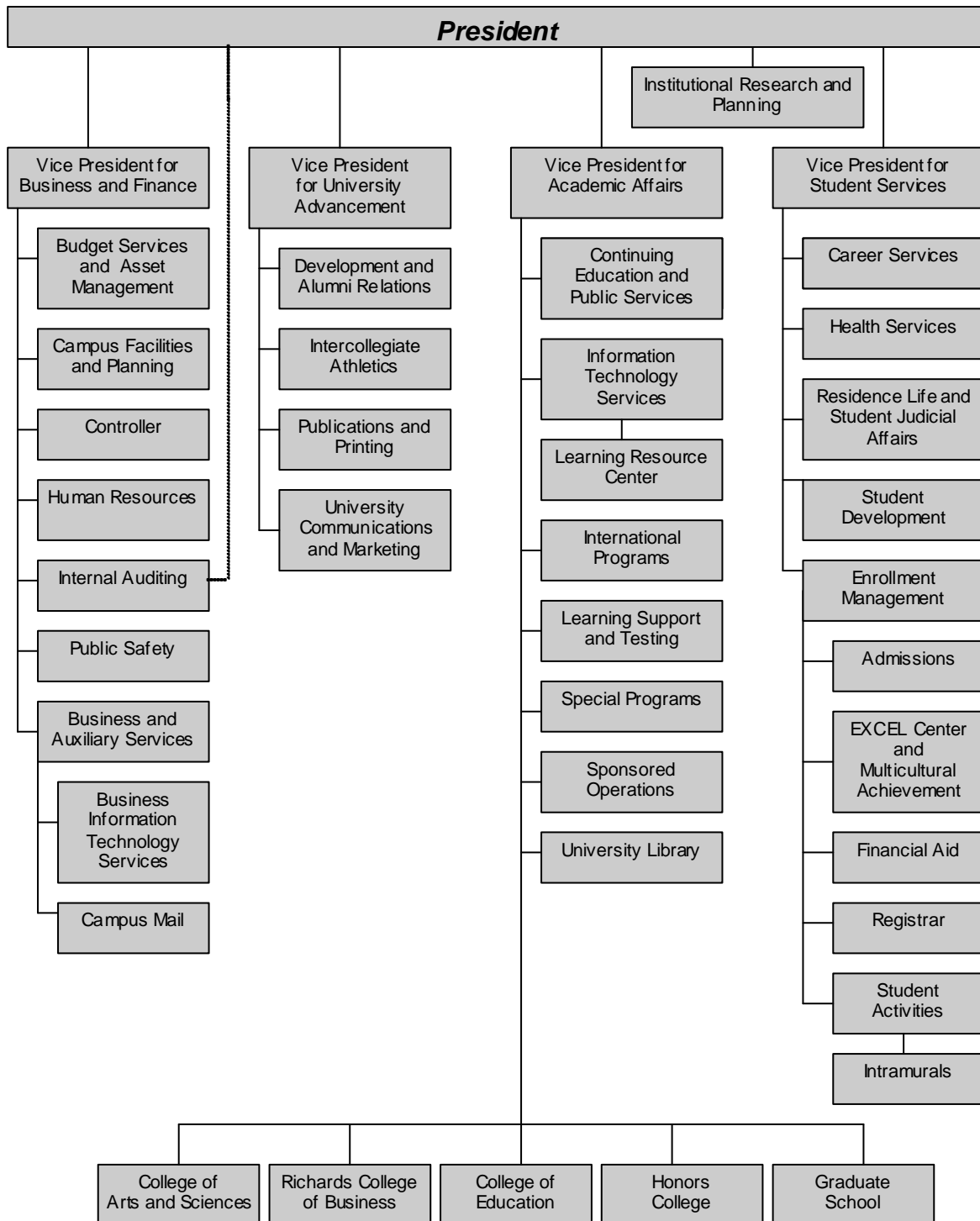
Sandra S. Stone	<i>Associate Vice President for Academic Affairs and Associate Professor of Criminology</i>
Donadrian L. Rice	<i>Assistant Vice President for Academic Affairs and Professor of Psychology</i>
Scot Lingrell	<i>Associate Vice President for Enrollment Management</i>
Andrew J. Leavitt	<i>Associate Vice President for Development and Alumni Services</i>
Jimmy L. Agan	<i>Director of Continuing Education and Public Services</i>
Susan Colgate	<i>Director of The Advanced Academy of Georgia</i>
Lorene Flanders	<i>Director of University Libraries and Professor</i>
Mike Russell	<i>Director of Information Technology Services</i>
Kimberly Jordan	<i>Director of Financial Aid</i>
Andrew L. Luna	<i>Director of Institutional Research and Planning</i>
Robert S. Johnson	<i>Director of Admissions</i>
Bonita B. Stevens	<i>Registrar</i>

Instructional Departments and Chair Persons

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

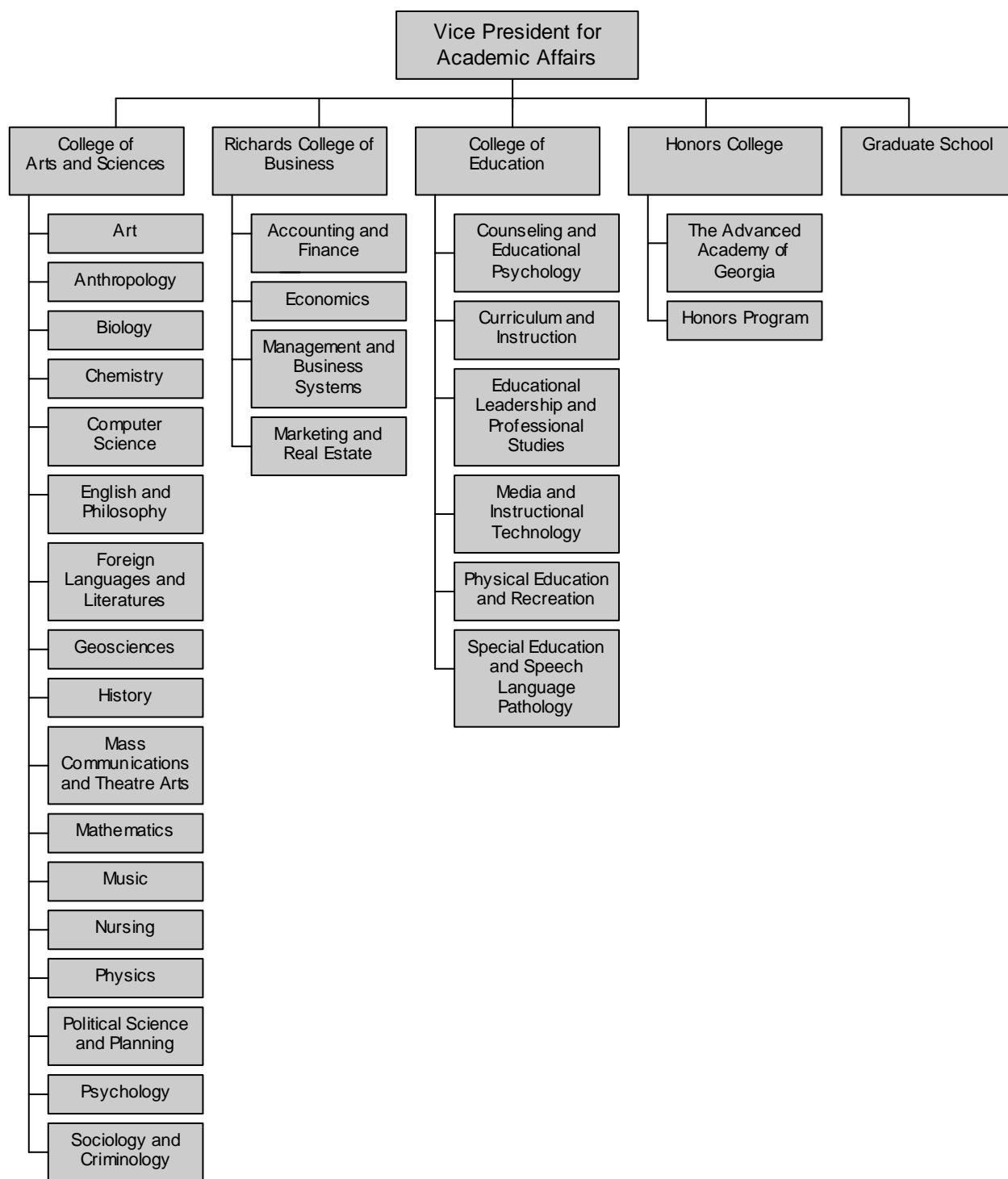
Source: Faculty and Staff Directory 2005-2006

UWG Administrative Units

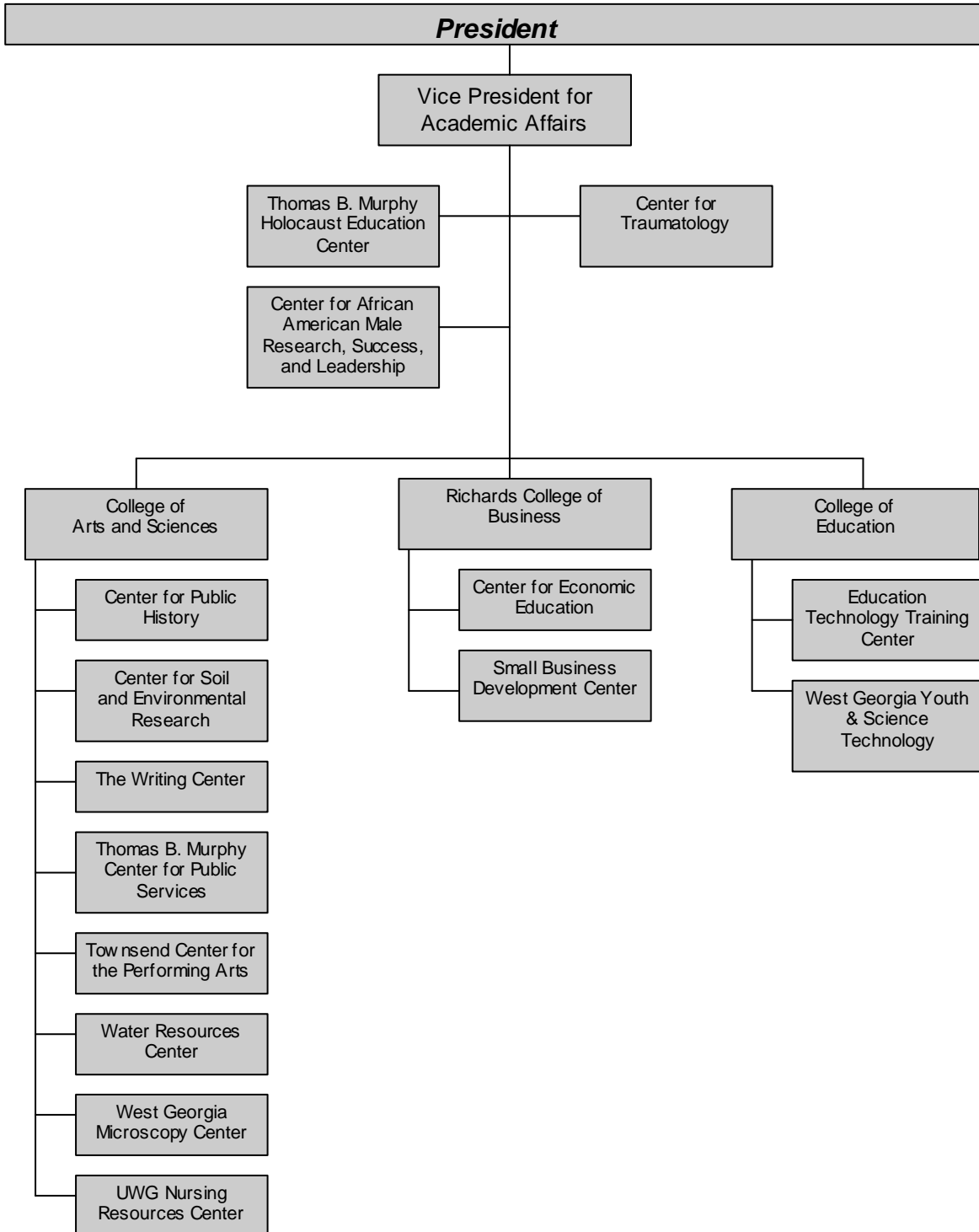


Note: Fall 2006, Student Activities and Intramurals will be included in the Campus Center.

UWG Academic Units



UWG Centers



Enrollment and Credit Hour Production



UWG Students

The typical University of West Georgia student:

- enters with an average SAT score of 1,031.
- is a Caucasian/White female. Sixty-three percent of the student body is female and seventy-one percent is Caucasian.
- lives within the primary service area of the University. Approximately ninety percent of the student body are from nearby counties, including twelve percent from Carroll County, and twenty-four percent from metro-Atlanta.
- lives off campus. Seventy percent of the student body lives off campus and thirty percent lives in campus dormitories.
- receives financial aid. Seventy-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-three percent of graduates enroll in a full load of courses. Approximately seventy-two 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 1996-2005

Fall	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Classification										
Freshman	1,874	1,815	1,966	2,587	2,873	3,127	3,208	3,264	3,316	3,258
Sophomore	1,148	1,276	1,269	1,169	1,423	1,502	1,613	1,662	1,652	1,750
Junior	1,036	1,035	1,157	1,112	1,086	1,200	1,362	1,447	1,548	1,492
Senior	1,413	1,384	1,295	1,275	1,287	1,283	1,340	1,515	1,613	1,698
Graduate	2,371	2,250	2,067	1,893	1,850	1,786	2,012	2,210	1,937	1,808
Learning Support	585	538	757	475	292	*	*	*	*	*
Others	133	133	156	159	155	132	140	157	150	148
<i>Total Enrollment</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>	<i>10,154</i>
Geographic										
Georgia Residents	8,204	8,088	8,306	8,337	8,588	8,654	9,296	9,887	9,858	9,752
Out-of-state	268	243	258	234	261	263	275	260	237	272
Other Countries	88	100	103	99	117	113	104	108	121	130
Gender (total students)										
Female	5,630	5,518	5,629	5,663	5,725	5,757	6,144	6,561	6,446	6,376
Male	2,930	2,913	3,038	3,007	3,241	3,273	3,531	3,694	3,770	3,778
Ethnicity										
African/Black American	1,380	1,434	1,638	1,802	1,853	1,896	2,132	2,293	2,341	2,313
American Indian or Alaskan native					20	23	20	24	24	22
Asian or Pacific Islander					70	71	80	104	121	123
Caucasian/White	6,964	6,787	6,782	6,613	6,758	6,744	7,135	7,462	7,321	7,229
Hispanic					72	89	93	120	139	156
Multiracial					76	94	110	144	149	181
Non-resident alien					117	113	105	108	121	130
Other	216	210	247	255	0	0	0	0	0	0
New Students										
Beginning Freshmen	786	757	1,024	1,318	1,488	1,568	1,637	1,740	1,719	1,656
Transfers	559	611	568	535	550	589	668	737	719	687
Graduate Students	574	435	466	391	374	342	405	389	289	288
Learning Support	445	444	669	318	200	*	*	*	*	*
<i>Total</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>	<i>2,631</i>
Attendance Status										
Full-time Undergraduate					5,861	5,985	6,374	6,741	6,899	6,921
Full-time Graduate					325	317	372	419	381	422
<i>Total</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>	<i>7,343</i>
Part-time Undergraduate					1,255	1,259	1,289	1,304	1,380	1,425
Part-time Graduate					1,525	1,469	1,649	1,791	1,556	1,386
<i>Total</i>	<i>4,364</i>	<i>4,317</i>	<i>3,972</i>	<i>2,984</i>	<i>2,780</i>	<i>2,728</i>	<i>2,929</i>	<i>3,095</i>	<i>2,936</i>	<i>2,811</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.

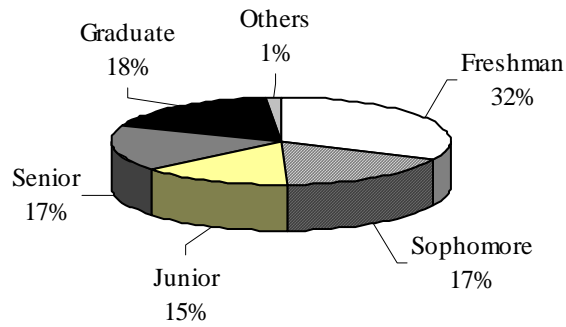
**Other beginnings students include joint enrolled, transfer freshman, sophomores, juniors, seniors, and transient.

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.

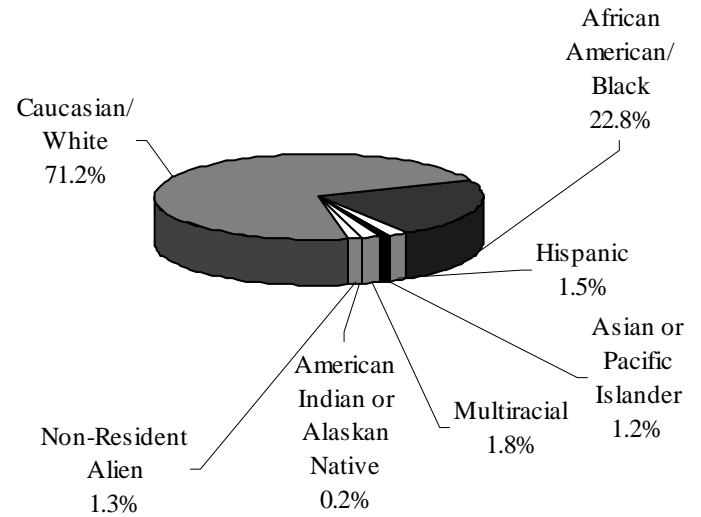
Source: Office of the Registrar

Composition of the Student Body Fall 2005

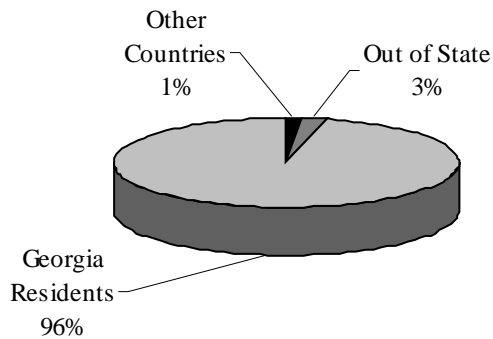
Classification



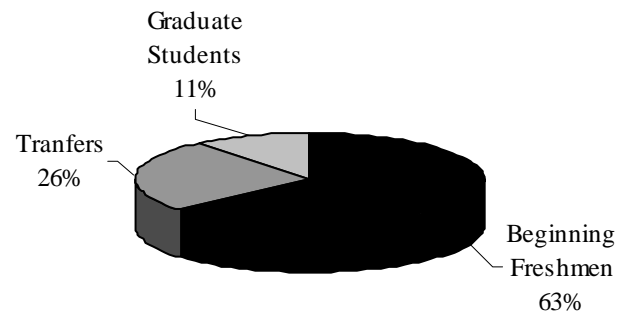
Ethnicity



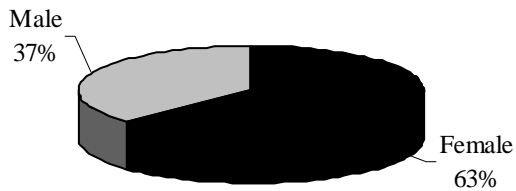
Geographic Origin



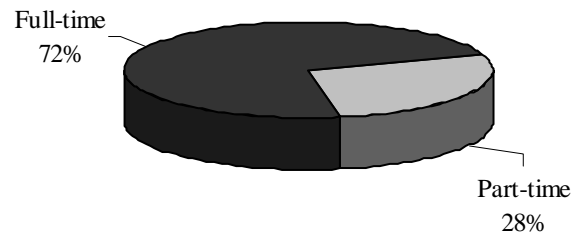
New Students



Gender



Attendance Status



Geographic Origin of Students by Classification Fall 2005

Counties in Primary Service Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Bartow	94	26	120
Butts	20	1	21
Carroll	1,140	241	1,381
Catoosa	39	6	45
Chattooga	46	2	48
Cherokee	101	35	136
Coweta	718	162	880
Dade	8	0	8
Dawson	9	0	9
Douglas	749	121	870
Fannin	2	1	3
Fayette	450	132	582
Floyd	150	32	182
Forsyth	71	3	74
Gilmer	3	5	8
Gordon	28	9	37
Haralson	232	27	259
Harris	16	5	21
Heard	98	9	107
Henry	138	43	181
Lamar	10	6	16
Meriwether	27	6	33
Monroe	4	2	6
Murray	30	5	35
Muscogee	27	13	40
Newton	74	8	82
Paulding	308	90	398
Pickens	9	1	10
Pike	18	10	28
Polk	96	27	123
Rockdale	78	12	90
Spalding	37	27	64
Talbot	0	0	0
Troup	71	32	103
Upson	9	3	12
Walker	62	9	71
Whitfield	64	16	80
Total	5,036	1,127	6,163

Five County Metro Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Clayton	220	78	298
Cobb	574	198	772
Dekalb	485	100	585
Fulton	477	131	608
Gwinnett	568	24	592
Total	2,324	531	2,855

<i>Other Georgia Counties*</i>	622	49	671
<i>Out of State*</i>	261	74	335
<i>Out of Country</i>	103	27	130
Total	986	150	1,136

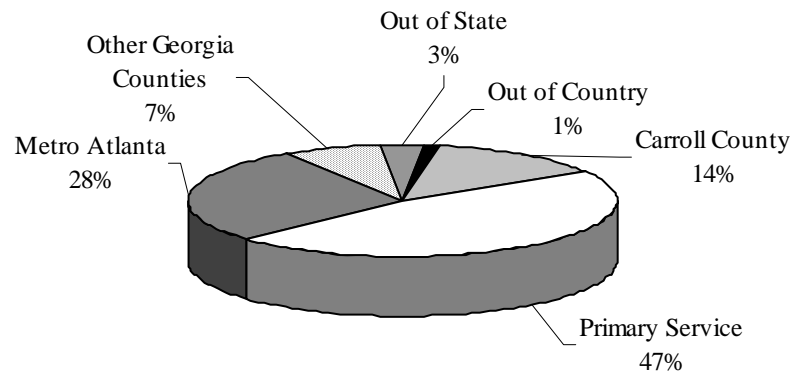
*edited 7/15/2011

Source: Institutional Research and Planning

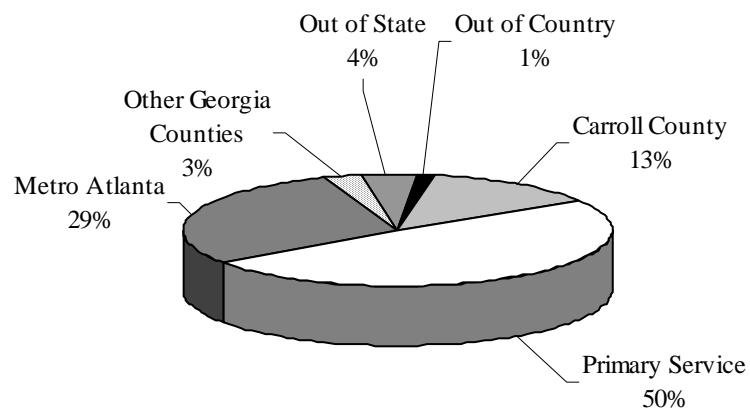
Geographic Origin of Students

Fall 2005

Undergraduate Students*



Graduate Students*



*edited 7/15/2011

UWG Admissions Data

Fall 1996-2005

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.

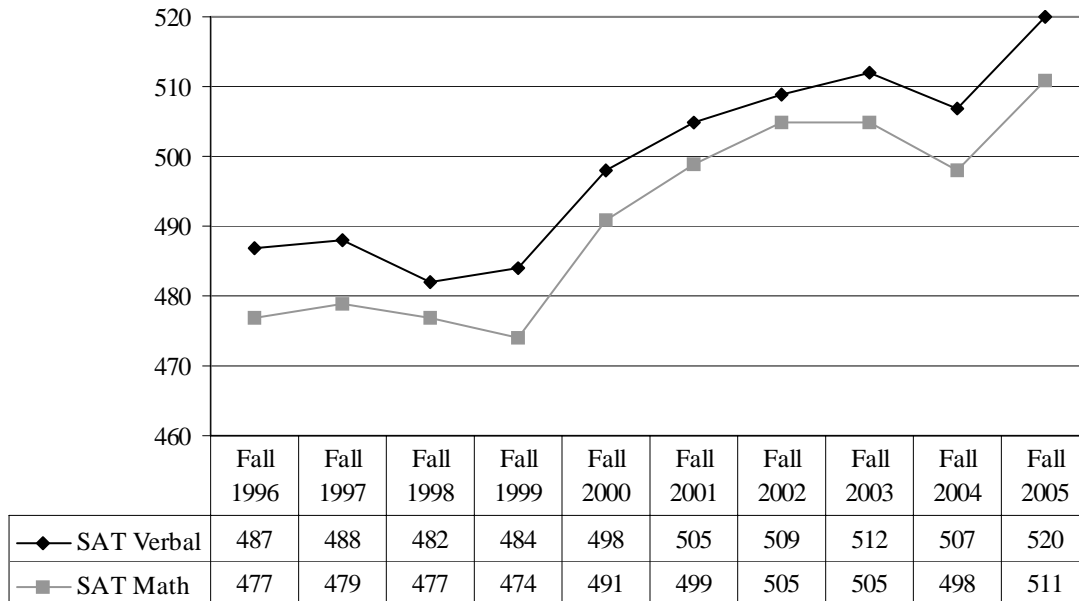
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
All Students										
Total Students Enrolled	8,560	8,431	8,667	8,670	8,966	9,030	9,675	10,255	10,216	10,154
Total New Students Enrolled	2,339	2,227	2,727	2,562	2,612	2,499	2,710	2,866	2,727	2,631
Graduate Students										
Enrolled	2,371	2,250	2,067	1,869	1,850	1,786	2,012	2,210	1,937	1,808
New Students Enrolled	574	427	466	391	374	342	405	389	289	288
Undergraduates										
<i>All Undergraduates</i>										
Percentage of Applicants Accepted	66%	89%	73%	68%	66%	60%	63%	63%	61%	56%
Percentage of Accepted Applicants Enrolled	66%	60%	66%	58%	57%	65%	57%	61%	68%	68%
Percentage of Total Applicants Enrolled	35%	35%	40%	39%	38%	39%	36%	38%	41%	38%
Undergraduate Students Enrolled	6,189	6,181	6,600	6,801	7,116	7,244	7,663	8,045	8,279	8,346
<i>New Undergraduates</i>										
New Undergraduate Applicants	5,011	4,878	5,608	5,557	5,739	5,672	5,692	6,316	6,471	6,676
New Undergraduate Students Enrolled	1,765	1,721	2,203	2,171	2,238	2,157	2,305	2,477	2,663	2,343
<i>New Transfer Students</i>										
New Transfer Applicants	1,227	1,124	1,132	987	1,148	1,219	1,241	1,468	1,518	1,501
Transfer Applicants Rejected	140	98	106	147	447	466	474	539	909	589
New Transfer Students Enrolled	424	512	568	423	506	510	401	664	655	571
<i>New Freshman Students</i>										
New Freshman Applicants	3,628	3,754	4,209	4,344	4,381	4,453	4,451	4,848	4,953	5,175
Freshman Applicants Rejected	458	454	402	698	781	1,782	1,621	1,822	1,922	2,316
New Freshman Students Enrolled*	1,231	1,201	1,693	1,614	1,660	1,699	1,637	1,740	2,008	1,656
<i>New Learning Support Students</i>										
New Learning Support Students Enrolled	445	440	669	318	200	59	70	159	138	61

*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

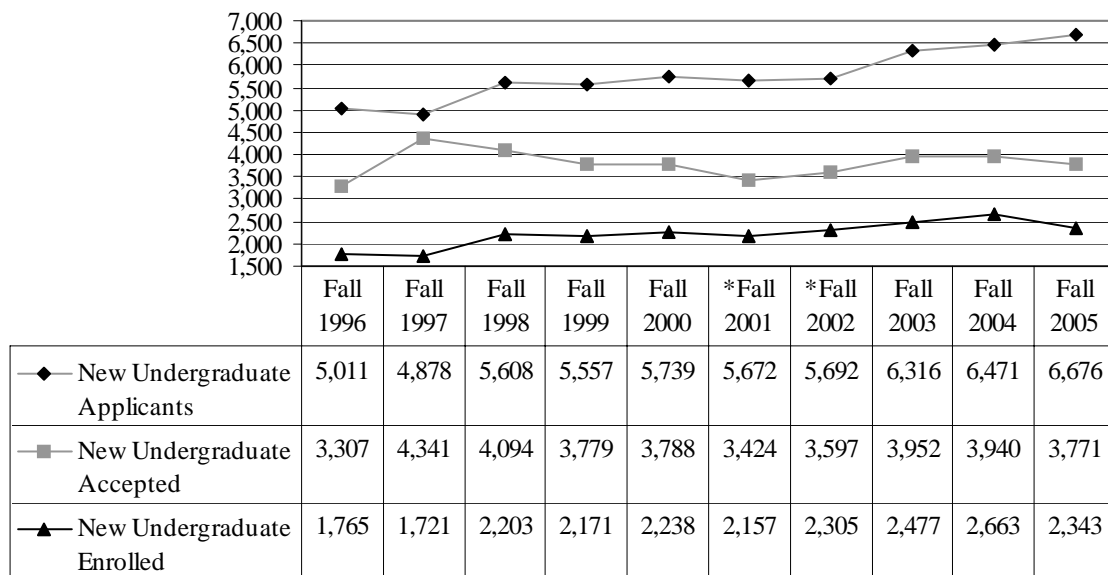
Entering Freshman SAT Scores*



*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 2000 – 2006

	Lower Level			Upper Level			Graduate Level			Totals	
Academic	Head	Credit	Avg	Head	Credit	Avg	Head	Credit	Avg	Credit	FTE
Years	Count	Hours	SH	Count	Hours	SH	Count	Hours	SH	Hours	
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
		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
2005-2006											
Summer 2005	1,331	12,422	9.3	1,989	11,226	5.6	1,480	8,092	5.5	31,740	2,790
Fall 2005	5,146	73,511	14.3	3,200	32,963	10.3	1,808	8,800	4.9	115,274	8,907
Spring 2006	4,282	63,354	14.8	3,412	33,901	9.9	1,682	8,425	5.0	105,680	8,121
Total		149,287			78,090			25,317		252,694	19,818

*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 2000 – 2006

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2005-2006				
Summer 2005	9,597	5,399	974	15,970
Fall 2005	63,449	15,688	2,055	81,192
Spring 2006	52,569	17,149	1,848	71,566
Total	125,615	38,236	4,877	168,728

*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 2000 – 2006

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2005-2006				
Summer 2005	1,419	4,955	680	7,054
Fall 2005	4,617	8,712	750	14,079
Spring 2006	5,043	8,413	682	14,138
Total	11,079	22,080	2,112	35,271

*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 2000 – 2006

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2005-2006				
Summer 2005	1,298	872	6,438	8,608
Fall 2005	3,875	8,563	5,995	18,433
Spring 2006	3,941	8,339	5,895	18,175
Total	9,114	17,774	18,328	45,216

*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

<https://uwgagenda.westga.edu/>

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 1992-2005 Categories I and II

Fiscal Year	Programs	Participants	CEUs
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
2005	332	4,403	6,478

Source: Department of Continuing Education and Public Services

Distance and Distributed Education Center

www.westga.edu/~distance/

A distance learning class is one in which the students are geographically separated from the instructor.

An online 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 online course management tool called [WebCT](#). Tests can even be taken online and automatically graded.

Each distance course or program provides students with complete and information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies, technical requirements, availability of academic support service, financial aid resources, and costs and payment policies. Department chairs ensure that syllabi and program websites include pertinent information or links.

The teaching offered in this course is not designed to just instruct, but to enable learners to fully participate in learning conversations. Interaction between and among students provide the power for this platform, thus students must take responsibility for creating a stimulating and engaging online learning environment. This will involve checking email on a regular basis, logging into the class website regularly to keep up with assignments and participate fully in online discussions, and scheduling regular blocks of study time each week.

Online learning generally provides considerable freedom, allowing students to often choose when and where they'll participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. Like a face-to-face course, online courses require that assignments be completed by due dates, attendance (via your logins to your course), involvement in online discussions, and sometimes group collaboration. Most students enjoy the active learning that online classes involve.

Some courses are taught completely through distance learning means, while others combine the technologies with the traditional class, requiring students to travel to campus for one or more class sessions.

The following programs are offered completely or mostly online:

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 Leadship](#):
<http://www.westga.edu/~distance/edl>

M.Ed.in Media & Instructional Tech :
<http://www.westga.edu/~distance/mit>

Dozens of distance courses in many disciplines are also offered each term.

Source: Distance and Distributed Education

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.

Off Campus Profile Fall 2005

Site	# of Courses	# of Students (Duplicated)	Credit Hours		
			Undergraduate	Graduate	Total
Atlanta Area	2	35	0	105	105
Dalton Resident Center	5	82	202	84	286
Newnan Resident Center	35	675	1,080	916	1,996
North Georgia	17	496	1,414	3	1,417

Source: Off-Campus Site Report

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

		Entered Fall 1995	Entered Fall 1996	Entered Fall 1997	Entered Fall 1998	Entered Fall 1999	Entered Fall 2000	Entered Fall 2001	Entered Fall 2002	Entered Fall 2003	Entered Fall 2004
First Year	N=	1,396	1,311	1,234	1,709	1,646	1,701	1,590	1,657	1,769	1,733
Second Year	Fall	873	845	808	1,116	1,088	1,184	1,154	1,150	1,267	1,222
		62.54%	64.45%	65.48%	65.30%	66.10%	69.61%	72.58%	69.40%	71.62%	70.51%
Third Year	Fall	638	634	577	805	786	872	841	822	932	
		45.70%	48.36%	46.76%	47.10%	47.75%	51.26%	52.89%	49.61%	52.69%	
Fourth Year	Fall	549	538	504	677	667	725	732	699		
		39.33%	41.04%	40.84%	39.61%	40.52%	42.62%	46.04%	42.18%		
Fifth Year	Fall	396	386	342	469	466	495	527			
		28.37%	29.44%	27.71%	27.44%	28.31%	29.10%	33.14%			
Sixth Year	Fall	176	160	167	194	190	198				
		12.61%	12.20%	13.53%	11.35%	11.54%	11.64%				
Graduation	N=	128	129	130	164	144	189	185			
Rate	4 yr	9.17%	9.84%	10.53%	9.60%	8.75%	11.11%	11.64%			
	N=	322	320	302	403	407	478				
	5 yr	23.07%	24.41%	24.47%	23.58%	24.73%	28.10%				
	N=	405	396	374	500	504					
	6 yr	29.01%	30.21%	30.31%	29.26%	30.62%					

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

Source: Department of Institutional Research and Planning

Student Financial Aid

Fall 2005

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.

	2001-2002		2002-2003		2003-2004		2004-2005	
	No. of		No. of		No. of		No. of	
	Awards*	Amount	Awards*	Amount	Awards*	Amount	Awards*	Amount
Loans								
Perkins	202	245,488	145	211,415	145	233,415	84	69,600
Stafford	4,793	14,938,014	5,403	17,024,644	5,552	19,416,264	4,939	21,294,596
PLUS	118	448,565	238	806,004	342	1,041,817	606	1,398,473
UWG Emergency	789	218,395	895	256,907	908	248,250	940	280,587
Regents' Scholarship	19	6,950	8	13,988	6	11,953	0	0
Private	110	435,119	191	784,221	300	1,207,012	282	1,395,260
<i>Total</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>	<i>6,851</i>	<i>24,438,516</i>
Scholarships								
Institutional	577	909,735	542	1,017,314	504	946,285	567	1,102,063
Private	348	495,848	339	480,721	329	496,875	309	515,068
<i>Total</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>	<i>876</i>	<i>1,617,131</i>
Grants								
Hope	3,965	8,869,893	3,968	9,501,835	4,135	10,755,456	4,618	11,368,110
Pell	2,016	4,626,520	2,222	5,288,200	2,383	5,728,282	2,443	5,943,681
SEOG	272	163,152	282	180,066	278	168,365	361	209,530
Vocational Rehabilitation	95	108,020	102	167,068	156	267,708	131	246,233
LEAP	44	34,949	41	35,451	46	31,055	56	30,800
<i>Total</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>	<i>7,609</i>	<i>17,798,354</i>
Federal Programs								
College Work Study	377	405,314	326	358,734	327	337,765	305	346,107
Americorps	6	8,318	4	8,311	1	500	9	11,233
<i>Total</i>	<i>383</i>	<i>413,632</i>	<i>330</i>	<i>367,045</i>	<i>328</i>	<i>338,265</i>	<i>314</i>	<i>357,340</i>
Grand Total	13,731	31,914,280	14,706	36,134,879	15,412	40,891,002	15,650	44,211,341

*Because some students receive more than one type of financial aid number of awards may represent duplicated headcount

Note: Regents' Scholarship was discontinued.

Source: Office of Financial Aid

UWG Student Financial Aid Fiscal Years 1996-2005

Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
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
2005	24,438,516	11,368,110	1,617,131	6,184,011	357,340	43,965,108

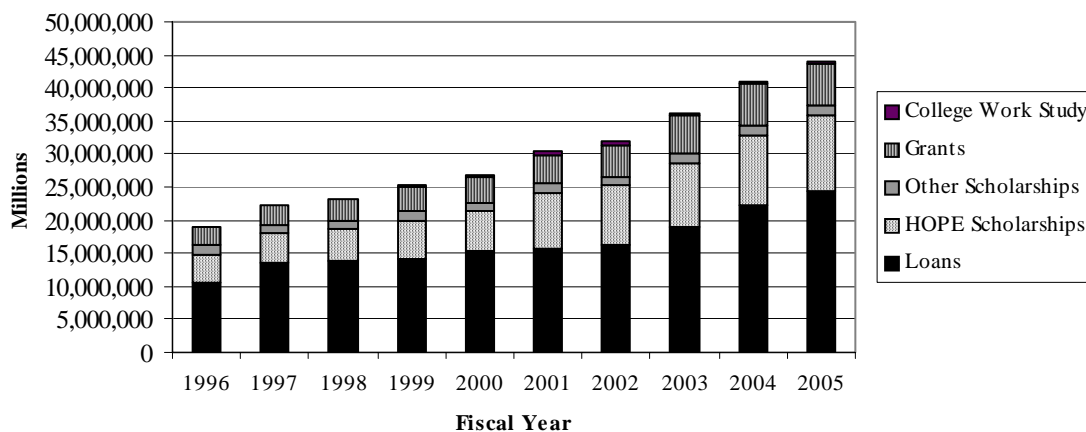
Number of Students Served**						
Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
1996	6,693	1,950	1,187	2,401	231	12,462
1997	3,564	2,241	1,013	2,152	270	9,240
1998	5,746	2,953	952	2,193	201	12,045
1999	4,758	3,273	992	2,342	340	11,705
2000	4,675	3,696	970	1,894	337	11,572
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
2005	6,851	4,618	876	2,443	314	15,102

**Unduplicated headcount within categories of aid.

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

Source: Financial Aid Office

Student Financial Aid Growth



Source: Office of Financial Aid

Degrees



Degrees and Majors Offered

Fall 2005

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

Degrees and Majors Offered

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

Non-Degree Initial Certification Programs in Education

Art

Behavior Disorders

Biology

Broad Field Science

Broad Field Social Science

Business Education

Chemistry

Early Childhood Education

Earth/Space Science

English

French

History

Learning Disabilities

Mathematics

Media Specialist

Mental Retardation

Middle Grades Education

Music

Physical Education

Physics

School Counseling

Spanish

Non-Degree Add-On Certification Programs and Endorsements in Education

Administration and

Supervision

Behavior Disorders

Director of Media Centers

Director of Pupil Personnel

Director of Special Education

ESOL Endorsement

Gifted Endorsement

Instructional Supervision

Interrelated Special Education

Learning Disabilities

Media Specialist

Reading Endorsement

Reading Specialist

School Counseling

Teacher Support Specialist

Post-Master's Certificate

Health Systems Leadership

Nursing Education

Source: UWG Undergraduate and Graduate Catalogs 2005-2006

* Certification obtainable in grades P-12

**Certification obtainable in grades 7-12

UWG Degrees Conferred Fiscal Years 1995 – 2005

Fiscal Years	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Associate of Applied Science											
Computer Science	2	1	1	1	1	-	-	-	-	-	-
Criminal Justice	4	3	2	2	-	-	-	-	-	-	-
Office Administration	3	3	2	-	-	-	-	-	-	-	-
<i>Total</i>	9	7	5	3	1	-	-	-	-	-	-
Associate of Science in Nursing	39	58	38	26	38	1	-	-	-	-	-
Bachelor of Arts											
Anthropology	2	4	2	3	1	-	6	2	4	11	4
Art	5	8	7	10	6	1	1	2	-	2	1
Biology	7	12	10	9	5	6	2	2	-	-	-
Chemistry	3	3	3	2	1	2	3	6	6	11	10
English	25	21	26	24	25	30	29	33	31	19	30
French	4	4	3	4	3	2	6	3	2	2	3
General Studies	1	5	1	-	-	-	1	-	-	-	-
Geography	1	1	3	1	1	-	1	1	2	1	1
German	-	-	-	-	-	-	-	-	-	1	-
Global Studies	-	-	-	-	-	-	-	-	1	1	-
History	21	22	15	5	24	12	17	16	16	19	17
International Economic Affairs	9	10	10	4	4	8	6	3	2	8	11
Mass Communication	40	35	41	27	30	27	28	28	27	37	38
Mathematics	1	3	4	5	2	1	1	-	-	-	-
Philosophy	4	3	1	-	1	6	4	5	4	1	5
Political Science	4	5	6	8	6	10	1	2	4	8	9
Psychology	80	77	76	80	77	63	65	72	86	78	73
Sociology	6	7	9	6	3	8	14	9	2	1	1
Spanish	3	4	3	7	5	4	6	6	3	-	6
Speech and Theatre Arts	4	5	5	7	4	-	6	5	1	2	-
Theatre	-	-	-	-	-	-	-	-	-	2	6
<i>Total</i>	220	229	225	205	198	180	197	195	191	204	215
Bachelor of Business Administration											
Accounting	30	33	38	39	26	27	26	26	36	45	35
Administrative Systems	10	6	4	9	3	7	5	-	-	-	-
Business Information Systems	14	17	15	15	26	36	64	57	54	40	43
Economics	3	1	-	3	3	-	2	3	2	2	5
Finance	25	28	23	11	21	31	33	32	39	28	33
Management	45	35	38	63	68	64	77	73	77	87	86
Marketing	43	29	37	25	34	42	65	58	61	87	71
Real Estate	2	3	7	6	6	17	8	6	4	11	19
Technology Support Systems	-	-	-	-	-	-	7	4	4	3	4
<i>Total</i>	172	152	162	171	187	224	287	259	277	303	296

Degrees for double majors are reported by first major only.

Degrees Conferred (continued)

Fiscal Years	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Bachelor of Fine Arts	15	16	18	17	30	24	14	22	19	29	36
Bachelor of Science in Chemistry	-	1	6	6	8	4	8	7	8	4	4
Bachelor of Science in Education											
Business Education	3	1	1	4	2	3	5	3	4	8	3
Early Childhood Education	139	121	129	153	110	117	127	109	102	129	164
Middle Grades Education	26	34	43	48	40	32	30	27	17	19	25
Physical Education	10	22	25	28	22	18	20	17	13	27	27
Secondary Science Education	7	3	3	9	9	7	5	2	1	-	-
Secondary Social Science Education	13	15	22	17	13	10	8	12	4	2	3
Special Education	20	26	25	37	17	33	16	18	20	29	17
Speech Pathology	10	10	18	16	31	21	13	18	23	12	17
<i>Total</i>	228	232	266	312	244	241	224	206	184	226	256
Bachelor of Music											
Elective Studies in Business-Music	-	-	-	-	-	-	-	1	-	-	1
Music Education	5	5	5	1	1	7	4	2	3	5	4
Performance	2	1	1	3	5	1	3	2	2	4	2
Theory and Composition	-	-	-	1	-	-	-	1	-	1	-
<i>Total</i>	7	6	6	5	6	8	7	6	5	10	7
Bachelor of Science											
Biology	9	10	19	28	12	11	16	30	26	56	41
Biology Teacher Education	-	-	-	-	-	-	-	-	-	1	-
Chemistry	1	1	4	-	-	-	-	-	-	-	-
Computer Science	3	8	4	12	4	9	8	18	15	8	14
Criminal Justice	34	38	44	35	8	-	-	-	-	-	-
Criminology	-	-	-	-	16	24	25	23	18	38	35
Economics	8	11	4	4	7	7	6	5	4	12	7
Economics-Secondary Education	-	-	-	-	-	-	-	-	-	2	-
Environmental Science	-	-	-	-	-	-	-	2	-	3	1
Environmental Studies	-	-	-	-	-	-	-	-	2	-	2
Geography	6	3	3	6	3	5	1	1	3	3	1
Geology	4	13	7	11	9	8	8	11	8	2	5
Mathematics	-	-	3	5	8	3	5	5	7	9	16
Mathematics/Computer Science	6	5	4	-	-	-	-	-	-	-	-
Physics	1	-	6	4	5	3	2	6	7	5	2
Political Science	6	9	4	12	5	10	18	13	13	23	27
Sociology	7	18	22	30	28	33	35	44	34	47	66
<i>Total</i>	85	116	124	147	105	113	124	158	137	209	217

Degrees for double majors are reported by first major only.

Degrees Conferred (continued)

Fiscal Years	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Bachelor of Science in Earth Science/ Secondary Education	2	-	-	1	-	1	-	-	-	-	1
Bachelor Science in Nursing	53	42	68	86	72	74	69	60	54	51	65
Bachelor of Science in Recreation	17	31	19	25	16	14	12	24	23	34	40
Masters of Arts											
English	6	10	8	7	7	3	6	9	2	5	10
Gerontology	2	4	6	1	4	2	9	9	3	3	2
History	4	4	7	3	2	6	3	6	6	8	8
Mathematics	-	-	-	-	-	-	-	-	-	-	-
Psychology	45	49	31	32	42	12	21	24	24	30	28
Sociology	3	1	-	-	2	-	3	5	3	4	2
<i>Total</i>	60	68	52	43	57	23	42	53	38	50	50
Master of Business Administration	21	19	18	23	24	29	38	20	29	42	37
Master of Professional Accounting	5	5	10	5	5	6	5	10	7	6	5
Master of Education											
Administration and Supervision	14	54	57	37	50	44	48	54	67	35	84
Art Education	1	2	1	8	2	2	2	2	1	1	2
Business Education	7	15	11	13	10	16	13	16	17	18	31
Early Childhood Education	98	90	105	124	85	58	59	47	54	48	33
Guidance and Counseling	78	80	81	54	54	35	48	29	40	28	55
Media	12	20	18	15	24	22	25	24	29	25	59
Middle Grades Education	80	44	46	67	41	39	26	31	37	41	11
Physical Education	11	11	12	5	12	14	11	9	1	9	9
Reading Instruction	1	5	2	3	1	5	12	18	6	13	19
School Home Services	6	6	3	1	1	-	-	-	-	-	-
Secondary Education	34	32	48	42	59	37	23	34	22	18	16
Special Education	78	84	89	105	68	61	45	38	24	23	48
Speech Pathology	-	-	32	18	38	21	29	31	32	17	5
<i>Total</i>	420	443	505	492	445	354	341	333	330	276	372
Master of Music											
Music Education	4	1	3	2	-	2	2	1	3	2	-
Performance	2	3	1	1	1	-	-	2	2	-	3
<i>Total</i>	6	4	4	3	1	2	2	3	5	2	3
Master of Public Administration	7	18	10	13	7	6	4	9	8	12	10
Master of Science											
Applied Computer Science	-	-	-	-	-	-	-	-	-	1	4
Biology	1	3	4	3	7	14	9	5	5	9	4
<i>Total</i>	1	3	4	3	7	14	9	5	5	10	8

Degrees for double majors are reported by first major only.

Degrees Conferred (continued)

Fiscal Years	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Master of Science in											
Rural & Small Town Planning	-	-	-	-	1	-	-	-	1	2	1
Master of Science in Nursing	-	-	-	-	-	-	-	-	-	10	5
Specialist in Education											
Administration and Supervision	48	54	61	38	36	24	12	19	19	55	46
Business Education	5	7	1	11	6	3	1	-	6	5	5
Early Childhood Education	64	43	44	37	20	18	16	41	10	10	3
Guidance and Counseling	55	35	23	42	26	18	21	11	10	12	9
Media	7	15	7	26	33	23	19	19	12	23	32
Middle Grades Education	34	33	42	47	30	13	18	20	9	13	6
Physical Education	1	3	-	5	6	3	5	2	7	1	2
Reading Instruction	3	1	2	1	-	-	-	-	-	-	-
School Home Services	1	3	-	-	-	-	-	-	-	-	-
Secondary Education	7	4	5	12	9	6	9	6	10	5	6
Special Education	29	26	27	46	32	19	18	17	13	15	14
<i>Total</i>	254	224	212	265	198	127	119	135	96	139	123
Doctorate in Education											
School Improvement	-	-	-	-	-	-	-	-	-	1	2
Total Number of Degrees by Level											
Associate	48	65	43	29	39	1	-	-	-	-	-
Bachelor	799	825	894	582	866	883	942	937	898	1,070	1,137
Master	520	560	603	975	547	434	441	433	423	410	491
Education Specialist	254	224	212	265	198	127	119	135	96	139	123
Doctorate	-	-	-	-	-	-	-	-	-	1	2
<i>Total</i>	1,621	1,674	1,752	1,851	1,650	1,445	1,502	1,505	1,417	1,620	1,753

Degrees for double majors are reported by first major only.

Source: Department of Institutional Research and Planning

Faculty



Faculty Profile

Institutional Total

Fall 2005

		Teaching Faculty		Administrators		Librarians	Other ³	Total	Percent
		Full-time	Part-time	General ¹	Academic ²				
Rank	Professor	51	7	3	27	5		93	18%
	Associate Professor	83	5		7	2		97	18%
	Assistant Professor	117	16		1	3	22	159	30%
	Instructor	9	97			2	50	158	30%
	Lecturer	20						20	4%
College/Department									
	Richards College of Business	37	9	1	5			52	9.9%
	College of Education	65	47		7		14	133	25.2%
	College of Arts and Sciences	178	69	2	22		58	329	62.4%
	Library				1	12		13	2.5%
	Other								
Highest Degree Earned									
	Doctorate	235	49	3	33		24	344	65%
	Master's or Ed. Specialist	45	71		2	12	48	178	34%
	Professional Bachelor		5					5	1%
Tenure Status									
	Tenured	125		2	27	8		162	31%
	Non-tenured	33	125	1		2	72	233	44%
	Tenure-Track	122			8	2		132	25%
Ethnicity									
	African American/Black	14	13		3		5	35	6.6%
	American Indian or Alaskan	1						1	0.2%
	Asian or Pacific Islander	22		1	1	1	2	27	5.1%
	Hispanic	6	1				3	10	1.9%
	Caucasian/White	237	111	2	31	11	62	454	86.2%
Gender									
	Female	130	76	1	11	6	45	269	51.0%
	Male	150	49	2	24	6	27	258	49.0%
Total Faculty		280	125	3	35	12	72	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

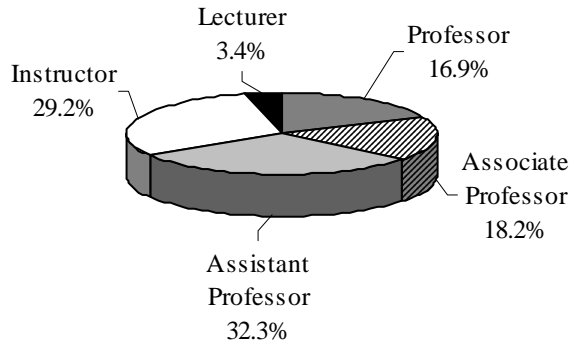
³ Other includes (F-T) Faculty with Temporary Appointments

Source: Division of Academic Affairs

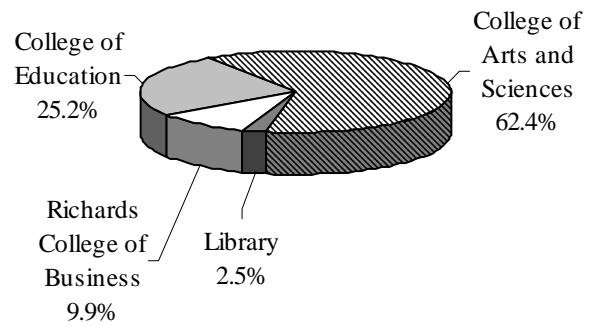
Composition of Faculty

Fall 2005

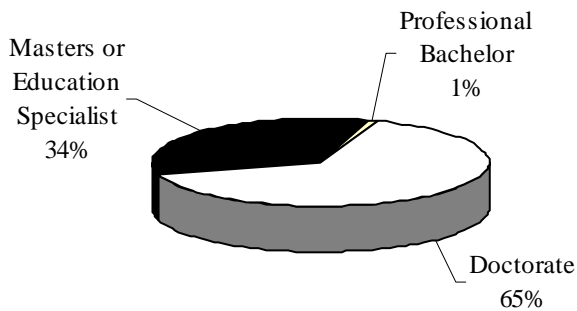
Rank



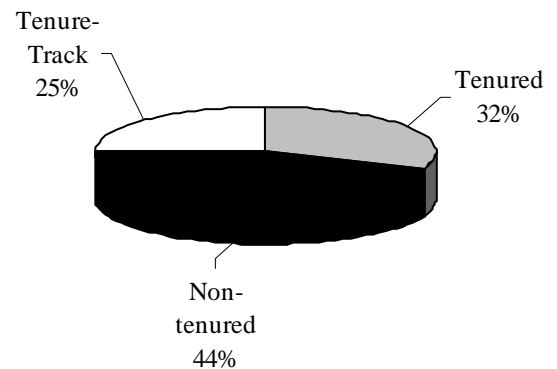
College/Department



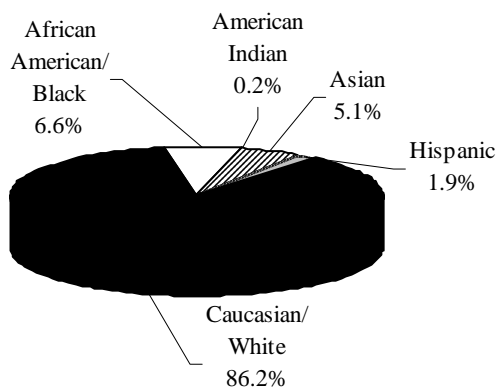
Highest Degree Earned



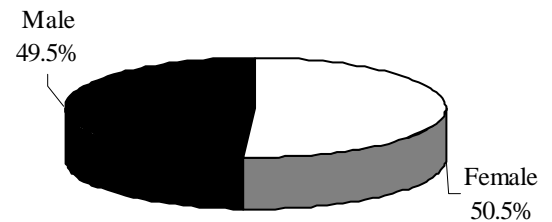
Tenure Status



Ethnicity



Gender



Faculty Profile

College of Arts and Sciences

Fall 2005

		Teaching Faculty		Administrators		Other ³	Total	Percent
		Full-time	Part-time	General ¹	Academic ²			
Rank	Professor	29	2	2	17		50	15.2%
	Associate Professor	63	2		5		70	21.3%
	Assistant Professor	74				15	89	27.1%
	Instructor	2	65			43	110	33.4%
	Lecturer	10					10	3.0%
Highest Degree Earned								
	Doctorate	150	17	2	21	17	207	63.0%
	Master's or Ed. Specialist	28	49		1	41	119	36.0%
	Professional Bachelor		3				3	1.0%
Tenure Status								
	Tenured	87		2	19		108	33%
	Non-tenured	14	69			58	141	43%
	Tenure-Track	77			3		80	24%
Ethnicity								
	African American/Black	6	9		3	4	22	7.0%
	American Indian or Alaskan							0.0%
	Asian or Pacific Islander	14	1			2	16	5.0%
	Hispanic	4				3	8	2.0%
	Caucasian/White	154	59	2	19	49	283	86.0%
Gender								
	Female	78	38	1	8	35	160	49%
	Male	100	31	1	14	23	169	51%
Total Faculty		178	69	2	22	58	329	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 2005

		Teaching Faculty		Administrators		Other ³	Total	Percent
		Full-time	Part-time	General ¹	Academic ²			
Rank								
	Professor	14	2	1	2		19	36.5%
	Associate Professor	7			2		9	17.3%
	Assistant Professor	7			1		8	15.4%
	Instructor		7				7	13.5%
	Lecturer	9					9	17.3%
Highest Degree Earned								
	Doctorate	27	3	1	5		36	69%
	Master's or Ed. Specialist	10	6				16	31%
	Professional Bachelor							
Tenure Status								
	Tenured	17			4		21	40%
	Non-tenured	10	9	1			20	39%
	Tenure-Track	10			1		11	21%
Ethnicity								
	African American/Black	1					1	2%
	American Indian or Alaskan							
	Asian or Pacific Islander	3		1	1		5	10%
	Hispanic	2					2	3%
	Caucasian/White	31	9		4		44	85%
Gender								
	Female	12	6				18	35%
	Male	25	3	1	5		34	65%
Total Faculty		37	9	1	5		52	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 2005

		Teaching Faculty		Administrators		Other ³	Total	Percent
		Full-time	Part-time	General ¹	Academic ²			
Rank								
	Professor	8	3		7		18	14%
	Associate Professor	13	3				16	12%
	Assistant Professor	36	16			7	59	44%
	Instructor	7	25			7	39	29%
	Lecturer	1					1	1%
Highest Degree Earned								
	Doctorate	58	29		7	7	101	75.9%
	Master's or Ed. Specialist	7	16			7	30	22.6%
	Professional Bachelor		2				2	1.5%
Tenure Status								
	Tenured	21			4		25	18.8%
	Non-tenured	9	47			14	70	52.6%
	Tenure-Track	35			3		38	28.6%
Ethnicity								
	African American/Black	7	4			1	12	9%
	American Indian or Alaskan	1					1	1%
	Asian or Pacific Islander	5					5	4%
	Hispanic							
	Caucasian/White	52	43		7	13	115	86%
Gender								
	Female	40	32		2	10	84	63%
	Male	25	15		5	4	49	37%
Total Faculty		65	47		7	14	133	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 2005

		Teaching Faculty		Administrators	Librarians	Other ³	Total	Percent
		Full-time	Part-time	General ¹	Academic ²			
Rank	Professor			1	5		6	46.1%
	Associate Professor				2		2	15.4%
	Assistant Professor				3		3	23.1%
	Instructor				2		2	15.4%
	Lecturer							
Highest Degree Earned	Doctorate							
	Master's or Ed. Specialist			1	12		13	100%
	Professional Bachelor							
Tenure Status	Tenured				8		8	62%
	Non-tenured				2		2	15%
	Tenure-Track			1	2		3	23%
Ethnicity	African American/Black							
	American Indian or Alaskan							
	Asian or Pacific Islander				1		1	8%
	Hispanic							
	Caucasian/White			1	11		12	92%
Gender	Female			1	6		7	54%
	Male				6		6	46%
Total Faculty				1	12		13	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 1999-2006

Faculty	FY 1999		FY 2000		FY 2001		FY 2002	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	90	60,913	89	63,897	60	64,746	56	66,147
Associate Professor	66	51,105	62	53,297	61	53,592	79	54,356
Assistant Professor	144	41,526	142	42,836	142	43,406	138	43,470
Instructor	21	33,224	29	34,651	57	32,409	55	33,327
All Faculty	321	\$46,692	322	\$48,670	320	\$48,538	328	\$49,325

Staff								
	Number	Average	Number	Average	Number	Average	Number	Average
Administrative	240	40,326	230	37,155	232	41,339	281	44,381
Clerical	168	21,003	148	22,128	153	22,288	161	23,185
Maintenance	148	23,901	112	21,605	130	25,899	101	22,450
All Staff	556	\$28,410	490	\$26,963	515	\$29,842	543	\$30,005

Faculty	FY 2003		FY 2004		FY 2005		FY 2006	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	54	69,057	50	69,712	53	70,558	56	72,937
Associate Professor	82	54,689	85	52,030	86	52,853	85	55,406
Assistant Professor	129	45,071	141	45,340	151	46,045	142	48,286
Instructor	66	34,392	57	34,320	54	33,878	61	35,477
Lecturer			12	48,347	18	45,618	20	43,496
All Faculty	331	\$50,802	345	\$49,950	362	\$49,790	364	\$51,120

Staff								
	Number	Average	Number	Average	Number	Average	Number	Average
Administrative	266	44,290	258	47,069	283	42,794	303	44,231
Clerical	161	23,727	159	23,278	146	22,523	139	23,403
Maintenance	111	22,995	149	23,901	130	22,838	139	23,339
All Staff	538	\$30,337	566	\$31,416	559	\$29,385	581	\$30,324

Note: Faculty totals include all full-time teaching faculty, librarians, and other (f-t) faculty with temporary appointment.

This year's staff numbers reflect the transition from B-Codes to categories.

Correction: The total average salaries for all faculty and Staff may vary from previous year's Fact Books.

Sources: Division of Academic Affairs and Office of Human Resources

Research



Sponsored Operations

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

History

The 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
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
2005	66	47	4,649,668	2,056,983

Note: Amounts exclude awards for student financial aid.

Source: Office of Sponsored Operations

Directors of Sponsored Projects

Fiscal Year 2005

as of June 30, 2005

College of Arts and Sciences

Dr. Ray Crook-Anthropology

Snake Creek Phase III
TRC Garrow & Associates
\$4,500

Dr. Ray Crook-Anthropology

SCS System Expansion Pipeline Project
R. Christopher Goodwin & Associates
\$1,750

Dr. Ray Crook-Anthropology

Curation & Collections Management Workshop
FHWA Georgia Division/Georgia Department of
Transportation
\$8,000

Dr. Ray Crook-Anthropology

DNR Curation Agreement
Georgia Department of Natural Resources
\$20,000

Dr. Ray Crook-Anthropology

Waring Archaeological Laboratory
UWG Foundation
\$9,500

Dr. Ray Crook-Anthropology

Georgia DOT Archaeological Collection
Department of Transportation-State of Georgia
\$9,500

Dr. Ray Crook-Anthropology

Savannah Project
Department of Transportation-State of Georgia
\$20,000

Dr. Rebecca Dodge-Geosciences

State View Program Development
America View, Inc./U. S. Geological Survey
\$89,500

Dr. Rebecca Dodge-Geosciences

Ocean Awareness Through Environmental
Science
South Carolina Sea Grant Consortium
\$1,200

Dr. Cynthia Epps-Nursing

Hamilton Medical Center Agreement
Hamilton Medical Center
\$6,890

Dr. James Espinosa-Physics

Prometheus Project
Siemens Building Technologies
\$6,000

Dr. Victoria Geisler-College of Arts and Sciences

STEP (Science Talent Expansion Program)
National Science Foundation
\$187,407

Dr. Kathryn Grams-Nursing

Clinical Skills Lab
Tanner Health System
\$65,000

Dr. Curtis Hollagaugh-Geosciences

Little Tallapoosa River Learning Corridor
\$8,250

Dr. Farooq Khan-Chemistry

Production of Carbon Nanotubes at UWG
EXP+ Group
\$10,000

Dr. Bruce Landman-Mathematics

Crider Endowment Fund
Marion Crider Endowment Fund
\$55,870

Dr. Aran MacKinnon-History

Teacher Quality Grants Program
U.S. Department of Education/University of Georgia
\$26,679

Dr. Kareen Malone-Psychology

Lifting the Lid off the Lab
The Spencer Foundation
\$37,480

Dr. Ann McCleary-History

Sacred Gospel Music Traditions in West Georgia
Georgia Council for the Arts
\$6,000

Dr. Ann McCleary-History

Center for Public History
UWG Foundation
\$8,037

Dr. Ann McCleary-History

Spinning Yarns
Georgia Humanities Council
\$6,500

Dr. Heather Nicol-Geosciences

Conference Grant 2004-2005
Canadian Embassy
\$7,500

John Olle-Arts & Sciences

Academic Service Learning Program
Wachovia Bank, N.A. & Walmart
\$25,500

Dr. Carl Quertermus-Biology

Georgia B.A.S.S. Tournament Creel Report
Georgia Department of Natural Resources
\$2,000

Drs. Gigi Ray and Victoria Geisler-Chemistry

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

Dr. Lyn Reilly-Nursing

Advanced Education Nursing Traineeship
Department of Health & Human Services
\$15,873

Dr. William Roll-Psychology

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

Dr. Marjorie Snipes-Anthropology

Antonio J. Waring, Jr. Endowment
UWG Foundation
\$35,500

Dr. Marjorie Snipes-Anthropology

Latin American Studies
Carroll County Educational Foundation
\$1,500

Julie Wieczkowski-Anthropology

Group Fission
Primate Conservation, Inc.
\$3,000

Dr. Henry Zot-Biology

Research in Undergraduate Institutions
National Science Foundation
\$163,486

Dr. Henry Zot-Biology

AFAP-110 Regulates Signals that Affect F-Actin
West Virginia University Research Corp/NSF
\$26,300

Richards College of Business

Dr. Bruce Bird-Accounting and Finance

Low Income Taxpayer Clinic
Internal Revenue Service
\$50,000

Dr. William Deegan-Small Business Development Center

Small Business Development Center
The University of Georgia/U.S. Small Business
Administration
\$162,500

College of Education

Curtis Cearley-Educational Technology Training Center

Educational Technology Training Center
Board of Education of the State of Georgia
\$127,886

Curtis Cearley-Educational Technology Training Center

Enhancing Education Through Technology
BOR State of Georgia/Georgia Department of Education
\$22,649

Curtis Cearley-Educational Technology Training Center

ETTC-Federal Portion
Board of Education of the State of Georgia
\$8,845

Susan Colgate-Honors Program

FIPSE Earmarked Grant
U.S. Department of Education
\$198,820

Michael Hirlinger-Murphy Center for Public History

Evaluation of Public Defender Caseload
Georgia Public Defender Standards Council
\$16,850

Dr. Kent Layton-College of Education

PRISM Satellite Award
Georgia Institute of Technology
\$203,188

Tamra Ogletree-Curriculum and Instruction

Georgia=s Prekindergarten Program
FY 2004-2005
Georgia Department of Education
\$186,561

Kathleen White-West Georgia Youth Science and Technology Center

WGYST Center
Board of Regents of The University System of Georgia
\$64,237

Ronnie Williams-Educational Leadership

Leadership Academy
Douglas County School System
\$45,000

Administrative Units

Theresa Jablecki-Kriel-Risk Management/Environmental Health & Safety

Mercury Exchange Program
Georgia Department of Natural Resources
\$710

Kimberly Jordan-Financial Aid

2004-2005 Georgia Peer Financial Counseling Program
\$2,715

Kimberly Jordan-Financial Aid

Summer Internship Program
Georgia Higher Education Assistance Corporation
\$2,800

Jill Hendricks-Health Services

GOHS & WG Collaborative Safety Initiative
Governor=s Office of Highway Safety
\$16,000

¹ External sources authorized spending for fixed time periods. In certain cases, those periods included only a portion of Fiscal Year 2005

² In a number of cases, only the portion of the total amount awarded was actually received or spent during Fiscal Year 2005

Source: *Office of Sponsored Operations*

Faculty Research Grants

Fiscal Year 2006

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 2006 as follows:

College of Arts and Sciences

Dr. Jeremiah Alberg-English and Philosophy

The Scandal of Rousseau
\$1,500

Dr. Julie Bartley-Geosciences

Using Electron Microscopy to Understand Carbonate Rocks
\$1,500

Dr. Sharmistha Basu-Dutt-Chemistry

Degradation of Gasoline and Diesel using Advanced Photochemical Oxidation
\$1,200

Dr. David Bush-Geosciences

Quantitative Ranking of Geomorphic and Development Controls on Coastal Hurricane Impact in Puerto Rico
\$1,500

Dr. James Scott Carter-Sociology and Criminology

The Effect of Residential Location on Persistent Racial Segregation: A Case Study of Two Rural Southern Counties
\$1,500

Dr. Michael de Nie-History

Lives of Victorian Political Figures: Charles Stewart Parnell
\$1,500

Dr. James Espinosa-Physics

Three Dimensional Protonic Leaders
\$1,485

Dr. Megumi Fujita-Chemistry

Bio-inspired Transition Metal Catalysts for Environmentally Benign Organic Oxidation Reactions
\$1,500

Dr. Anne Gaquere-Chemistry

Sonophotocatalytic Degradation of Dyes: A Model for Waste Water Treatment
\$1,500

Dr. Jonathan Goldstein-History

The Ethics of Tribute Versus the Profits of Trade: Stephen Girard's China Trade, 1787-1824
\$1,500

Dr. John Hansen-Chemistry

UV and Electrolyte Effects on the Spectral Properties of Alpha- and Beta- crystallins
\$1,500

Dr. Curtis Hollabaugh-Geosciences

Big Cities and Big and Small Rivers: The effects of cities on the water quality of rivers and lakes in west Georgia
\$1,500

Dr. Laurel Holland-Sociology and Criminology

Where Faith and Race Meet: A Comparative Study of Environmental Concern
\$1,500

Dr. Andrew Ivester-Geosciences

Luminescence Dating of Alluvial and Colluvial Deposits at Providence Canyon, Georgia
\$1,500

Dr. Farooq Khan-Chemistry

Mass Spectrometry of Large Organic Molecules via Attachment of Metal Ions
\$1,480

Dr. Abdollah Khodkar-Mathematics

Domination in Graphs
\$1,500

Dr. Nina Leacock-English

The Translation of Ethos: Critical Conceptions of Character in the Novel
\$1,500

Dr. Andrew Leavitt-Chemistry

Using Carbon Clusters to Model the Reaction of Coal with Water: A Continuation
\$1,250

Dr. Paul Luken-Sociology and Criminology

Editorial assistance for *Taking Up Residence*
\$1,500

Dr. James Mayer-Geosciences

Shallow Groundwater Flow and Surface-water/groundwater Interaction at a UWG Campus Field Site
\$1,350

Dr. Muhammad Rahman-Computer Science

Developing a Robust Question Processor for a Question-Answering System
\$1,495

Dr. Gigi Ray-Chemistry

Characterization of Biomimetic Manganese Porphyrin Catalysts and Microperoxidases by NMR Spectroscopy
\$1,500

Dr. Partha Ray-Chemistry

Studies Towards the Synthesis of a Potential Anti-tumor Agent
\$1,500.

Gail Reid -Mass Communications and Theatre Arts and Amy Goodwin-Nursing

Faculty Knowledge of Motivational Interviewing
\$1,500

Dr. Stephanie Wright-History

A We do not protest, we educate: Education and the Changing Social Identities of Black Southerners, 1865-1930
\$1,450

College of Education

Dr. Martha Larkin -Special Education and Speech Language Pathology and**Dr. Elaine Roberts-Curriculum and Instruction**

A Model for Co-Teaching: Middle School Teacher Reflections
\$ 720

Drs. Jim Berry and Abbot Packard-Educational Leadership and Professional Studies**Dr. Betty Morris-Media and Instructional Technology**

Perceptions of Principal Support of Collaborative Efforts Between School Library Media Specialists and Classroom Teachers in Selected Georgia Schools
\$1,500

Richards College of Business

Dr. Jonathan Anderson-Management and Business Systems

Understanding Antecedents to quality Customer Service Performance: Managing Employees in the Service Sector
\$1,500

Dr. Mary Kathryn Zachary-Management and Business Systems

Healers of Conflict-Navajo Peacemaker Courts As a Dispute Resolution Model; Prior Southwestern Grant Projects Continued
\$1,500

Sponsored Operations Faculty Research Enhancement Awards Fiscal Year 2006

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 2006 are as follows:

Award	Name/Department	Project Title
\$1,720	Dr. David Bush Geosciences	LIVING WITH THE LAKE ONTARIO SHORE: Natural Hazards, Risk Assessment, and Property Damage Mitigation
\$1,500	Dr. Thomas J. Cieslak, II Physical Education and Recreation	A Survey of Retention Factors for Interscholastic Coaching and Athletics Administration
\$3,000	Dr. Ray Crook Anthropology	Exploring Gullah Connections on Middle Caicos Islands
\$2,500	Dr. James Espinosa Physics	Time Evolution of 3 Dimensional Prontonic Structures in Heavy Water
\$975	Dr. Megumi Fujita Chemistry	Transition Metal Catalysts for Organic Oxidation Reactions with Environmentally Benign Oxidant N ₂ O
\$1,596	Dr. Joseph Huff Biology	Ionic Effects on Corneal Hydration and Transparency
\$1,520	Dr. Andrew Ivester Geosciences	Paleoenvironments from Depressional Wetlands in Southern Georgia
\$1,900	Dr. S. Swamy Mruthinti Biology	AQPO/alpha Crystallin Interaction During Thermal Strees
\$750	Dr. Muhammad Rahman Computer Science	Robust Input Processing and Fedback Generation in a Dialog-based Intelligent Tutoring System
\$3,500	Dr. Julie Wieczkoski Anthropology	An Investiation of Dietary Choice in the Critically Endangered Tana River Mangabey (<i>Cercocebus galeritus</i>)

Note: Award in 2005 for Spending in Fiscal Year 2005-2006

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.

Changes in Reporting

The format for the *Fact Book* has been changed for the 2005-2006 issue to show information as provided by the *University of West Georgia Financial Report*. This change has been made to more accurately reflect the financial position of the University.

All revenue sources and expenses for all fund groups (Resident Instruction, Auxiliary, Student Activities, Sponsored, Continuing Education, Indirect Revenue, and Technology Fees) are combined with as much detail as previously provided. Totals for the fiscal year ending June 30, 2004 have been audited. Totals for the year ending June 30, 2005 are actual revenue and expense amounts and still subject to changes following the state audit. Totals for the current year 2005-2006 are original budgeted totals. Total expenditures do not include capitalized amounts such as equipment over \$5,000 and library collections.

University Revenue by Source

	June 30, 2006 Budgeted	June 30, 2005 Actual	June 30, 2004 Audited
Operating Revenue			
Tuition and Fees	\$ 25,662,427.00	\$ 25,266,357.99	\$ 24,002,585.67
Less: Scholarship Allowances		5,538,535.50	5,035,101.16
Student Activity Fees	1,028,808.00		
Federal Appropriations	-	-	-
Grants and Contracts			
Federal	5,775,853.00	7,456,809.70	7,132,705.39
State	10,000.00	581,984.00	713,185.45
Other	557,115.00	1,022,428.87	1,068,689.83
Sales and Services	512,438.00	404,653.64	271,488.40
Rents and Royalties		12,188.00	12,462.00
Auxiliary			
Residence Halls	8,679,690.00	6,678,791.43	5,578,360.65
Bookstore	3,637,560.00	3,350,147.84	841,499.58
Food Services	3,726,782.00	3,680,090.84	3,336,414.78
Parking/Transportation	595,623.00	640,789.13	568,526.38
Health Services	1,333,795.00	1,364,793.60	1,326,717.80
Intercollegiate Athletics	2,628,574.00	2,349,533.10	2,214,520.44
Other Organizations	337,235.00	395,870.90	441,921.26
Other		431,404.16	622,668.41
Total Operating Revenue	<u>\$ 54,485,900.00</u>	<u>\$ 48,097,307.70</u>	<u>\$ 43,096,644.88</u>
Nonoperating Revenue			
State Appropriations	\$ 42,485,853.00	\$ 39,338,796.31	\$ 38,308,824.05
Grants and Contracts		-	-
Gifts		905,290.01	-
Investment Income		433,435.02	193,578.47
Other		40,449.01	(847,188.11)
Total Nonoperating Income	<u>\$ 42,485,853.00</u>	<u>\$ 40,717,970.35</u>	<u>\$ 37,655,214.41</u>
Capital Gifts and Grants			
State		6,916,163.29	3,246,839.36
Other Capital Gifts and Grants		592,228.55	175,000.00
Total Capital Gifts and Grants		<u>7,508,391.84</u>	<u>3,421,839.36</u>
Total Revenue	<u>\$ 96,971,753.00</u>	<u>\$ 96,323,669.89</u>	<u>\$ 84,173,698.65</u>

- Includes all funding sources, internal revenue, special initiative, departmental sales & service, and sponsored operations

- Grants and contracts does not include federal tuition scholarships

Source: Office of Budget Services

UWG Operating Expenses

	June 30, 2006 Budgeted	June 30, 2005 Actual
Operating Expenses		
Salaries:		
Faculty	\$ 25,163,929.10	\$ 23,182,577.80
Staff	24,963,261.90	23,734,930.18
Benefits	13,975,546.00	12,260,829.19
Other Personal Services	-	-
Travel	938,252.00	845,584.26
Scholarships and Fellowships	6,342,968.00	2,318,113.09
Utilities	2,357,422.00	2,971,140.48
Supplies and Other Services	20,632,582.00	18,973,861.61
Depreciation	-	4,718,546.08
Total Operating Expenses	\$ 94,373,961.00	\$ 89,005,582.69
Nonoperating Expenses		
Interest Expense (Capital Assets)		37,100.75
Total Expenses	\$ 94,373,961.00	\$ 89,042,683.44
EXPENSES BY CLASSIFICATION		
	June 30, 2006 Budgeted	June 30, 2005 Actual
Operating Expenses		
Instruction	\$ 36,597,950.00	\$ 35,199,043.56
College of Arts & Sciences	\$ 18,059,688.00	\$ 19,334,323.00
Richards College of Business	4,841,849.00	4,996,582.00
College of Education	7,177,942.00	7,187,317.00
Other Instruction	6,518,471.00	3,680,821.56
Research	\$ 275,872.00	972,673.83
Public Service	34,875.00	166,246.75
Academic Support	9,583,022.00	10,797,062.17
Student Services (Fund 10000)	4,824,989.00	4,241,469.88
Student Activities (Fund 13000)	1,028,808.00	804,287.32
Intramural	\$ 124,874.00	\$ 124,673.18
Social & Entertainment Activities	490,173.00	492,847.26
Student Government	24,020.00	24,482.39
Student Publications	55,912.00	86,046.11
Other Programs/Unassigned	333,829.00	76,238.38
Institutional Support	10,510,488.00	8,146,114.15
Plant Operations and Maintenance	6,303,841.00	7,536,434.06
Scholarships and Fellowships*	6,342,968.00	1,164,026.94
Auxiliary Enterprises	18,871,148.00	17,360,197.28
Student Housing	\$ 7,167,964.00	\$ 5,930,630.78
Food Services	2,858,121.00	3,437,193.84
Stores and Shops	3,462,307.00	3,133,271.18
Intercollegiate Athletics	2,477,032.00	2,436,851.38
Other Service Units	2,905,724.00	2,422,250.10
Unallocated Expenses **		2,618,026.75
Total Operating Expenses	\$ 94,373,961.00	\$ 89,005,582.69
Nonoperating Expenses		
Interest Expense (Capital Assets)		37,100.75
Total Expenses	\$ 94,373,961.00	\$ 89,042,683.44

- Does not include equipment over \$5,000 or other capital items

- Includes all fund groups, resident instruction, auxiliary, student activities, continuing education, indirect revenue, and technology fees

* Amount for scholarships and fellowships does not include federal tuition grants and are estimated.

** Depreciation is not budgeted at the beginning of the year.

	June 30, 2004 Audited
Operating Expenses	
Salaries:	
Faculty	\$ 21,989,066.52
Staff	23,084,794.47
Benefits	12,552,023.12
Other Personal Services	-
Travel	823,473.84
Scholarships and Fellowships	2,389,546.48
Utilities	3,141,292.06
Supplies and Other Services	16,747,869.43
Depreciation	4,303,061.89
Total Operating Expenses	\$ 85,031,127.81
Nonoperating Expenses	
Interest Expense (Capital Assets)	2,027.83
Total Expenses	\$ 85,033,155.64

EXPENSES BY CLASSIFICATION	June 30, 2004 Audited
Operating Expenses	
Instruction	\$ 34,713,240.31
College of Arts & Sciences	
Richards College of Business	
College of Education	
Other Instruction	
Research	860,659.05
Public Service	163,571.16
Academic Support	11,253,016.14
Student Services (Fund 10000)	4,816,802.95
Student Activities (Fund 13000)	
Intramural	
Social & Entertainment Activities	
Student Government	
Student Publications	
Other Programs/Unassigned	
Institutional Support	8,152,838.24
Plant Operations and Maintenance	10,420,879.21
Scholarships and Fellowships*	1,419,185.97
Auxiliary Enterprises	13,230,934.78
Student Housing	
Food Services	
Stores and Shops	
Intercollegiate Athletics	
Other Service Units	
Unallocated Expenses **	
Total Operating Expenses	\$ 85,031,127.81
Nonoperating Expenses	
Interest Expense (Capital Assets)	2,027.83
Total Expenses	\$ 85,033,155.64

- Does not include equipment over \$5,000 or other capital items

- Includes all fund groups, resident instruction, auxiliary, student activities, continuing education, indirect revenue, and technology fees

* Amount for scholarships and fellowships does not include federal tuition grants and are estimated.

** Depreciation is not budgeted at the beginning of the year.

Total Resident Instruction Expenditures Per Full-time Equivalent Student Fiscal Years 2002 – 2006*

Fiscal Year	Resident Instruction Expenditures	Fall Term FTE** Enrollment	Total Expenditures per FTE Student
2002	79,714,173	7,782	\$ 10,243
2003	74,155,869	8,351	8,880
2004	71,038,171	8,865	8,013
2005	70,849,007	8,898	7,962
2006 (Budgeted)	74,474,005	8,908	8,361

*Calculated as Total Operating Expenses per Annual Financial Report, less Auxiliary Services and Student Activities

** 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

Distribution of the Student Dollar Fall 2005



1. Resident Instruction (Tuition)	\$0.75
2. Auxiliary Enterprises (Health, Athletic & Transportation)	\$0.13
3. Campus Center	\$0.06
4. Student Activities (Activities Fee)	\$0.03
5. Technology Fee	\$0.03

Source: Office of Budget Services

UWG Condensed Statement of Net Assets

Fiscal Years 2004 -2005

		FY2005	FY2004
Assets	Current Assets	\$ 16,284,666.22	\$ 16,349,507.20
	Capital Assets, Net	66,411,670.82	57,806,738.27
	Other Assets	1,764,942.25	1,863,246.96
	Total Assets	\$ 84,461,279.29	\$ 76,019,492.43
Liabilities	Current Liabilities	9,060,671.60	8,698,111.90
	Noncurrent Liabilities	3,414,441.96	2,616,201.25
	Total Liabilities	\$ 12,475,113.56	\$ 11,314,313.15
Net Assets	Invested in Capital Assets, Net of Debt	65,197,919.79	56,421,479.02
	Restricted - nonexpendable		
	Restricted - Expendable	2,094,935.23	2,060,580.45
	Capital projects	-	-
	Unrestricted	4,693,310.71	6,223,119.81
	Total Net Assets	\$ 71,986,165.73	\$ 64,705,179.28

Assets are cash, investments, receivables, prepaid items, inventories, capital equipment, etc.

Liabilities are accounts payable, deposits from others to the University (i.e. deposits for room rentals, breakage, etc.), and payroll deductions

Source: Office of Budget Services

West Georgia Foundation, Development and Alumni Relations



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 State of Georgia, to source and receive gifts for the support and enhancement of the University, and to aid the University in its development as a leading educational institution within the state of Georgia and the southeast region of the United States.

The Foundation's Board of Trustees is composed of business, professional, and community leaders plus officers

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

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

Source: Office of Development and Alumni Services

Foundation Officers and Trustees

2005-2006 Foundation Officers

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

2005 Trustees

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Charles E. Cole
Jim Collins
Richard T. Culpepper
Richard A. Duncan
Matthew T. Echols
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James B. Lipham
Jeff R. Matthews
Evelyn H. Moss
William A. Moye
Frederick E. O'Neal
Dr. Ward B. Pafford* (Former University President)
Susan D. Plunkett
Harry T. Preston
Dr. Thomas E. Reeve, III
Randall K. Redding
Alice H. Richards
Russell G. Sarner
Dr. Beheruz N. Sethna (University President)
Zachary R. Steed
Robert J. Stone
J. Thomas Vance
Dr. H. Paul Walls
Gelon E. Wasdin, Jr.

Honorary Trustees

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

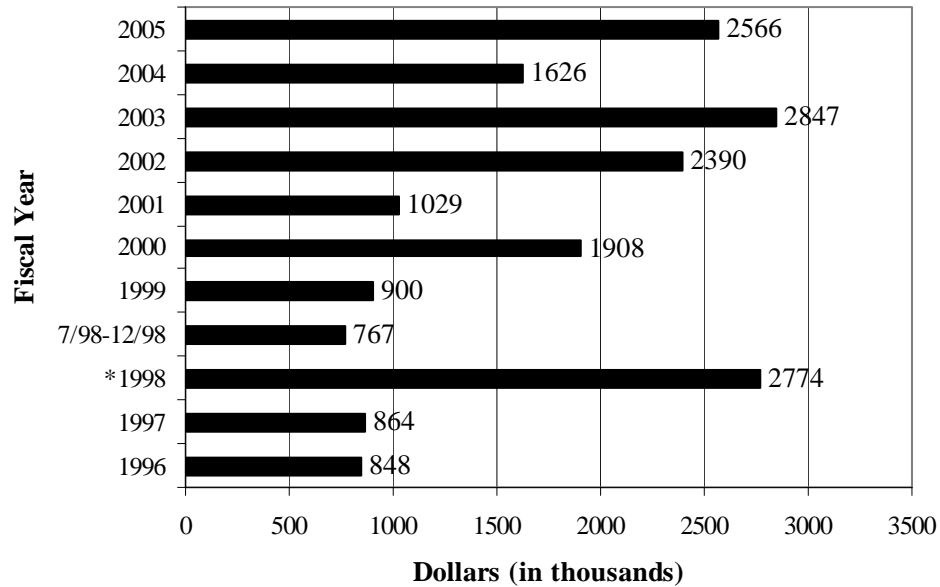
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Timothy I. Warren
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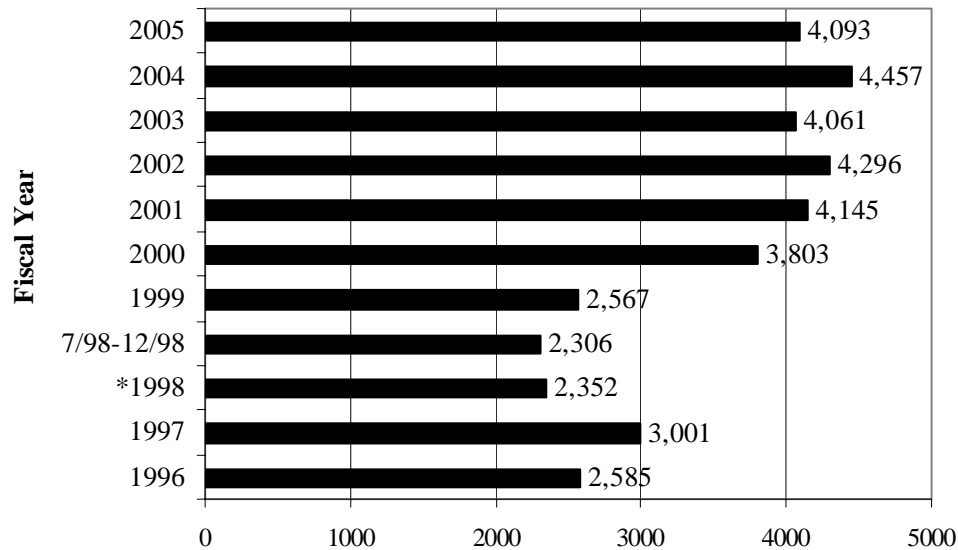
*Lifetime Member

Source: Office of Development and Alumni Relations

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. Kapetanacos 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
Irvine Sullivan and Martha Monroe Ingram Scholarship

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 Sarnier 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.

2005-2006 Officers

Christy Sammon '90, President
Donald Newsom '73, President-Elect
Brian McLeod '99, Vice President
Bonny Askew '77, Treasurer
Peggy Smith '61, Secretary
Scott Kauffman '97, Past President

Source: Office of Development and Alumni Relations

Number of Georgia Resident Alumni as of December 2005

<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	39
Atkinson	1	Dade	46	Jefferson	7	Randolph	10
Bacon	8	Dawson	29	Jenkins	1	Richmond	83
Baker	0	Decatur	15	Johnson	2	Rockdale	290
Baldwin	26	Dekalb	1,668	Jones	29	Schley	1
Banks	20	Dodge	8	Lamar	103	Screven	6
Barrow	93	Dooly	2	Lanier	1	Seminole	5
Bartow	652	Dougherty	55	Laurens	29	Spalding	411
Ben Hill	7	Douglas	1,800	Lee	27	Stephens	22
Berrien	4	Early	1	Liberty	14	Stewart	3
Bibb	149	Effingham	9	Lincoln	4	Sumter	32
Bleckley	6	Elbert	25	Long	1	Talbot	16
Brantley	3	Emanuel	12	Lowndes	37	Taliaferro	1
Brooks	6	Evans	4	Lumpkin	36	Tattnall	5
Bryan	10	Fannin	90	Macon	2	Taylor	6
Bulloch	21	Fayette	1,379	Madison	29	Telfair	2
Burke	6	Floyd	1,057	Marion	6	Terrell	4
Butts	90	Forsyth	484	McDuffie	10	Thomas	27
Calhoun	1	Franklin	24	McIntosh	12	Tift	26
Camden	19	Fulton	2,178	Meriwether	170	Toombs	17
Candler	8	Gilmer	109	Miller	7	Towns	18
Carroll	4,993	Glascok	1	Mitchell	8	Treutlen	3
Catoosa	427	Glynn	93	Monroe	47	Troup	616
Charlton	3	Gordon	439	Montgomery	7	Turner	5
Chatham	117	Grady	7	Morgan	52	Twiggs	2
Chattahoochee	2	Greene	38	Murray	329	Union	42
Chatooga	160	Gwinnett	1,831	Muscogee	188	Upson	141
Cherokee	763	Habersham	57	Newton	238	Walker	395
Clarke	151	Hall	335	Oconee	82	Walton	226
Clay	3	Hancock	3	Oglethorpe	16	Ware	27
Clayton	689	Haralson	957	Paulding	1,036	Warren	4
Clinch	2	Harris	81	Peach	11	Washington	12
Cobb	3,178	Hart	40	Pickens	116	Wayne	11
Coffee	13	Heard	245	Pierce	12	White	40
Colquitt	10	Henry	856	Pike	146	Whitfield	944
Columbia	74	Houston	123	Polk	706	Wilcox	1
Cook	3	Irwin	3	Pulaski	5	Wilkes	14
Coweta	2,117	Jackson	90	Putnam	38	Wilkinson	6
Crawford	12	Jasper	31	Quitman	1	Worth	9
						Total in Georgia	35,181

Note: 369 are lost and deceased alumni.

Source: Office of Development and Alumni Services

Number of West Georgia Alumni in the United States as of December 2005

<u>State</u>	<u>No.</u>	<u>State</u>	<u>No.</u>
Alabama	1021	Montana	15
Alaska	16	Nebraska	9
Arizona	90	Nevada	25
Arkansas	42	New Hampshire	9
California	301	New Jersey	74
Colorado	132	New Mexico	25
Connecticut	34	New York	119
Delaware	18	North Carolina	593
District of Columbia	12	North Dakota	4
Florida	1,206	Ohio	120
Georgia	35,181	Oklahoma	39
Hawaii	15	Oregon	44
Idaho	14	Pennsylvania	117
Illinois	96	Rhode Island	8
Indiana	88	South Carolina	377
Iowa	15	South Dakota	4
Kansas	36	Tennessee	698
Kentucky	130	Texas	416
Louisiana	74	Utah	19
Massachusetts	11	Vermont	8
Maryland	107	Virginia	306
Maine	52	Washington	95
Michigan	62	West Virginia	17
Minnesota	38	Wisconsin	40
Mississippi	104	Wyoming	11
Missouri	56	Total in United States	42,143

Note: 1,091 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 Campus Planning and Facilities consists of the Office of the Assistant Vice President for Campus Planning and Facilities, Campus Planning and Development, Risk Management/Environmental Health and Safety, and Facilities and Grounds. Its mission is to professionally operate, maintain, and support the development of quality facilities, grounds, and services, and to support the campus community, students, faculty and staff. Through their efforts they support the university's commitment to the pursuit of academic excellence in a personal learning environment with cost-effectiveness, safety and in an environmentally responsible manner.

Facilities and Grounds is comprised of the Work Information Center, Maintenance, Motor Pool, Custodial Services, Moves/Set-ups, Paint Shop, Construction and Landscaping, and Grounds Maintenance. The function of repair and routine maintenance, energy management, and special projects are scheduled, performed, and managed for the more than 1.7 million square feet of building floor space. 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.

UWG's campus is considered to be one of the most beautiful in the University System of Georgia. Landscaping and Grounds Maintenance 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. UWG 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.

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.

The mission of Risk Management/Environmental Health and Safety Department (RM/EHS) is to protect UWG's students, visitors, faculty and staff through training, education, hazard abatement and information dissemination. Additionally, they will assist in the preparation of the students for the future in the area of environmental health and safety. RM/EHS ensures that all activities conducted on campus either meet or exceed requirements set by local, state and federal agencies, thus enhancing the overall working environment while fully supporting the education mission on campus.

Source: Campus Planning and Development

University of West Georgia Land Holdings

Property	Year	Acres	Cost
B.A. Sharpe	1907	275	\$9,625
Driver	1965	0.319	5,500
J. Perkins	1965	0.976	4,500
Pope	1965	3.85	5,500
O.R. Perkins	1965	1.79	4,700
Cash	1965	1.083	7,000
Herb	1966	0.483	4,000
Cole	1966	25.01	20,758
Roop	1966	4.41	60,000
Hughes	1967	1.86	8,212
Pruitt	1967	0.226	10,000
Harper	1968	0.164	5,000
Staples	1968	17.64	44,100
Cole	1973	65.65	128,017
Sold to City of Carrollton	1980	-15	-29,250
The Place, Inc.	1984	10.745	189,000
Sold to WG Foundation	1984	-0.326	-5,000
Brumbelow	1987	0.505	93,500
2003 Maple Street	2005	0.74	38,250
Total		395.125	\$637,662

Current Value of Land \$5,435,825

Source: Campus Planning and Development

University of West Georgia

Campus Facilities

As of June 30, 2005

Facility	Date of Construction Acquisitions	Approximate Square Footage	Investment*	Replacement Approximate or Present Value**
Bonner House	1843	2,246	8,000	112,300
Kennedy Chapel	1893	880	27,000	154,000
Melson Hall	1907	12,988	48,000	1,233,860
Honors House	1907	3,892	17,000	369,740
Honors Annex	1907	1,080	24,480	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	1948	2,675	1,000	175,000
Aycock Hall/Public Safety	1952	28,709	300,000	2,727,355
Geography/Learning Resource Center	1954	15,902	277,000	1,510,690
Richards College of Business	1958	14,682	514,000	1,394,790
Parker Hall	1959	17,225	229,000	1,636,375
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 Hall	1964	23,065	497,000	2,191,175
Greenhouse #1	1964	504	5,000	15,120
Gunn Hall	1965	37,916	760,000	3,222,860
Health/Physical Education (Campus Center)	1965	(49,903)	(928,000)	(4,990,300)
Boykin Hall	1966	37,889	681,000	3,220,565
University Community Center	1967	62,673	1,566,000	5,640,570
James E. Boyd Building	1968	38,570	767,000	4,242,700
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	6,999,325
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	1974	58,569	1,584,000	5,271,210
Locksmith/Electronics	1974	987	4,000	93,765
Greenhouse #2	1976	600	1,000	18,000
Foundry	1979	400	1,000	10,000

*Rounded to the nearest \$1,000

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

Campus Facilities

Facility	Date of Construction Acquisitions	Approximate Square Footage	Investment*	Replacement Approximate or Present Value**
Observatory	1979	484	16,000	31,460
Football Field House	1980	25,772	668,000	2,577,200
Track Storage	1980	800	5,000	48,000
Newnan Center Building 2000 (Rental)	1980	3,200	320,000	500,000
Newnan Center Building 3000 (Rental)	1980	2,400	25,000	50,000
Student Activities Center	1981	9,000	91,000	720,000
Storage Warehouse	1981	5,822	27,000	145,550
Public Safety Office	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
RCOB Annex	1985	18,404	1,510,000	1,748,380
Central Duplication	1985	7,585	135,000	493,025
Rifle Range	1986	480	4,000	28,800
Townsend Center for Performing Arts	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 Restroom	1988	528	7,000	31,680
Band Storage #1	1988	245	1,000	14,700
Landscape Storage	1990	2,400	12,000	60,000
Newnan Center Bldg. 1000	1990	11,400	600,000	1,000,000
Golf Storage	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 Lab	1992	6,296	32,000	409,240
Campus Planning & Development	1992	2,400	40,000	156,000
Perfoming Arts Warehouse/Storage	1992	2,413	22,000	60,325
Murphy AthleticAdministration Bldg.	1993	18,991	600,000	1,899,100
West Community Hut	1994	253	32,564	88,550
Education Center Annex	1995	41,667	4,347,000	6,041,715
Archaeology Storage Bldg.	1995	288	2,996	7,200
Technology-enchnaced Learning Center	2000	115,811	20,203,650	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 #2	2003	720	29,000	30,000
Greenhouse #4	2003	3,000	60,000	60,000
Suite 1 (Rental)	2004	51,365	4,876,697	4,876,697
Suite 2 (Rental)	2004	36,976	3,510,576	3,510,576
Suite 3 (Rental)	2004	44,169	4,193,494	4,193,494
Commons (Rental)	2004	6,440	624,233	624,233
Soccer Field Restrooms	2004	260	1,300	13,300
Landscaping Shed	2004	250	3,750	3,750
Campus Center	2005	131,448	20,889,000	20,889,000
Photography Studio	2005	903	65,000	65,000
Arbor View Apartment "A" (Rental)	2005	73,352	4,418,286	5,921,000
Arbor View Apartment "B" (Rental)	2005	62,885	3,573,262	5,076,000
Arbor View Apartment "C" (Rental)	2005	53,268	3,143,959	4,300,000
TOTALS		2,060,484	111,187,247	207,610,885

*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 397,169 bound volumes, 24,447 reels of microfilms, a limited audiovisual collection and more than 1,143,479 pieces of microform as well as 20,697 maps and charts and 3,003 volumes, 29,822 pieces and 348 linear feet of manuscript material in special collection. The Library currently subscribes to over 1,100 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 1996 – 2005

Holdings	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Volumes added during the year	7,249	8,132	13,217	10,087	7,515	10,200	8,050	8,359	9,681	7,543
Volumes at end of the year	319,753	332,290	343,094	353,181	360,696	370,896	378,946	389,249	391,330	397,169
Reels of microfilm at end of year	22,444	22,824	23,456	23,526	23,526	23,230	23,047	22,827	22,773	24,447
Physical units of other microtext at end of year	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	1,143,479
Periodical titles received at end of year	1,598	1,154	1,362	1,372	1,352	1,387	1,342	1,226	1,194	1,101
Items										
U.S. Documents	135,721	135,877	140,535	140,590	144,697	147,771	149,540	151,292	138,532	131,730
U.S. Documents (Volumes on Microfilm)*	70,428	73,620	73,961	74,959	81,770	86,576	84,807	86,775	75,198	65,854
Annual Reports****	1,525	1,495	2,189	2,189	2,189	2,189	2,189	0	0	0
Circulation**	243,192	213,342	178,694	94,442	86,766	75,369	74,107	65,571	48,524	46,401
Interlibrary Loans										
Borrowed	3,407	4,072	4,636	6,148	5,732	4,711	2,320	3,309	3,024	6,744
Loaned	5,539	5,604	6,244	5,797	4,711	5,732	4,634	5,353	4,948	7,625
Reference Questions***	39,919	61,308	33,956	33,956	33,956	33,956	8,632	8,632	23,504	13,200

*Depository publications on microfiche received from Government Printing Office.

**Decline from 1997-2003 due to electronic resources

***Statistical change

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

Source: Irvine Sullivan Ingram Library

Information Technology Services 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 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.

ITS 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 e2900, 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 2005-2006

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 2005-2006

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 2005

