

UNIVERSITY of 
West Georgia



Fact Book
2006-2007

2006-2007

University of West Georgia

Fact Book



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

We believe that you will find within this year's Fact Book evidence of our continued accomplishments, and our on-going commitment to achieving *Educational Excellence in a Personal Environment*. A few illustrations can briefly summarize some global evidence of continuous improvement over the last several years.

- 🔥 Since 2000, overall headcount enrollment has increased 13.35 percent.
- 🔥 Since 2000, undergraduate credit hours have increased 19.55 percent.
- 🔥 Since 2000, SATV scores have increased 4.25 percent and SATM scores have increased 3.9.
- 🔥 UWG's latest 6-year graduate rate (Fall 2000) is 3 percent higher than the 1999 cohort and is the highest in UWG's history—with much progress to be made, but an excellent beginning.
- 🔥 The Princeton Review selected the Richards College of Business as an outstanding business school in its Best Business Schools, the Best 282 Business Schools 2007 edition released in October.
- 🔥 James magazine ranked the University of West Georgia in its top 10 picks for its "people's Choice for 2006" list of Georgia's best institutions for academics and overall reputation.
- 🔥 The University of West Georgia has been rated as one of America's best values in 2004, 2005, 2006, 2007, and 2008 in the Princeton Review's America's Best Value Colleges
- 🔥 The University of West Georgia contributes \$220.3 million to the state of Georgia's economy according to a study released by the Atlanta Regional Council for Higher Education.

To paraphrase Albert Einstein, not everything that counts can be (or has been) counted. Our periodic review of academic and academic support programs has helped the institution seek new ways to identify program goals, as well as help us find better ways to illustrate the quality and the achievement anecdotally we know is present at UWG. The faculty, staff and students of the University work daily for continuous improvement in faculty, student and staff learning, and the included indicators provide a glimpse at that progress and achievement.

We hope you will use this Fact Book as a means of starting to get to know the University of West Georgia, and its continued commitment to *Educational Excellence in a Personal Environment*.

Sincerely,



Thomas J. Hynes, Jr.
Acting President

University of West Georgia

Fact Book

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The University



The University

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

History

The University of West Georgia, a senior unit of the University System of Georgia, is a co-educational, residential, liberal arts institution located in Carrollton, Georgia.

Carrollton, about an hour's drive from Atlanta, is the seat of Carroll County and one of Georgia's fastest growing industrial areas. Carrollton provides a regional population of approximately 100,000 with retail shopping, medical, educational and financial services, entertainment, and recreation.

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

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

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

In 1967, the Board of Regents authorized the initiation of a Master's level graduate program. The institution currently offers ten Masters degrees in over 30 areas of study. The Specialist in Education degree is offered in 12 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).

The University is experiencing significant growth that includes four major construction projects: two phases of residential housing, a new campus center (student recreational facility), and the Health, Wellness, and Lifelong Learning Center. When all projects are complete, the gross asset value of the University's facilities will be approximately \$200 million. The University is also poised to augment its campus by nearly 270 acres through the addition of the City of Carrollton's gift of 246 acres and the purchase of 23 acres by the West Georgia Foundation, Inc.

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, a seminar room for each department, one general-purpose computer lab, and several 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.



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 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.

The opening of three suite-style residence halls in 2004 and three apartment-style halls in 2005 brought the total of on-campus residence halls to fifteen; providing 3,004 beds for UWG students.

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.

Source: UWG Undergraduate Catalog 2006-2007

Mission of the University of West Georgia

The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

Purpose

The University, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate public higher education primarily to the people of West Georgia. The University is also committed to 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. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

Essential Activities

West Georgia educates students in a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It also offers a significant number of graduate programs at the master's and educational specialist's levels. The University has a commitment to education at the doctoral level in the field of education as well as other selected areas. In addition to being accredited as an institute of higher education, the University maintains national accreditation or recognition in most undergraduate and graduate fields of specialization.

The University of West Georgia pursues its purpose through the following activities:

- Instruction in general education and the promotion of life-long learning that together lay the foundations of what is essential to being an educated person.
- Faculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.
- Faculty research, scholarship, and creative endeavors that promote knowledge, enhance professional development, contribute to quality instruction, and provide for significant student involvement and field-based experience.
- Educational opportunities such as the Honors College and, for extraordinary high school-aged students, the Advanced Academy of Georgia that serve the needs of exceptionally prepared students.
- Systematic investigation of teaching and student learning that fosters innovation in teacher, professional, and pre-professional preparation.
- The use and exploration of existing and emerging technologies that improve opportunities for faculty and student learning.
- A broad range of public service activities and proactive partnerships that: promote more effective utilization of human and natural resources; contribute to economic, social and technical development; and

enhance the quality of life within the University's scope of influence.

- Student services, including outstanding first-year experiences, which increase opportunities for academic success and personal development and enhance the climate of campus life.

Values

The University of West Georgia values the following:

- High-quality general education, undergraduate and graduate programs, that:
 - 1) Are grounded in a strong liberal arts curriculum;
 - 2) Impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
 - 3) Emphasize disciplinary rigor;
 - 4) Foster the development of effectiveness in communication critical and independent thinking, problem solving, and the use of information resources and technology; and
 - 5) Create 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.
- Cultivate of a personal environment.
- Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.
- Practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.

These commitments culminate in educational experiences that foster the development of thoughtful and productive leaders and 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 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 other.
 - 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, and examination of how our programs and services are meeting the needs of the public, and 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 weakness?
 - f. What are the external opportunities and threats UWG must contend with?
3. Where is UWG going?
 - a. What vision will take UWG where it wants to go in the next five years?
 - b. What qualitative objectives will implement that vision?
 - c. What quantitative goals will let us judge our progress?
 - d. What will it take to succeed?
 - e. How does UWG make it happen?

The Strategic Planning Committee's plan for each of the "big three" questions was to:

- develop a first draft of a report
- receive responses to the first draft
- and to publish a second draft.

The University community was requested to:

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

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 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 Freshmen 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 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 moral 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 the Scholarship, Big Night, the debate program, the Concerto Competition, and the Sigma Xi research paper a competition to become national leaders in the 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; community services, co-op, and internships positions on or off campus related to the student's area of study, with the 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 Center for Student Research and Professional Activity.

The Honors College and the Advanced Academy.

The Honors College at UWG is one of the 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 the 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, national 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 the 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 Technology and Learning.

Innovation 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 of 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 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 over-all 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 2006-2007

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 accommodations. Over 100 international students are advised through the Center regarding housing, immigration matters, partnership with students to provide programs and services that complement student learning and the academic experience. The Department provided over 929 individual programs in 2004-2005. 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 advised 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 coordinated Black History Month activities, Homecoming, Annual Campus Awards Program, University Volunteer Program, Leadership programs, Spring Fling, Exam Jam, and Welcome Week.

Through an excellent *Intramurals and Recreational Services*, the University provides opportunities for recreation, social contact, and healthy exercise. Over the year, 200,000 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, fitness and game rooms, climbing wall, gymnasium, fitness trail, personal training 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, 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 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.

Patient Services	FY 2005	FY 2006
Patient Visits	24,136	24,625
Prescriptions Filled	35,409	38,370
Lab Tests	14,046	12,107
Patients seen by Physician	1,371	803
Patients seen by Nurse Practitioners	15,573	16,200
Allergy-Injections	212	153
Breathing Treatments	256	229
Gynecology	1,645	1,733
Minor Surgery	92	38
Meningitis Shots	112	73

Source: *Health Services*

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.

Student Employment Program	FY 2005	FY 2006
Student Visits to Office	3,834	3,220
Student Referrals	4,500	4,094
Placements	1,103	1,135
Wages Generated	\$2,989,249	\$3,084,113
Volunteer Services Office		
¹ Student Visits to Office	150	668
Student Referrals	252	312
Student Opportunities	77	96
²Professional Practice		
Counseling Contacts	1,444	386
Student Referrals	1,239	480
Student Placement	200	108
Participating Employees	127	62
Wages Generated	\$726,627	\$277,326
Career Employment Program		
Student Visits to Office	856	1,472
Resume Referrals	1,770	1,692
Job Postings	13,040	8,999
Overall Employer Recruitment	190	179

¹Combined number of student visits for Volunteer Services and Professional Practice Program FY2006

²Figures reflect available data. Some contract/referral/placement data is not available due to staff transition and changes in reporting methods.

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 2005	Fall 2006
		Occupancy	
Arbor View	Co-ed	590	596
Bowdon	Co-ed	209	278
Boykin	Women	143	124
Downs	Men	253	191
Gunn	Co-ed	120	139
Row*	Co-ed	136	
Strozier Complex	Co-ed	160	165
Tyus	Co-ed	164	157
University Suites	Co-ed	579	584
Watson	Women	179	215
Level			
Academy		65	92
Freshman		1,646	1,642
Sophomore		411	357
Junior		212	196
Senior		138	132
Graduate		7	10
Other**		54	20
Total		2,533	2,449
*Row is now an Administrative Building			
**Students housed at UWG, enrolled at Georgia Highland. Some are from the ATP Program.			
Source: Office of Residence			

Intercollegiate Athletics

University of West Georgia Athletics is a member of the NCAA, Division II, and the Gulf South Conference (GSC). The university currently fields 11 NCAA varsity teams: Baseball, Men's and Women's Basketball, Men's and Women's Cross Country, Football, Men's and Women's Golf, Women's Soccer, Women's Softball, and Women's Volleyball. UWG athletic teams have earned numerous conference, regional, and national rankings and titles, including a 1974 Men's Basketball National Championship and a 1982 Football Championship. Both teams have continued winning traditions in recent years, with Men's Basketball participating in seven NCAA regional tournaments and 12 GSC tournaments since 1994. In 2002 the team won their GSC Tournament, the NCAA Men's Basketball Regional and advanced to the NCAA Elite Eight. UWG Football won GSC titles in 1997, 1998, and 2000 and advanced to four NCAA regional tournaments.

Two of UWG's newest sports, Women's Soccer and Women's Golf, have made strong starts, with Women's Soccer advancing to GSC tournaments its first two conference seasons in 2005 and 2006. Women's Basketball won the 1994 GSC tournament, hosted two NCAA Regional Tournaments in the 1990's, and has become a regular GSC tournament participant (2002, 2004, 2005, 2006). Women's Volleyball is developing into a GSC tournament contender, with tournament appearances in 2004, 2005, and 2006. UWG Softball made GSC tournament appearances in 2002 and 2006.

Both Men's and Women's Cross Country teams have strong competitive records in the GSC, having won eight conference titles since the mid-1990's. The Women's Cross Country team won the NCAA Regional in 2000, and a female runner was the 2003 NCAA Regional Individual Champion. UWG Baseball won both the GSC tournament and the NCAA Regional in 1998 before advancing to the College World Series.

The Athletics department also sponsors both Co-Ed and All-Girl UCA Cheerleading squads. The Co-Ed squad won its sixth consecutive (2002-2007) UCA National Championship, and the All-Girl squad won its third (2004, 2006, and 2007) UCA National Championship in January, 2007.

Source: Intercollegiate Athletics

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 35 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 2006-2007

University System of Georgia Institutions

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

University System of Georgia 2006-2007 Board of Regents

Doreen Stiles Poitevint, Bainbridge	State-at-Large
Hugh A. Carter, Jr., Atlanta	State-at-Large
Donald M. Leebern, Jr., Columbus	State-at-Large
William H. Cleveland, Atlanta	State-at-Large
<i>Vice Chairman*</i>	
Felton Jenkins, Madison	State-at-Large
W. Mansfield Jennings Jr., Hawkinsville	First District
Julie Ewing Hunt, Tifton	Second District
Benjamin J. Tarbutton, III Sandersonville	Third District
Wanda Yancy Rodwell, Stone Mountain	Fourth District
Eldridge W. McMillan, Atlanta	Fifth District
Michael J. Coles, Kennesaw	Sixth District
Richard L. Tucker, Lawrenceville	Seventh District
Robert F. Hatcher, Macon	Eighth District
Patrick S. Pittard, Atlanta	Ninth District
James R. Jolly, Atlanta	Tenth District
Willis J. Potts, Rome	Eleventh District
J. Timothy Shelnut, Augusta	Twelfth District
Allan Vigil, Morrow	Thirteenth District
<i>Chairman*</i>	

**Officers of the Board*

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

University System of Georgia Administrative Personnel

Mr. Erroll B. Davis, Jr.

Ms. Demetra Morgan

Mr. Rob Watts

Ms. Gail S. Weber

Ms. Jennifer Fairchild-Pierce

Mr. Ronald B. Stark

Chancellor

Executive Assistant to the Chancellor

Chief of Staff

Secretary to the Board

Associate Secretary to the Board

Associate Vice Chancellor, Internal Audit

Office of Administrative and Fiscal Affairs

Ms. Corlis P. Cummings

Ms. Elizabeth E. Neely

Mr. J. Burns Newsome

Mr. Daryl Griswold

Mr. William Wallace

Mr. Thomas E. Daniel

Dr. Lamar Veatch

Ms. Joy Hymel

Ms. Terry Durden

Ms. Arlethia Perry-Johnson

Mr. John Millsaps

Ms. Diane Payne

Ms. Sandy Dangelo

Ms. Linda M. Daniels

Mr. Peter J. Hickey

Ms. Sharon Britton

Mr. Alan Travis

Mr. Mark Demyanek

Mr. William R. Bowes

Ms. Usha Ramachandran

Mr. David Dickerson

Mr. Robert Elmore

Ms. Shaerea Frazer

Ms. Debra Lasher

Mr. Mike McClearn

Ms. Lee Wates

**Chief Operating Officer and Executive Vice Chancellor,
Office of Administrative and Fiscal Affairs**

Associate Vice Chancellor, Legal Affairs

Assistant Vice Chancellor, Legal Affairs (Prevention)

Assistant Vice Chancellor, Legal Affairs (Contracts)

Associate Vice Chancellor, Human Resources

Senior Vice Chancellor, Office of External Activities

Assistant Vice Chancellor, Georgia Public Library Service

Assistant Vice Chancellor, Office of Economic Development

Director of ICAPP Operations

Associate Vice Chancellor, Media and Publications

Assistant Vice Chancellor for Strategic Communications

Director, Publications

Director, Sponsored Funds

Vice Chancellor, Facilities

Assistant Vice Chancellor, Real Properties

Assistant Vice Chancellor, Design and Constructions

Director, Planning

Director, Environmental Safety

Vice Chancellor, Office of Fiscal Affairs

Assistant Vice Chancellor, Office of Fiscal Affairs

Assistant Budget Director

Associate Business Director

Executive Director, Human Resources, Payroll and Benefits

Executive Director, Business and Financial Affairs

Director, University System Purchasing

Assistant Director, Financial Services and Systems

Office of Academic Affairs

Dr. Beheruz N. Sethna

Dr. Frank A. Butler

Dr. Daniel W. Rahn, M.D.

Dr. Bettie Horne

Ms. Tonya Lam

Ms. Marci Middleton

Dr. Jan Kettlewell

Dr. Dorothy Zinsmeister

Dr. Richard C. Sutton

Dr. Cathie M. Hudson

Dr. Anoush Pisani

Dr. Susan Campbell

Dr. Tom Maier

Mr. Jim Flowers

Dr. Kris Biesinger

Ms. Diane Chubb

Dr. Brian Finnegan

Dr. Catherine Finnegan

Dr. Michael Rogers

Mr. David Disney

Mr. John Graham

Mr. Matthew Kuchinski

Mr. Ray Lee

Ms. Merryll Penson

Mr. John Scoville

Dr. Jessica Somers

Ms. Lisa Striplin

**Interim Chief Academic Officer and Executive Vice Chancellor,
Office of Academic Affairs**

Vice Chancellor, Academic, Faculty and Student Affairs

**Senior Vice Chancellor, Health and Medical Programs and President,
Medical College of Georgia**

Interim Associate Vice Chancellor, Faculty Affairs

Associate Vice Chancellor, Student Affairs

Director, Academic Program Coordination

Associate Vice Chancellor, P-16 Initiatives and Executive Director USG

Assistant Vice Chancellor, Academic Affairs and Associate Director for Higher
Education, PRISM Initiative

Senior Advisor for Academic Affairs and Director, International Programs

Associate Vice Chancellor, Strategic Research and Analysis

Senior Research Associate

Policy Research Associate

Interim Vice Chancellor, Information and Instructional Technology/CIO

Special Assistant to the CIO

Assistant Vice Chancellor, Advanced Learning Technologies

Associate Director, Special Projects

Director, Emerging Instructional Technologies

Director, Assessment and Public Information

Associate Director, Instructional Design and Development

Director, Customer Services

Executive Director, Enterprise Applications Systems

Director, System Office Systems Support

Director, Information and Web Services

Executive Director, Library Services

Executive Director, Enterprise Infrastructure Services

Executive Director, Academic Innovation

Director, Administrative Services

Source: University System of Georgia
www.usg.edu

University of West Georgia Administration

Officers of General Administration

Thomas J. Hynes, Jr.	<i>Acting President</i>
Sandra S. Stone	<i>Acting Vice President for Academic Affairs and Associate Professor of Criminology</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

Charles W. Clark	<i>Interim Dean of the Graduate and Professor of History</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

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 Relations</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 Chairpersons

College of Arts and Sciences

Lisa Gezon	<i>Anthropology</i>
Kevin Shunn (Interim)	<i>Art</i>
Henry G. Zot	<i>Biology</i>
Spencer J. Slattery	<i>Chemistry</i>
Adel M. Abunawass	<i>Computer Science</i>
Jane B. Hill	<i>English and Philosophy</i>
Denise Overfield	<i>Foreign Languages and Literatures</i>
Curtis Hollabaugh	<i>Geosciences</i>
Howard Goodson (Interim)	<i>History</i>
David H. Goff	<i>Mass Communication and Theatre Arts</i>
Bruce Landman	<i>Mathematics</i>
Kevin R. Hibbard	<i>Music</i>
Kathryn M. Grams	<i>Nursing</i>
Bobby E. Powell	<i>Physics</i>
Farooq Khan (Interim)	<i>Political Science and Planning</i>
Donadrian L. Rice	<i>Psychology</i>
N. Jane McCandless	<i>Sociology and Criminology</i>

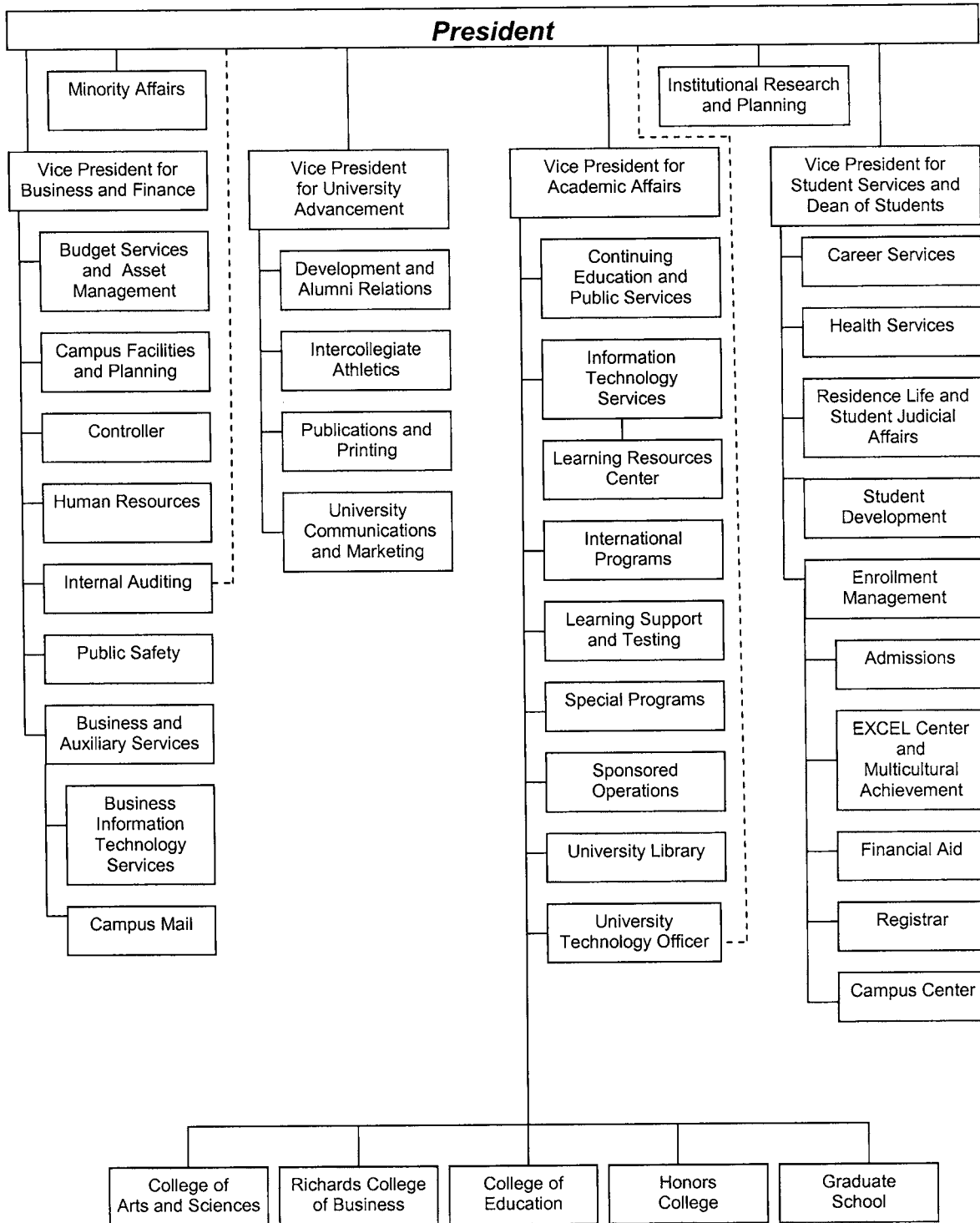
College of Education

Brent M. Snow	<i>Counseling and Educational Psychology</i>
Jon Wiles	<i>Curriculum and Instruction</i>
L. Linton Deck	<i>Educational Leadership and Professional Studies</i>
Barbara K. McKenzie	<i>Media and Instructional Technology</i>
Deborah Jenkins (Interim)	<i>Physical Education and Recreation</i>
Michael N. Hazelkorn	<i>Special Education and Speech-Language Pathology</i>

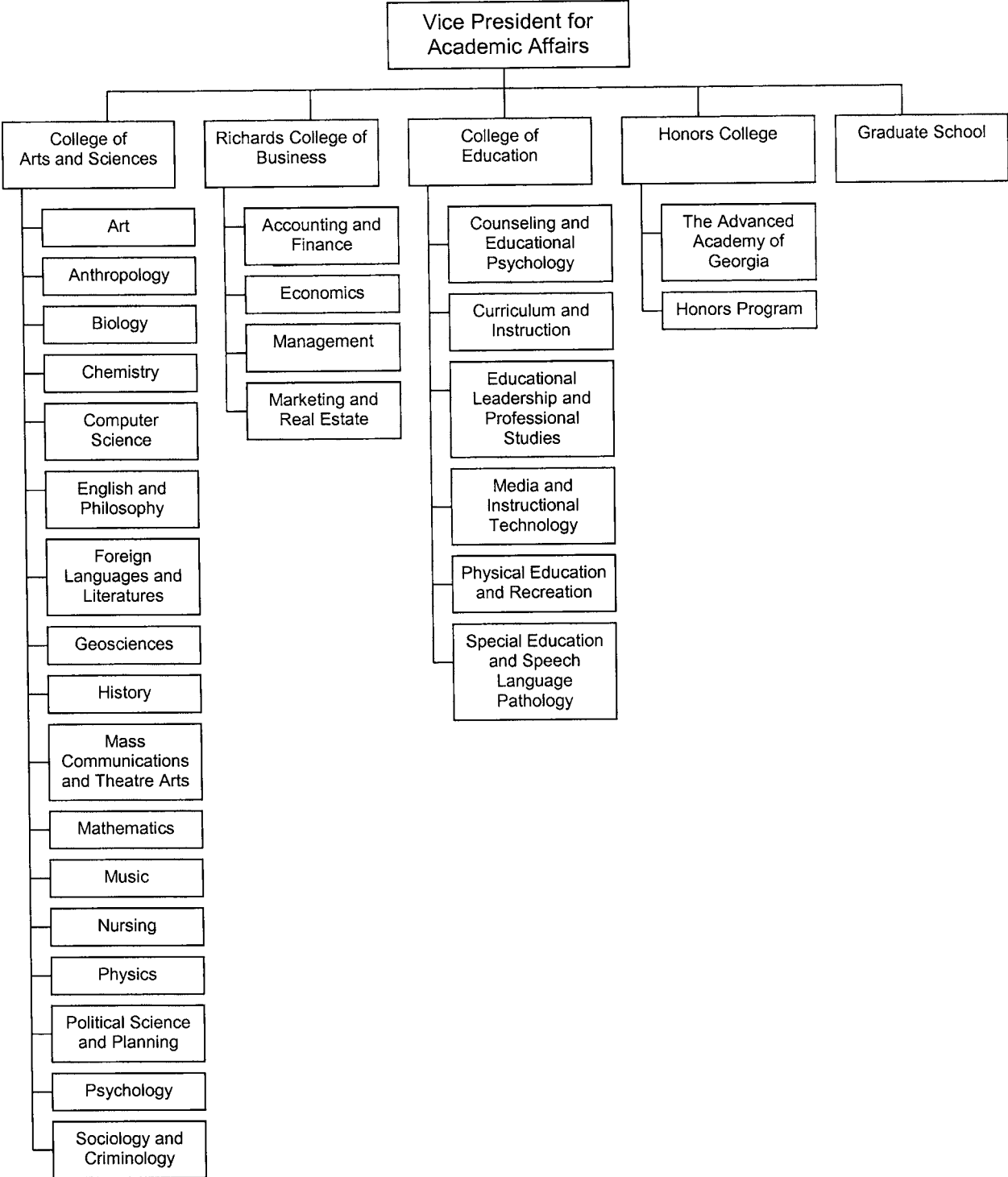
Richards College of Business

James R. Colley (Interim)	<i>Accounting and Finance</i>
David J. Boldt	<i>Economics</i>
Thomas C. Gainey	<i>Management</i>
Salil M. Talpade	<i>Marketing and Real Estate</i>

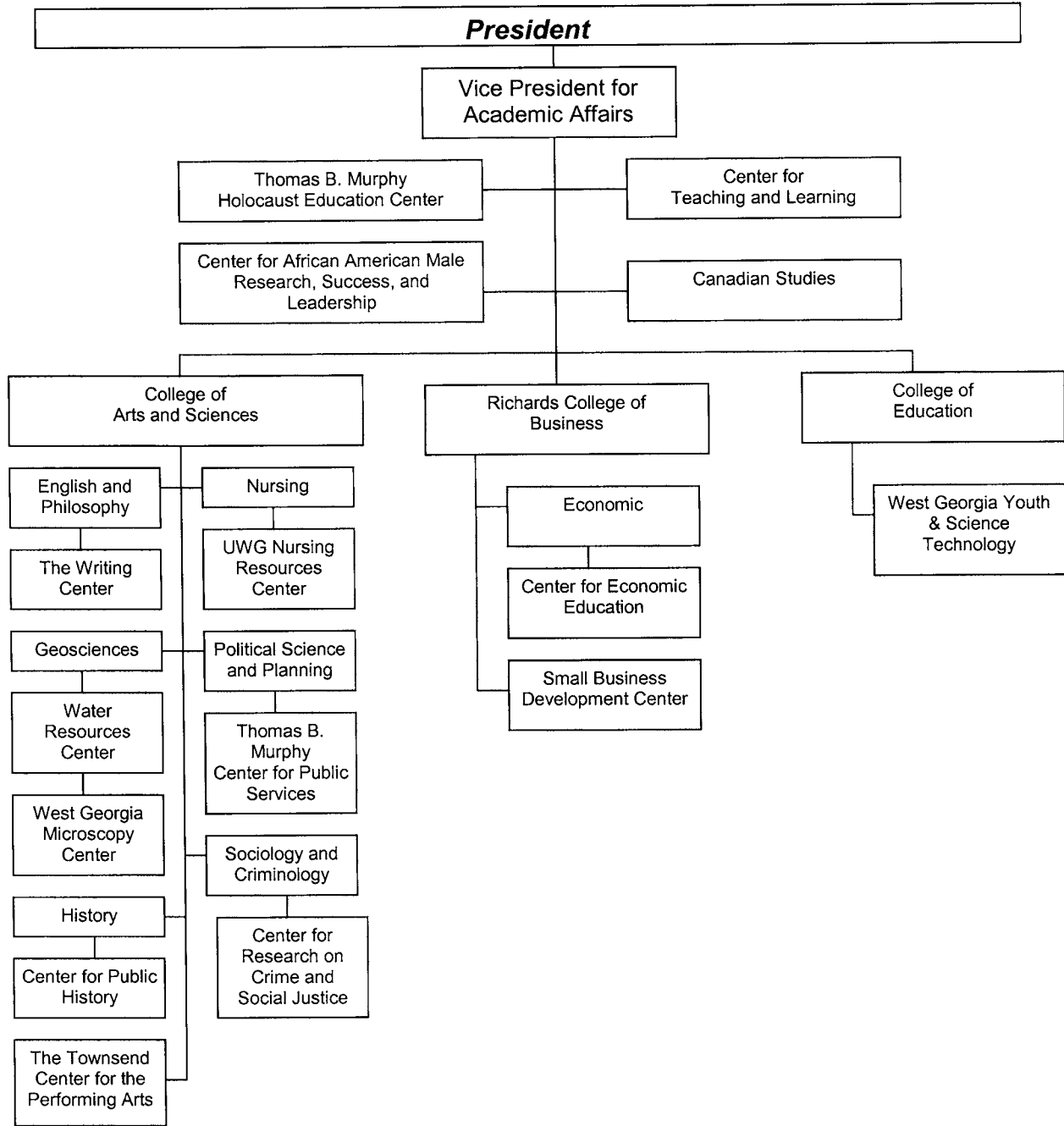
UWG Administrative Units



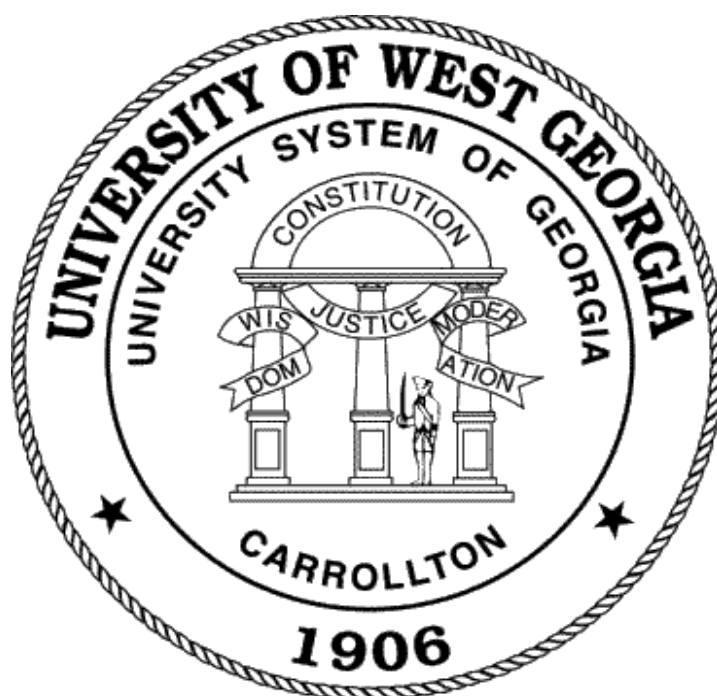
UWG Academic Units



UWG Centers



Enrollment and Credit Hour Production



UWG Students

The typical University of West Georgia student:

- enters with an average SAT score of 1,008.
- 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 eighty-nine percent of the student body are from nearby counties, including fourteen percent from Carroll County, and twenty-eight percent from metro-Atlanta.
- lives off campus. Seventy-two percent of the student body lives off campus and twenty-eight percent lives in campus dormitories.
- receives financial aid. Sixty-nine 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-one 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 1997-2006

Fall	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Classification										
Joint Enrolled	74	85	98	92	68	92	107	94	93	113
Freshman	1,815	1,966	2,587	2,873	3,127	3,208	3,264	3,316	3,258	3,247
Sophomore	1,276	1,269	1,169	1,423	1,502	1,613	1,662	1,652	1,750	1,812
Junior	1,035	1,157	1,112	1,086	1,200	1,362	1,447	1,548	1,492	1,589
Senior	1,384	1,295	1,275	1,287	1,283	1,340	1,515	1,613	1,698	1,666
Graduate	2,250	2,067	1,893	1,850	1,786	2,012	2,210	1,937	1,808	1,688
Learning Support	538	757	475	292	*	*	*	*	*	*
**Others	59	71	61	63	64	48	50	56	55	48
<i>Total Enrollment</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>	<i>10,163</i>
Geographic										
Georgia Residents	8,088	8,306	8,337	8,588	8,654	9,296	9,887	9,858	9,752	9,783
Out-of-state	243	258	234	261	263	275	260	237	272	267
Other Countries	100	103	99	117	113	104	108	121	130	113
Gender (total students)										
Female	5,518	5,629	5,663	5,725	5,757	6,144	6,561	6,446	6,376	6,406
Male	2,913	3,038	3,007	3,241	3,273	3,531	3,694	3,770	3,778	3,757
Ethnicity										
African/Black American	1,434	1,638	1,802	1,853	1,896	2,132	2,293	2,341	2,313	2,432
American Indian or Alaskan	16	16	14	20	23	20	24	24	22	22
Asian or Pacific Islander	59	80	80	70	71	80	104	121	123	135
Caucasian/White	6,787	6,782	6,613	6,758	6,744	7,135	7,462	7,321	7,229	7,093
Hispanic	78	95	93	72	89	93	120	139	156	187
Multiracial	47	56	68	76	94	110	144	149	181	181
Non-resident alien				117	113	105	108	121	130	113
Other/Undeclared				0	0	0	0	0	0	0
New Students										
Joint Enrolled	51	65	76	59	44	64	77	67	74	80
Beginning Freshmen	757	1,024	1,318	1,488	1,568	1,637	1,740	1,719	1,656	1,709
***Transfers	560	503	459	491	545	604	66	652	613	622
Graduate Students	435	466	391	374	342	405	389	289	288	317
Learning Support	444	669	318	200	*	*	*	*	*	*
<i>Total</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>	<i>2,728</i>
Attendance Status										
Full-time Undergraduate				5,861	5,985	6,374	6,741	6,899	6,921	7,002
Full-time Graduate				325	317	372	419	381	422	360
<i>Total</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>	<i>7,362</i>
Part-time Undergraduate				1,255	1,259	1,289	1,304	1,380	1,425	1,473
Part-time Graduate				1,525	1,469	1,640	1,791	1,556	1,386	1,328
<i>Total</i>	<i>3,972</i>	<i>2,984</i>	<i>2,842</i>	<i>2,780</i>	<i>2,728</i>	<i>2,929</i>	<i>3,095</i>	<i>2,936</i>	<i>2,811</i>	<i>2,801</i>

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

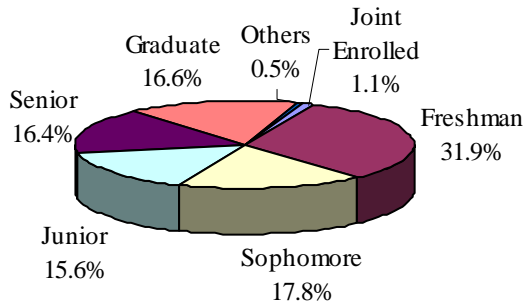
** Others category includes Transient and Other.

*** Transfers include transfer freshman, sophomores, juniors, seniors, transient, and others.

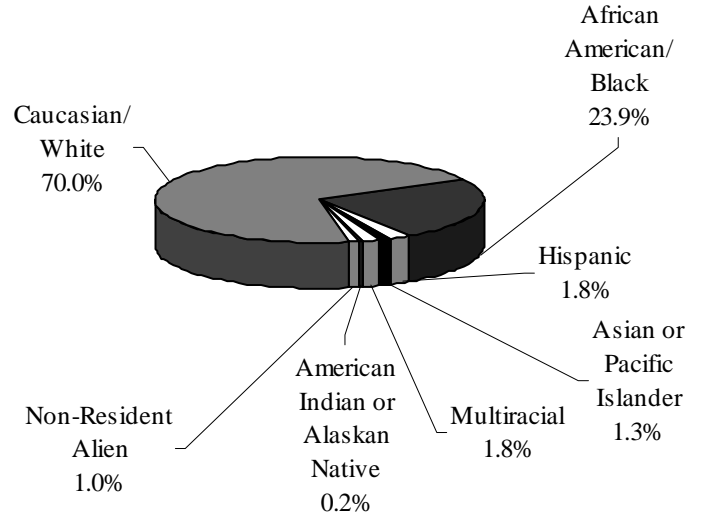
Source: Office of the Registrar

Composition of the Student Body Fall 2006

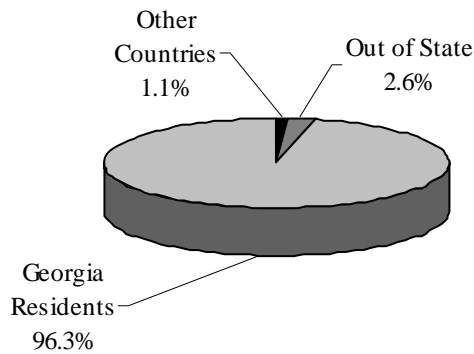
Classification



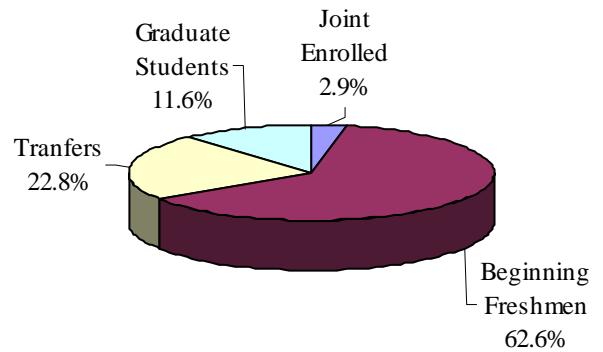
Ethnicity



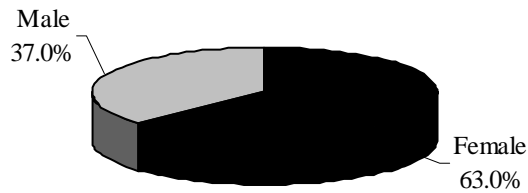
Geographic Origin



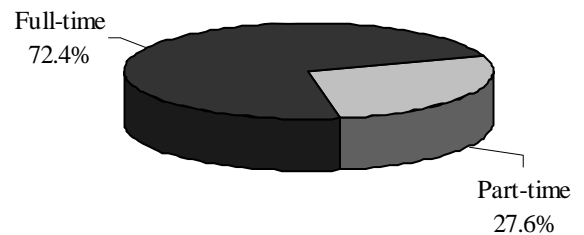
New Students



Gender



Attendance Status



Geographic Origin of Students by Classification Fall 2006

Counties in Primary Service Area	Classification		Total
	Undergraduate	Graduate	
Bartow	87	19	106
Butts	28	2	30
Carroll	1,165	233	1,398
Catoosa	38	3	41
Chattooga	45	8	53
Cherokee	123	23	146
Coweta	710	157	867
Dade	10		10
Dawson	14		14
Douglas	770	139	909
Fannin	2	1	3
Fayette	441	105	546
Floyd	156	39	195
Forsyth	64	4	68
Gilmer	7	2	9
Gordon	28	7	35
Haralson	232	35	267
Harris	20	5	25
Heard	98	11	109
Henry	151	39	190
Lamar	16	6	22
Meriwether	30	7	37
Monroe	5	1	6
Murray	30	6	36
Muscogee	26	12	38
Newton	81	18	99
Paulding	332	75	407
Pickens	8	5	13
Pike	15	9	24
Polk	92	25	117
Rockdale	85	13	98
Spaulding	41	16	57
Troup	82	28	110
Upson	10	3	13
Walker	51	3	54
Whitfield	68	7	75
Total	5,161	1,066	6,227

Five County Metro Area	Classification		Total Enrollment
	Undergraduate	Graduate	
Clayton	210	74	284
Cobb	567	166	733
Dekalb	473	83	556
Fulton	486	129	615
Gwinnett	590	25	615
Total	2,326	477	2,803

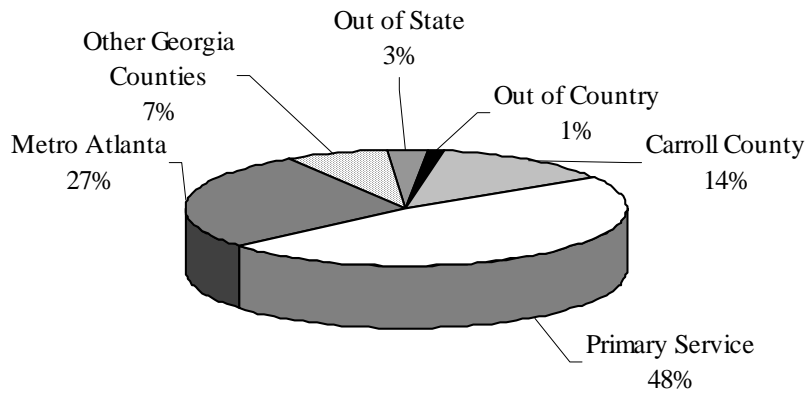
<i>Other Georgia Counties*</i>	632	65	697
<i>Out of State*</i>	262	62	324
<i>Out of Country</i>	94	18	112
Total	988	145	1,133

*edited 7/15/2011

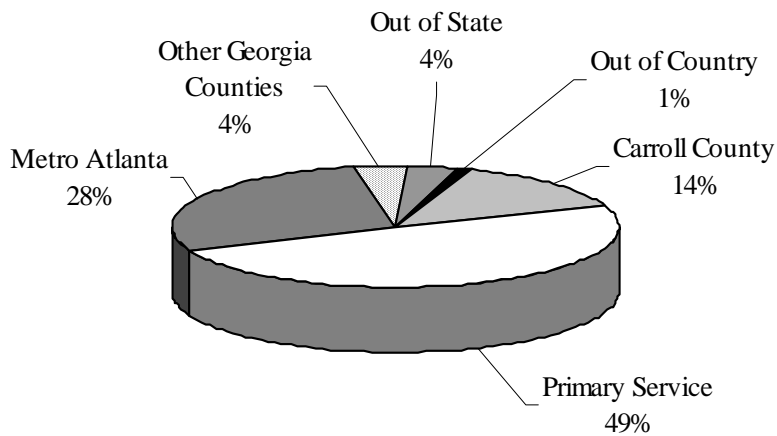
Source: Institutional Research and Planning

Geographic Origin of Students Fall 2006

Undergraduate Students*



Graduate Students*



*edited 7/15/2011

UWG Admissions Data

Fall 1997-2006

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

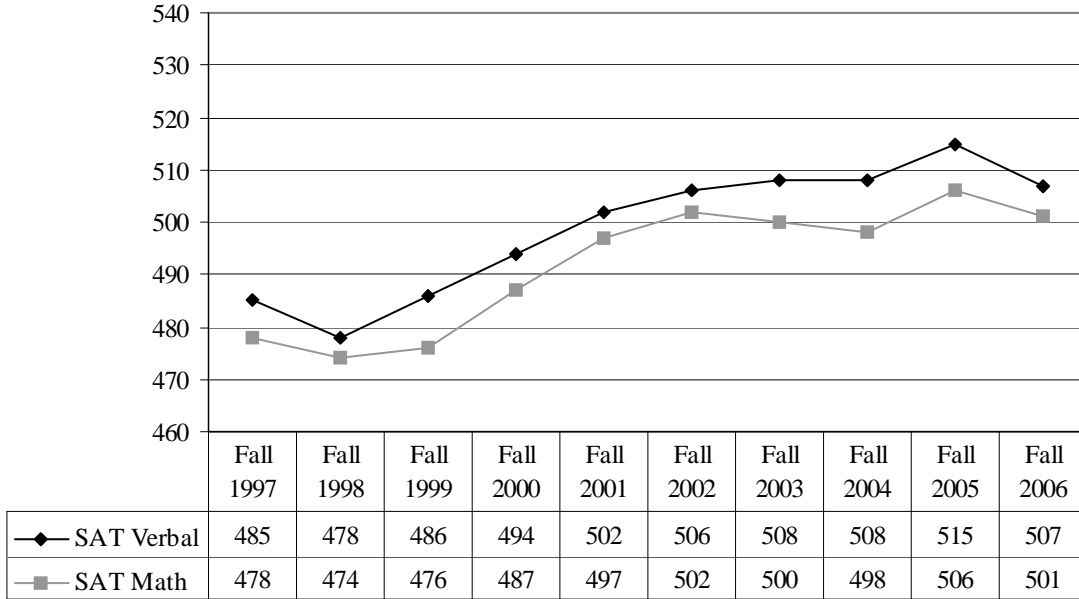
a comprehensive student recruitment program for the University. The Graduate School has its own admissions policies and procedures to admit students into the various degree programs available at West Georgia.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
All Students										
Total Students Enrolled	8,431	8,667	8,670	8,966	9,030	9,675	10,255	10,216	10,154	10,163
Total New Students Enrolled	2,247	2,727	2,562	2,612	2,499	2,710	2,866	2,727	2,631	2,728
Graduate Students										
Enrolled	2,250	2,067	1,893	1,850	1,786	2,012	2,210	1,937	1,808	1,688
New Students Enrolled	435	466	391	374	342	405	389	289	288	317
Undergraduates										
<i>All Undergraduates</i>										
Percentage of Applicants Accepted	89%	73%	68%	66%	60%	63%	63%	61%	56%	53%
Percentage of Accepted Applicants Enrolled	60%	66%	58%	57%	65%	57%	61%	68%	68%	68%
Percentage of Total Applicants Enrolled	35%	40%	39%	38%	39%	36%	38%	41%	38%	35%
Undergraduate Students Enrolled	6,181	6,600	6,801	7,116	7,244	7,663	8,045	8,279	8,346	8,475
<i>New Undergraduates</i>										
New Undergraduate Applicants	4,878	5,608	5,557	5,739	5,672	5,692	6,316	6,471	6,676	7,331
New Undergraduate Students Enrolled	1,812	2,261	2,171	2,238	2,157	2,305	2,477	2,438	2,343	2,411
<i>New Transfer Students</i>										
New Transfer Applicants	1,124	1,132	987	1,148	1,219	1,241	1,468	1,518	1,501	1,635
Transfer Applicants Rejected	98	106	147	447	466	474	539	909	589	730
New Transfer Students Enrolled	560	503	459	491	545	604	660	652	613	622
<i>New Freshman Students</i>										
New Freshman Applicants	3,754	4,209	4,344	4,381	4,453	4,451	4,848	4,953	5,175	5,696
Freshman Applicants Rejected	454	402	698	781	1,782	1,621	1,822	1,922	2,316	2,759
New Freshman Students Enrolled*	757	1,024	1,318	1,488	1,568	1,637	1,740	1,719	1,656	1,709
<i>New Learning Support Students</i>										
New Learning Support Students Enrolled	444	669	318	200	59	70	76	60	61	68

Source: Office of the Registrar and Office of Admissions

First-time Entering Freshmen

Entering Freshman SAT Scores*

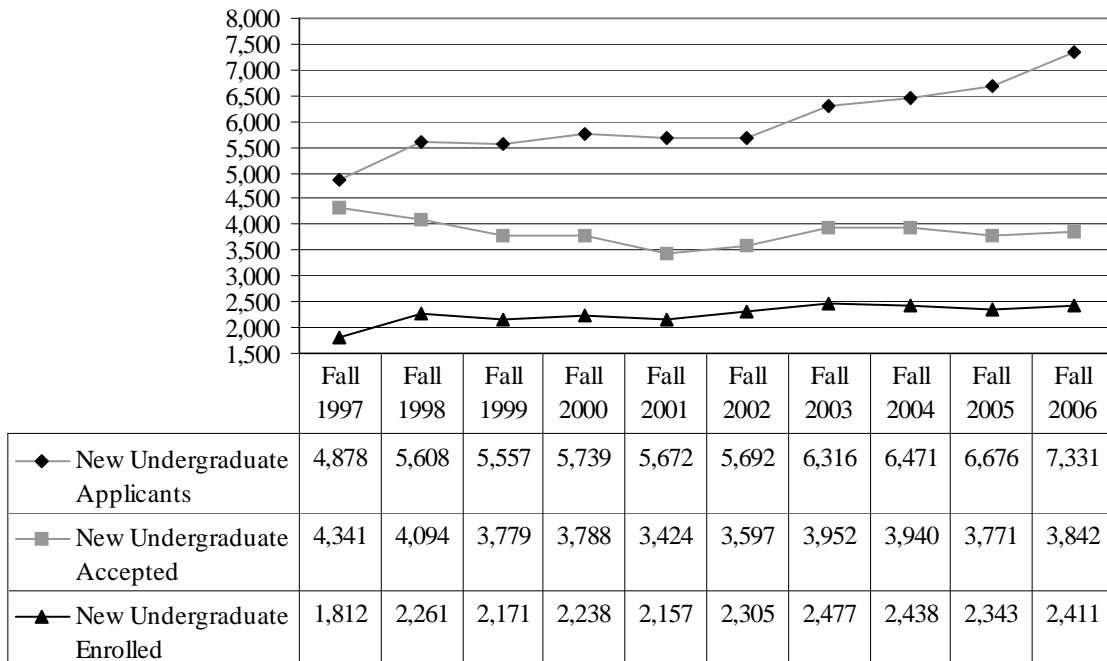


*SAT Scores are from the re-centered scale.

Note: Scores from Fall 97 through Fall 98 were adjusted to reflect scores used for admission purposes.

Scores are taken from first-time, full-time freshmen students.

Undergraduate Applicant Profile



Detailed Enrollment and Credit Hour History

Institutional Total

Fiscal Years 2001 – 2007

	Lower Level			Upper Level			Graduate Level			Totals	
Academic Years	Head Count	Credit Hours	Avg SH	Head Count	Credit Hours	Avg SH	Head Count	Credit Hours	Avg SH	Credit Hours	FTE
2000-2001											
Summer 2000	1,072	9,777	9.1	1,418	7,234	5.1	1,489	8,193	5.5	25,204	2,275
Fall 2000	4,729	65,131	13.8	2,387	25,711	10.8	1,850	8,841	4.8	99,683	7,668
Spring 2001	4,021	57,019	14.2	2,556	25,990	10.2	1,760	8,951	5.1	91,960	7,083
Total		131,927			58,935			25,985		216,847	17,026
2001-2002											
Summer 2001	1,241	10,822	8.7	1,575	8,014	5.1	1,445	8,076	5.6	26,912	2,400
Fall 2001	4,750	66,713	14.0	2,494	26,083	10.5	1,786	8,713	4.9	101,509	7,782
Spring 2002	4,060	58,134	14.3	2,683	28,237	10.5	1,811	9,114	5.0	95,485	7,326
Total		135,669			62,334			25,903		223,906	17,508
2002-2003											
Summer 2002	1,264	11,346	9.0	1,586	8,806	5.6	1,676	9,105	5.4	29,257	2,633
Fall 2002	4,952	69,856	14.1	2,712	29,582	10.9	2,012	9,425	4.7	108,863	8,351
Spring 2003	4,109	59,744	14.5	2,999	31,494	10.5	2,029	9,761	4.8	100,999	7,780
Total		140,946			69,882			28,291		239,119	18,764
2003-2004											
Summer 2003	1,318	12,532	9.5	1,926	11,100	5.8	1,816	9,228	5.1	32,860	2,935
Fall 2003	5,071	73,011	14.4	2,974	31,622	10.6	2,210	10,236	4.6	114,869	8,865
Spring 2004	4,297	63,166	14.7	3,266	33,247	10.2	2,117	10,364	4.9	106,777	8,246
Total		148,709			75,969			29,828		254,506	20,046
2004-2005											
Summer 2004	1,374	12,974	9.4	1,984	10,685	5.4	1,638	8,715	5.3	32,374	2,871
Fall 2004	5,105	72,657	14.2	3,174	33,992	10.7	1,937	9,011	4.7	115,660	8,898
Spring 2005	4,337	64,165	14.8	3,399	34,634	10.2	1,881	9,433	5.0	108,232	8,307
Total		149,796			79,311			27,159		256,266	20,076
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
2006-2007											
Summer 2006	1,389	12,305	8.9	1,975	10,893	5.5	1,374	7,496	5.5	30,694	2,707
Fall 2006	5,207	75,008	14.4	3,268	33,539	10.3	1,688	8,198	4.9	116,745	8,942
Spring 2007	4,437	66,827	15.1	3,501	34,527	9.9	1,661	8,439	5.1	109,793	8,370
Total		154,140			78,959			24,133		257,232	20,019

Note: FTE for all years represents the most current definition set by the Board of Regents (Total full-time undergraduate students taking 12 or more hours + total full-time graduate students taking 9 or more 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 2001 – 2007

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2006-2007				
Summer 2006	9,456	5,679	730	15,865
Fall 2006	64,780	17,124	1,850	83,754
Spring 2007	56,623	18,252	1,871	76,746
Total	130,859	41,055	4,451	176,365

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 2001 – 2007

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2006-2007				
Summer 2006	1,359	4,435	538	6,332
Fall 2006	4,725	8,237	616	13,578
Spring 2007	4,737	8,596	699	14,032
Total	10,821	21,268	1,853	33,942

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 2001 – 2007

	Lower Level	Upper Level	Graduate Level	Totals
Academic	Credit	Credit	Credit	Credit
Years	Hours	Hours	Hours	Hours
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
2006-2007				
Summer 2006	1,052	779	6,228	8,059
Fall 2006	3,989	8,178	5,732	17,899
Spring 2007	3,942	7,679	5,869	17,490
Total	8,983	16,636	17,829	43,448

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 1993-2006 Categories I and II

Fiscal Year	Programs	Participants	CEUs
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
2006	226	2,589	2,617

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 Vista](#). 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 will 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.htm>

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 in Nursing at Dalton College, programs offered at the West Georgia Newnan Center, and occasional courses taught at public school sites.

Approved by the Board of Regents in August, 2002, as a cooperative effort between Georgia Highlands College and the University of West Georgia, External Degree Programs in Early Childhood Education and Nursing service students in the Floyd County area who wish to continue formal education beyond the associate degree to seek a Bachelor of Science in Education in Early Childhood Education or a Bachelor of Science in Nursing.

Off Campus Profile Fall 2006

	# of Courses	#of Students (Duplicated)	Credit Hours		
			Undergraduate	Graduate	Total
Atlanta Area	2	51	144	0	144
Dalton Resident Center	2	35	142	0	142
Middle Georgia	2	68	0	204	204
Newnan Resident Center	36	707	1,126	906	2,032
North Georgia	22	549	1,420	168	1,588

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

		Entered Fall 1998	Entered Fall 1999	Entered Fall 2000	Entered Fall 2001	Entered Fall 2002	Entered Fall 2003	Entered Fall 2004	Entered Fall 2005	Entered Fall 2006
<i>MEAN</i>	<i>SATV</i>	478	486	494	502	506	508	508	515	507
	<i>SATM</i>	474	476	487	497	502	500	498	506	501
	<i>HSGPA</i>	2.79	2.86	2.96	2.98	2.98	2.96	2.97	3.01	3.00
First Year	N=	1666	1598	1657	1557	1625	1728	1701	1653	1700
Second Year	Fall	1085 65.13%	1058 66.21%	1155 69.70%	1131 72.64%	1127 69.35%	1240 71.76%	1203 70.72%	1163 70.36%	
Third Year	Fall	788 47.30%	775 48.50%	861 51.96%	829 53.24%	813 50.03%	920 53.24%	879 51.68%		
Fourth Year	Fall	662 39.74%	657 41.11%	714 43.09%	721 46.31%	691 42.52%	811 46.93%			
Fifth Year	Fall	449 26.95%	463 28.97%	490 29.57%	519 33.33%	471 28.98%				
Sixth Year	Fall	187 11.22%	186 11.64%	192 11.59%	204 13.10%					
Graduation Rate	N=	157	139	183	184	177				
	4 yr	9.42%	8.70%	11.04%	11.82%	10.89%				
	N=	394	401	470	469					
	5 yr	23.65%	25.09%	28.36%	30.12%					
	N=	488	498	566						
	6 yr	29.29%	31.16%	34.16%						

*Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated or the previous summer.

** Entering cohorts have been revised to eliminate all pre-freshmen students.

NOTE: Graduation rates updated as of end of Summer 06

Source: Department of Institutional Research and Planning

Student Financial Aid

Fiscal Years 2003 - 2006

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.

	2002-2003		2003-2004		2004-2005		2005-2006	
	No. of Awards*	Amount	No. of Awards*	Amount	No. of Awards*	Amount	No. of Awards*	Amount
Loans								
Perkins	145	211,415	145	233,415	84	69,600	168	154,942
Ford Direct Stafford	5,403	17,024,644	5,552	19,416,264	4,939	21,294,596	7,434	22,366,618
PLUS	238	806,004	342	1,041,817	606	1,398,473	401	1,731,490
UWG Emergency	895	256,907	908	248,250	940	280,587	890	319,334
Regents' Scholarship	8	13,988	6	11,953	0	0	0	0
Private	191	784,221	300	1,207,012	282	1,395,260	387	2,206,837
<i>Total</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>	<i>9,280</i>	<i>26,779,221</i>
Scholarships								
Institutional	542	1,017,314	504	946,285	567	1,102,063	576	1,125,357
Private	339	480,721	329	496,875	309	515,068	325	514,561
<i>Total</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>	<i>901</i>	<i>1,639,918</i>
Grants								
Hope	3,968	9,501,835	4,135	10,755,456	4,618	11,368,110	4,453	10,814,832
Pell	2,222	5,288,200	2,383	5,728,282	2,443	5,943,681	2,375	5,876,543
SEOG	282	180,066	278	168,365	361	209,530	328	174,889
Vocational Rehabilitation	102	167,068	156	267,708	131	246,233	117	248,726
LEAP	41	35,451	46	31,055	56	30,800	11	9,750
<i>Total</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>	<i>7,284</i>	<i>17,124,740</i>
Federal Programs								
College Work Study	326	358,734	327	337,765	305	346,107	276	318,516
Americorps	4	8,311	1	500	9	11,233	3	4,284
<i>Total</i>	<i>330</i>	<i>367,045</i>	<i>328</i>	<i>338,265</i>	<i>314</i>	<i>357,340</i>	<i>279</i>	<i>322,800</i>
Grand Total	<i>14,706</i>	<i>36,134,879</i>	<i>15,412</i>	<i>40,891,002</i>	<i>15,650</i>	<i>44,211,341</i>	<i>17,744</i>	<i>45,866,679</i>

*Number of awards may represent duplicated headcount because some students receive more than one type of financial aid.

Source: Office of Financial Aid

UWG Student Financial Aid Fiscal Years 1997-2006

Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
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
2006	26,779,221	10,814,832	1,639,918	6,300,158	322,800	45,856,929

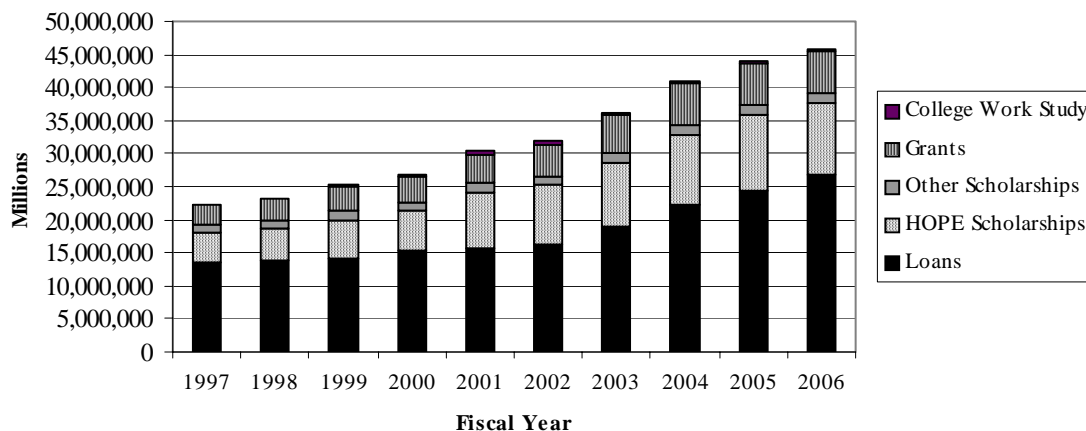
Number of Students Served**						
Fiscal Year	Loans	HOPE Scholarships	Other Scholarships	Grants	Work Study	Total
1997	3,564	2,241	1,013	2,152	270	9,240
1998	5,746	2,953	952	2,193	201	12,045
1999	4,758	3,273	992	2,342	340	11,705
2000	4,675	3,696	970	1,894	337	11,572
2001	4,883	4,033	910	1,949	395	12,170
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
2006	9,280	4,453	901	2,831	279	17,744

**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 2006

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)
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
History
Psychology
Sociology

Master of Arts in Teaching

French
German
Spanish

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 Language Teacher Education
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: USG Degrees and Majors Offered Report 2006-2007

* Certification obtainable in grades P-12

**Certification obtainable in grades 7-12

UWG Degrees Conferred Fiscal Years 1997 – 2006

Fiscal Years	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Associate of Applied Science										
Computer Science	1	1	1	-	-	-	-	-	-	-
Criminal Justice	2	2	-	-	-	-	-	-	-	-
Office Administration	2	-	-	-	-	-	-	-	-	-
<i>Total</i>	5	3	1	-	-	-	-	-	-	-
Associate of Science in Nursing										
	38	26	37	1	-	-	-	-	-	-
Bachelor of Arts										
Anthropology	2	3	1	-	6	2	4	11	4	4
Art	7	10	6	1	1	3	-	2	1	2
Biology	10	9	5	6	2	2	-	-	-	-
Chemistry	3	2	1	2	3	6	6	11	10	12
English	26	27	25	30	29	33	31	19	30	45
French	3	4	3	2	6	2	2	2	3	5
General Studies	1	-	-	-	1	-	-	-	-	-
Geography	3	1	1	-	1	1	2	1	1	-
German								1	-	-
Global Studies				-	-	-	1	1	-	2
History	15	5	24	12	17	16	16	19	17	28
International Economic Affairs	10	4	4	7	6	3	2	8	11	2
Mass Communication	41	27	30	27	28	28	29	37	38	49
Mathematics	4	5	2	1	1	-	-	-	-	1
Philosophy	1	2	1	6	4	5	4	1	5	5
Political Science	6	8	6	10	1	2	4	8	9	4
Psychology	76	80	77	62	65	72	86	78	73	64
Sociology	9	6	3	8	14	9	2	1	1	-
Spanish	3	7	5	4	6	6	3	-	6	6
Speech and Theatre Arts	5	7	4	-	6	5	1	2	-	-
Theatre								2	6	5
<i>Total</i>	225	207	198	178	197	195	193	204	215	234
Bachelor of Business Administration										
Accounting	38	39	26	27	26	26	36	45	35	46
Administrative Systems	4	9	3	7	5	-	-	-	-	-
Technology Support Systems				-	7	4	4	3	4	2
Business Information Systems	15	15	26	36	64	57	54	40	43	-
Economics	-	3	3	-	2	3	2	2	5	8
Finance	23	11	21	31	33	32	39	28	33	33
Management	38	63	68	64	77	72	76	87	86	103
Management Information Systems										31
Marketing	37	25	34	41	65	57	61	87	71	91
Real Estate	7	6	6	17	8	5	4	11	19	16
<i>Total</i>	162	171	187	223	287	256	276	303	296	330
Bachelor of Fine Arts										
	18	17	30	24	14	22	19	29	36	35

Degrees for double majors are reported by first major only. Corrections made to match the Board of Regents Degrees and Awards Conferred Report.

Degrees Conferred (continued)

Fiscal Years	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Bachelor of Science in Chemistry	6	6	8	4	8	7	8	4	4	10
Bachelor of Science in Education										
Business Education	1	4	2	3	5	3	4	8	3	6
Early Childhood Education	129	153	110	117	127	109	102	129	164	160
Middle Grades Education	43	48	40	32	30	27	17	19	25	29
Physical Education	25	28	22	18	20	17	13	27	27	19
Secondary Science Education	3	9	9	7	5	2	1	-	-	-
Secondary Social Science Education	22	17	13	9	8	12	4	2	3	-
Special Education	25	37	17	33	16	18	20	29	17	22
Speech Pathology	18	16	31	21	13	18	23	12	17	12
<i>Total</i>	266	312	244	240	224	206	184	226	256	248
Bachelor of Music										
Elective Studies in Business-Music						1	-	-	1	-
Music Education	5	1	1	7	4	2	3	5	4	6
Performance	1	3	5	1	3	2	2	4	2	3
Theory and Composition	-	1	-	-	-	1	-	1	-	-
<i>Total</i>	6	5	6	8	7	6	5	10	7	9
Bachelor of Science										
Biology	19	28	12	11	16	30	26	56	41	44
Biology Teacher Education								1	-	2
Chemistry	4	-	-	-	-	-	-	-	-	-
Computer Science	4	12	4	9	8	18	15	8	14	7
Criminal Justice	44	35	24	23	25	23	18	-	-	-
Criminology	-	-	-	-	-	-	-	38	35	36
Economics	4	4	7	6	6	5	4	12	7	14
Economics-Secondary Education								2	-	-
Environmental Science				-	-	2	-	3	1	1
Environmental Studies				-	-	-	2	-	2	3
Geography	3	6	3	5	1	1	3	3	1	2
Geology	7	11	9	8	8	11	8	2	5	8
Mathematics	3	5	8	3	5	5	7	9	16	7
Mathematics/Computer Science	4	-	-	-	-	-	-	-	-	-
Physics	6	4	5	3	2	5	7	5	2	4
Political Science	4	12	5	10	18	13	13	23	27	34
Sociology	22	30	28	33	35	44	34	47	66	49
<i>Total</i>	124	147	105	86	96	120	108	173	158	211
Bachelor of Science in Earth Science	-	1	-	1	-	-	-	-	1	1
Bachelor Science in Nursing	68	77	65	67	67	58	53	51	65	67
Bachelor of Science in Recreation	19	25	16	14	12	24	23	34	39	39

Degrees for double majors are reported by first major only.

Corrections made to match the Board of Regents Degrees and Awards Conferred Report.

Degrees Conferred (continued)

Fiscal Years	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Masters of Arts										
English	8	7	7	3	6	9	2	5	10	6
Gerontology	6	1	4	2	9	9	3	3	2	-
History	7	3	2	6	3	6	6	8	8	7
Mathematics	-	-	-	-	-	-	-	-	-	-
Psychology	31	32	42	12	21	24	24	30	28	25
Sociology	-	-	2	-	3	5	3	4	2	5
<i>Total</i>	<i>52</i>	<i>43</i>	<i>57</i>	<i>23</i>	<i>42</i>	<i>53</i>	<i>38</i>	<i>50</i>	<i>50</i>	<i>43</i>
Master of Business Administration										
	18	23	24	29	38	20	29	42	37	30
Master of Professional Accounting										
	10	5	5	6	5	10	7	6	5	3
Master of Education										
Administration and Supervision	57	37	50	44	48	54	67	35	84	43
Art Education	1	8	2	2	2	2	1	1	2	5
Business Education	11	13	10	16	13	16	17	18	31	27
Early Childhood Education	105	124	85	58	59	47	54	48	33	41
Guidance and Counseling	81	54	54	35	48	29	40	28	55	41
Middle Grades Education	46	15	24	39	26	31	37	25	11	22
Media	18	67	41	22	25	24	29	41	59	48
Physical Education	12	5	12	14	11	9	1	9	9	1
Reading Instruction	2	3	1	5	12	18	6	13	19	12
School Home Services	3	1	1	-	-	-	-	-	-	-
Secondary Education	48	42	59	37	23	34	22	18	16	14
Special Education	89	105	68	61	45	38	24	23	47	37
Speech Pathology	32	18	38	21	29	31	32	17	5	18
<i>Total</i>	<i>505</i>	<i>492</i>	<i>445</i>	<i>354</i>	<i>341</i>	<i>333</i>	<i>330</i>	<i>276</i>	<i>371</i>	<i>309</i>
Master of Music										
Music Education	3	2	-	2	2	1	2	2	-	3
Performance	1	1	1	-	-	2	3	-	3	-
<i>Total</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>5</i>	<i>2</i>	<i>3</i>	<i>3</i>
Master of Public Administration										
	10	13	7	6	4	9	8	12	10	5
Master of Science										
Applied Computer Science								1	4	9
Biology	4	3	7	14	9	5	5	9	4	7
<i>Total</i>	<i>4</i>	<i>3</i>	<i>7</i>	<i>14</i>	<i>9</i>	<i>5</i>	<i>5</i>	<i>10</i>	<i>8</i>	<i>16</i>
Master of Science in Rural and Small Town Planning										
	-	1	1	-	-	-	1	2	1	4
Master of Science in Nursing										
								10	5	5

Degrees for double majors are reported by first major only.

Corrections made to match the Board of Regents Degrees and Awards Conferred Report.

Degrees Conferred (continued)

Fiscal Years	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Specialist in Education										
Administration and Supervision	61	38	36	24	12	19	19	55	46	36
Business Education	1	11	6	3	1	-	6	5	5	1
Early Childhood Education	44	37	20	18	15	41	10	10	3	6
Guidance and Counseling	23	42	26	18	21	11	10	12	9	13
Media	7	26	32	23	19	19	12	23	32	35
Middle Grades Education	42	47	30	13	18	20	9	13	6	7
Physical Education	-	5	6	3	5	2	7	1	2	-
Reading Instruction	2	1	-	-	-	-	-	-	-	-
School Home Services	-	-	-	-	-	-	-	-	-	-
Secondary Education	5	12	9	6	9	6	10	5	6	8
Special Education	27	46	32	19	18	17	13	15	14	18
<i>Total</i>	<i>212</i>	<i>265</i>	<i>197</i>	<i>127</i>	<i>118</i>	<i>135</i>	<i>96</i>	<i>139</i>	<i>123</i>	<i>124</i>
Doctorate in Education (Ed.D.)								1	2	8
Total Number of Degrees by Level										
Associate	43	29	38	1	-	-	-	-	-	-
Bachelor	894	968	859	870	940	930	898	1,070	1,136	1,184
Master	603	583	547	434	441	433	423	410	490	418
Education Specialist	212	265	197	127	118	135	96	139	123	124
Doctorate in Education								1	2	8
<i>Total</i>	<i>1,752</i>	<i>1,845</i>	<i>1,641</i>	<i>1,432</i>	<i>1,499</i>	<i>1,498</i>	<i>1,417</i>	<i>1,620</i>	<i>1,751</i>	<i>1,734</i>

Degrees for double majors are reported by first major only.

Corrections made to match the Board of Regents Degrees and Awards Conferred Report.

Source: Department of Institutional Research and Planning

Faculty



Faculty Profile Institutional Total Fall 2006

	Teaching Faculty		Administrators		Librarians	Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²				
Rank								
Professor	56	3	3	28	4		94	18.0%
Associate Professor	79	5		8	3		95	19.0%
Assistant Professor	130	16		1	3	1	151	29.0%
Instructor	76	71			1	1	149	29.0%
Lecturer	24						24	5.0%
College/Department								
College of Arts and Sciences	239	49	2	22		2	314	61.2%
Richards College of Business	41	4	1	6			52	10.2%
College of Education	85	42		8			135	26.3%
Library				1	11		12	2.3%
Other								0.0%
Highest Degree Earned								
Doctorate	273	31	3	35			342	66.7%
Master's or Ed. Specialist	92	60		2	11	2	167	32.5%
Professional Bachelor		4					4	0.8%
Tenure Status								
Tenured	132		3	32	8		175	34.0%
Non-tenured	101	95			1	2	199	39.0%
Tenure-track	132			5	2		139	27.0%
Ethnicity								
African American/Black	23	9		2			34	6.6%
American Indian or Alaskan	1						1	0.2%
Asian or Pacific Islander	23			2	1		26	5.1%
Hispanic	9	1					10	1.9%
Caucasian/White	309	85	3	33	10	2	442	86.2%
Gender								
Female	177	64	1	11	8	1	262	51.0%
Male	188	31	2	26	3	1	251	49.0%
Total Faculty	365	95	3	37	11	2	513	100.0%

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

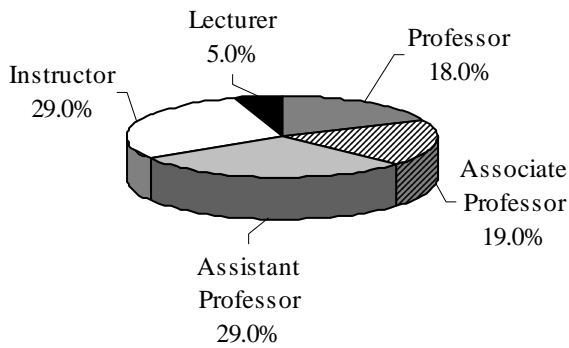
² Academic Administrators include Deans, Associate Deans, Department Chairs, and Academic Directors.

³ Other includes (F-T) Faculty with Temporary Appointments; Limited Term Faculty are not included.

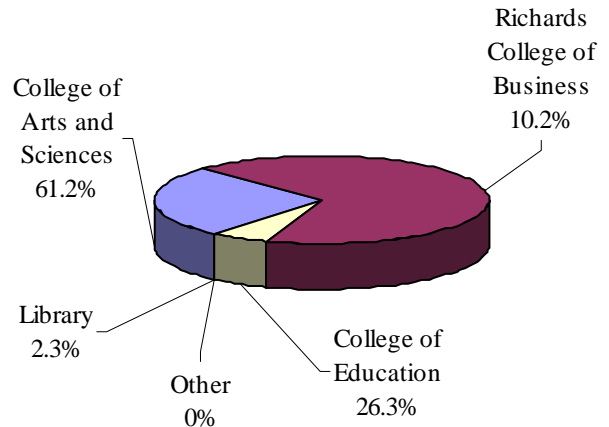
Source: Division of Academic Affairs

Composition of Faculty Fall 2006

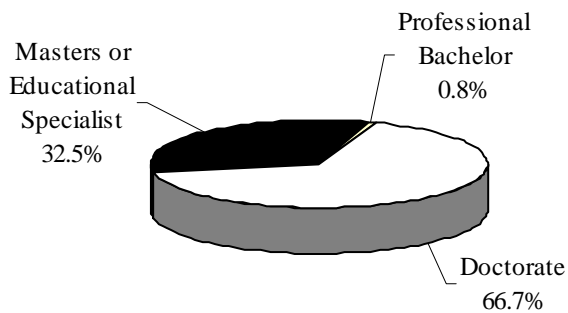
Rank



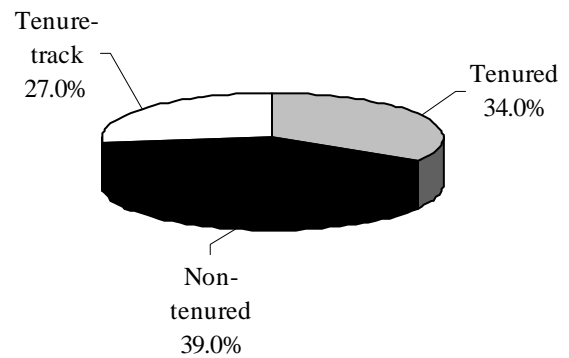
College/Department



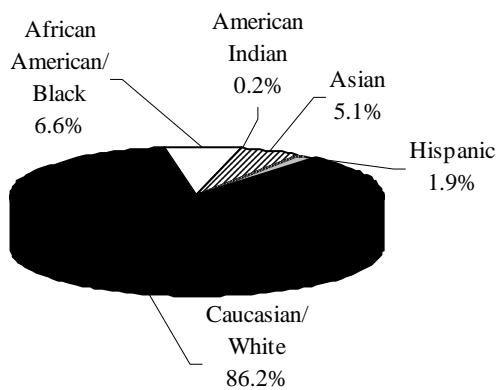
Highest Degree Earned



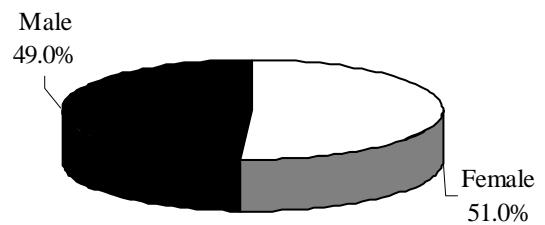
Tenure Status



Ethnicity



Gender



Faculty Profile

College of Arts and Sciences

Fall 2006

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	33		2	16		51	16.3%
Associate Professor	58	2		6		66	21.0%
Assistant Professor	82				1	83	26.4%
Instructor	53	47			1	101	32.2%
Lecturer	13					13	4.1%
Highest Degree Earned							
Doctorate	173	9	2	21		205	65.3%
Master's or Ed. Specialist	66	38		1	2	107	34.1%
Professional Bachelor		2				2	0.6%
Tenure Status							
Tenured	88		2	21		111	35.4%
Non-tenured	67	49			2	118	37.6%
Tenure-track	84			1		85	27.0%
Ethnicity							
African American/Black	11	5		2		18	5.7%
American Indian or Alaskan							0.0%
Asian or Pacific Islander	16			1		17	5.4%
Hispanic	7	1				8	2.6%
Caucasian/White	205	43	2	19	2	271	86.3%
Gender							
Female	107	29	1	6	1	144	45.9%
Male	132	20	1	16	1	170	54.1%
Total Faculty	239	49	2	22	2	314	100.0%

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 2006

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	16		1	3		20	38.5%
Associate Professor	7			2		9	17.3%
Assistant Professor	8			1		9	17.3%
Instructor	1	4				5	9.6%
Lecturer	9					9	17.3%
Highest Degree Earned							
Doctorate	32	2	1	6		41	78.8%
Master's or Ed. Specialist	9	2				11	21.2%
Professional Bachelor							
Tenure Status							
Tenured	20			5		25	48.1%
Non-tenured	10	4	1			15	28.8%
Tenure-Track	11			1		12	23.1%
Ethnicity							
African American/Black	1					1	1.9%
American Indian or Alaskan							0.0%
Asian or Pacific Islander	3		1	1		5	9.6%
Hispanic	2					2	3.9%
Caucasian/White	35	4		5		44	84.6%
Gender							
Female	14	2		1		17	32.7%
Male	27	2	1	5		35	67.3%
Total Faculty	41	4	1	6		52	100.0%

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 2006

	Teaching Faculty		Administrators		Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	7	3		8		18	13.4%
Associate Professor	14	3				17	12.7%
Assistant Professor	40	16				56	41.8%
Instructor	22	19				41	30.6%
Lecturer	2					2	1.5%
Highest Degree Earned							
Doctorate	68	20		8		96	71.6%
Master's or Ed. Specialist	17	19				36	26.9%
Professional Bachelor		2				2	1.5%
Tenure Status							
Tenured	24			6		30	22.4%
Non-tenured	24	41				65	48.5%
Tenure-Track	37			2		39	29.1%
Ethnicity							
African American/Black	11	4			1	15	11.2%
American Indian or Alaskan	1					1	0.7%
Asian or Pacific Islander	4					4	3.0%
Hispanic							0.0%
Caucasian/White	69	37		8		114	85.1%
Gender							
Female	56	32		3		91	67.9%
Male	29	9		5		43	32.1%
Total Faculty	85	41		8		134	100.0%

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 2006

	Teaching Faculty		Administrators		Librarians	Other ³	Total	Percent
	Full-time	Part-time	General ¹	Academic ²				
Rank								
Professor			1		4		5	41.7%
Associate Professor					3		3	25.0%
Assistant Professor					3		3	25.0%
Instructor					1		1	8.3%
Lecturer								
Highest Degree Earned								
Doctorate								
Master's or Ed. Specialist			1		11		12	100.0%
Professional Bachelor								
Tenure Status								
Tenured					8		8	66.7%
Non-tenured					1		1	8.3%
Tenure-track			1		2		3	25.0%
Ethnicity								
African American/Black								
American Indian or Alaskan								
Asian or Pacific Islander					1		1	8.3%
Hispanic								
Caucasian/White			1		10		11	91.7%
Gender								
Female			1		8		9	75.0%
Male					3		3	25.0%
Total Faculty								
			1		11		12	100.0%

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 2000-2007

Faculty	FY 2000		FY 2001		FY 2002		FY 2003	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	89	63,897	60	64,746	56	66,147	54	69,057
Associate Professor	62	53,297	61	53,592	79	54,356	82	54,689
Assistant Professor	142	42,836	142	43,406	138	43,470	129	45,071
Instructor	29	34,651	57	32,409	55	33,327	66	34,392
All Faculty	322	\$48,670	320	\$48,538	328	\$49,325	331	\$50,802

Staff								
Administrative	230	37,155	232	41,339	281	44,381	266	44,290
Clerical	148	22,128	153	22,288	161	23,185	161	23,727
Maintenance	112	21,605	130	25,899	101	22,450	111	22,995
All Staff	490	\$26,963	515	\$29,842	543	\$30,005	538	\$30,337

Faculty	FY 2004		FY 2005		FY 2006		FY 2007	
	Number	Average	Number	Average	Number	Average	Number	Average
Professor	50	69,712	53	70,558	56	72,937	60	73,374
Associate Professor	85	52,030	86	52,853	85	55,406	82	57,552
Assistant Professor	141	45,340	151	46,045	142	48,286	134	52,320
Instructor	57	34,320	54	33,878	61	35,477	78	35,452
Lecturer	12	48,347	18	45,618	20	43,496	24	44,758
All Faculty	345	\$49,950	362	\$49,790	364	\$51,120	378	\$52,691

Staff								
Administrative	258	47,069	283	42,794	303	44,231	331	48,861
Clerical	159	23,278	146	22,523	139	23,403	135	23,489
Maintenance	149	23,901	130	22,838	139	23,339	119	23,131
All Staff	566	\$31,416	559	\$29,385	581	\$30,324	585	\$31,827

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

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
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
2006	48	38	2,681,068	1,909,258

Note: Amounts exclude awards for student financial aid.

Source: Office of Sponsored Operations

Directors of Sponsored Projects

Fiscal Year 2006

as of June 30, 2006

College of Arts and Sciences

Dr. Ray Crook-Anthropology

DOT Curation PEVR
State of Georgia Department of Transportation
\$38,000

Dr. Ray Crook-Anthropology

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

Dr. Ray Crook-Anthropology

Coastal Archaeological Collection
UWG Foundation
\$10,500

Dr. Ray Crook-Anthropology

Dobbins ARB Collection
Department of the Air Force
\$500

Dr. Ray Crook-Anthropology

Waring Archaeological Laboratory
UWG Foundation
\$10,000

Dr. Marjorie Snipes-Anthropology

Antonio J. Waring, Jr. Endowment
UWG Foundation
\$32,114

Dr. Marjorie Snipes-Anthropology

Identity Politics in the Argentine Andes
Commission for Educational Exchange-
Fulbright Commission
\$13,050

Dr. Joseph Hendricks-Biology

Joseph W. Jones Ecological Research Center
ICHAUWAY
\$59,155

Dr. Gregory Payne-Biology

Monitoring for Potential Recessive
Resistance
USDA
\$13,636

Dr. Gregory Payne-Biology

Pyrethroid Resistance Monitoring
Monsanto Company
\$10,000

Dr. Swamy-Mruthinti Satyanarayana-Biology

Acquisition of Liquid Chromatography
National Science Foundation
\$219,376

Dr. Henry Zot-Biology

AFAP-110 Regulates Signals That Affect F-Actin
West VA University Research Corporation/National
Institutes of Health
\$18,520

Dr. Sharmistha Basu-Dutt-Chemistry

Excursions in Inquiry for Elementary & Middle School
Teachers
U. S. Department of Education/University of Georgia
\$28,004

Dr. Victoria Geisler-Chemistry

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

Dr. Rebecca Dodge-Geosciences

StateView Program Development
AmericaView, Inc./U.S. Geological
Survey
\$89,499

Dr. Curtis Hollabaugh-Geosciences

Snakecreek Watershed
Carroll County Water Authority
\$5,931

Dr. Curtis Hollabaugh-Geosciences

Water Monitoring
Carroll County Board of Commissioners
\$15,661

Dr. Randal-Kath-Geosciences
Water Quality-City of Villa Rica
City of Villa Rica
\$4,065

Dr. Kent Ratajeski-Geosciences
Earth Chem-Advancing Data Management
University of Kansas Center for
Research/NSF
\$5,400

Dr. Ann McCleary-History
Center for Public History
UWG Foundation
\$11,743

Dr. Ann McCleary-History
Set Your Fields on Fire
Georgia Council for the Arts
\$5,000

Dr. Ann McCleary-History
Lewis Road Community Study
Focus Development & Engineering, Inc.
\$39,000

Dr. Bruce Landman-Mathematics
Integers Conference 2005
National Science Foundation
\$6,000

Dr. Bruce Landman-Mathematics
Marion Crider Endowment Fund
UWG Foundation
\$65,500

Dr. Lyn Reilly-Nursing
Advanced Education Nursing Traineeship
Department of Health & Human Services
\$8,017

Dr. Ben deMayo-Physics
NASA Consortium
NASA/Georgia Institute of Technology
\$42,140

Dr. Lisa Osbeck-Psychology
Model-based Reasoning in Biomedical Engineering
Georgia Institute of Technology/NSF
\$27,689

Richards College of Business

Dr. Bruce Bird-Accounting/Finance
Low Income Taxpayer Clinic (LITC)
Internal Revenue Service
\$25,000

**Ms. Jennifer Clendenin-Small Business Development
Center**
Small Business Development Center
U.S. Small Business Development Administration/The
University of Georgia
\$162,500

College of Education

Dr. Kent Layton-College of Education

Teaching Fellows-Carrollton City School
FY 2006
Carrollton City School
\$33,141

Dr. Kent Layton-College of Education

Georgia Aquarium Partnership
Georgia Aquarium
\$54,500

Dr. Tamra Ogletree-Curriculum & Instruction

Georgia=s Prekindergarten Program
Georgia Department of Early Care & Learning
\$192,037

Curtis Cearley-Educational Technology Training Center

West Georgia ETTC
Board of Education of The State of Georgia
\$304,632

Curtis Cearley-Educational Technology Training Center

Enhancing Education Through Technology
Board of Regents of The State of Georgia/
Georgia Department of Education
\$45,223

**Mr. Steve Rich-West Georgia Youth Science
and Technology Center**

WGYSTC
Board of Regents of The University System of Georgia
\$88,158

Administrative Units

Ms. Kimberly Jordan-Financial Aid

Georgia Peer Financial Counseling Program
University of Georgia/Governor's Office of Consumer Affairs
\$3,160

Ms. Jill Hendricks-Health Services

GOHS & UWG Collaborative Safety Initiative
Governor's Office of Highway Safety
\$15,000

¹ External sources authorized spending for fixed time periods. In certain cases, those periods included only a portion of Fiscal Year 2006

² In a number of cases, only the portion of the total amount awarded was actually received or spent during Fiscal Year 2006

Source: *Office of Sponsored Operations*

Faculty Research Grants

Fiscal Year 2007

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 2007 as follows:

College of Arts and Sciences

Dr. Marjorie Snipes-Anthropology

Controversial Sanctuaries: The role of Animals in Navajo Cultural Preservation
\$1,125

Dr. Elizabeth Morton-Art

Serima Mission in Zimbabwe: Towards an African Christian Idiom and Creating the Modern African Artist
\$1,500

Dr. Heidi Banford-Biology

A Molecular Genetic Investigation of the Halfbeak Fishes of the Hyporhamphus Unifasciatus Species Group from the Western Atlantic Including Bermuda
\$1,500

Dr. Gregory Payne-Biology

Insecticide Resistance Monitoring in Field-Collected Stink bug Populations in Georgia
\$1,335

Dr. Satyanarayana Swamy-Mruthinti-Biology

Identification of AQPO-alpha crystallin complex during thermal stress by mass spectrometry
\$1,500

Dr. Sharmistha Basu-Dutt-Chemistry

Measuring Efficiency of Purification of Single Walled Nanotubes using Absorption Spectroscopy
\$1,500

Dr. Megumi Fujita-Chemistry

Catalysts for Environmentally Benign Oxidation Reactions by Nitrous Oxide
\$1,500

Dr. Anne Gaquere-Chemistry

Sono-Degradation of An Azo-Dye
\$1,500

Dr. John Hansen-Chemistry

Using Mass Spectrometry and Optical Spectroscopy to Follow the Folding of a Membrane Protein
\$1,500

Dr. Farooq Khan-Chemistry

Novel approaches to modify carbon nanotubes
\$1,500

Dr. Partha Ray-Chemistry

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

Dr. Joshua Masters-English/Philosophy

George Catlin=s Traveling Indian Museum and the British Press
\$1,000

Dr. Margaret Mitchell-English/Philosophy

Subversive Beauty and the Divided Self in Victorian Fashion Plates
\$1,500

Dr. Julie Bartley-Geosciences

Exploring the Potential of Electron Backscatter Diffraction Imaging (EBSD)
\$1,500

Dr. David Bush-Geosciences

A Quantitative Method for Ranking the Geomorphic Controls on Storm Surge Penetration along the Mississippi Coast after Hurricane Katrina
\$1,420

Dr. Curtis Hollabaugh-Geosciences

Sediment, fecal coliform bacteria, and nutrients in the surface waters of west Georgia: Determination of the time required to fill reservoirs in west Georgia and east Alabama
\$1,500

Dr. Kent Ratajeski-Geosciences

High-precision U-PB Zircon Geochronology of the Elberton Granite, Eastern Georgia
\$1,500

Dr. Keith Bohannon-History

Canadian in the Deep South: The Civil War Correspondence of Charles F. Terrill
\$550

Dr. Jonathan Goldstein-History

Recurrent Themes, Elusive Dreams:
American Mercantile Perceptions of the China Market Before 1846 and Today
\$1,500

Drs. Laurie Taylor and Cynthia Epps-Nursing

Acute Pain Management in the Emergency Department: A Descriptive Study
\$1,500

Dr. Patricia Campbell-Political Science/Planning

Ms. Christy Stevens-Library
Enhancing Student Learning of Political Science Course Content and Library Skills via Podcasting
\$1,260

Dr. Stanley Caress-Political Science/Planning

How Term Limits Influence Legislator Behavior: A Comparison of the Views of Former Incumbents from the California Assembly with the Views of their Former Staff Assistants
\$1,240

College of Education

Dr. Rosalind Duplechain-Curriculum & Instruction

The Effect of Community Violence on the Reading Ability of Children and Adolescents
\$832

Drs. Donna Harkins and Marie Holbein-Curriculum & Instruction

An Investigation of Teacher-Talk during the Administration of an Information Reading Inventory
\$1,500

Dr. John vonEschenbach-Curriculum & Instruction

Professional Dispositions for Teacher Education Candidates: The Talk and the Walk May Not Be the Same
\$1,341

Dr. Hema Ramanathan-Curriculum & Instruction

Questions that Language Arts Teachers Ask English Language Learners
\$1,500

Dr. Phyllis Snipes-Media & Instructional Technology

GALILEO Teacher Training and Subsequent Student Use
\$1,500

Dr. Rachel Abbott, Dr. Claire Mowling and Cindy Moore-Physical Education & Recreation

Utilizing Technology-Based Feedback (BEST Software) to Enhance Teacher Candidates Critical Reflection Process
\$1,500

Richards College of Business

Dr. Mary Kathryn Zachary-Management

Native American Gaming-The Navajo Experience as a Microcosm
\$1,500

Sponsored Operations Faculty Research Enhancement Awards Fiscal Year 2007

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 2007 are as follows:

Award	Name/Department	Project Title
\$1,948	Dr. David M. Bush Geosciences	A Quantitative Method for Ranking the Geomorphic controls on Storm surge Penetration along the Mississippi coast after Hurricane Katrina
\$3,000	Dr. Megumi Fujita Chemistry	Development of Oxidation Catalysts by AGreen@ Oxidant N2O
\$2,930	Emily Hipchen English	Mediating Truths in Adoption Search Narratives
\$3,100	Dr. Farooq Khan Chemistry	Understanding the Role of Metal Ions in Mass Spectrometric Ionization
\$2,500	Dr. S. Swamy Mruthinit Biology	Anti-inflammatory Drug Delivery using Nanoparticles
\$2,500	Drs. Laurie Taylor and Cynthia Epps Nursing	Acute Pain Management in the Emergency Department: A Descriptive Study
\$1,416	Dr. Andy Walter Geosciences	Food, Geographical Politics, and Social Justice: The Case of the CIW Food Co-op

Note: Award in 2006 for Spending in Fiscal Year 2006-2007

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* was 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, 2005 have been audited. Totals for the year ending June 30, 2006 are actual revenue and expense amounts and still subject to changes following the state audit. Totals for the current year 2006-2007 are original budgeted totals. Total expenditures do not include capitalized amounts such as equipment over \$5,000 and library collections.

University Revenue by Source

	July 1, 2006 Budgeted	June 30, 2006 Actual	June 30, 2005 Actual
Operating Revenue			
Tuition and Fees	\$ 29,723,722.00	\$ 28,088,526.70	\$ 25,266,357.99
Less: Scholarship allowances		3,846,676.24	5,538,535.50
Grants and Contracts			
Federal	6,750,813.00	7,245,669.42	7,456,809.70
State	10,000.00	946,049.89	581,984.00
Other	557,115.00	937,760.61	1,022,428.87
Sales and Services	308,228.00	348,533.79	404,653.64
Rents and Royalties	3,700.00	11,864.00	12,188.00
Auxiliary			
Residence Halls	8,655,207.00	7,764,040.77	6,678,791.43
Bookstore	3,500,000.00	3,492,850.58	3,350,147.84
Food Services	4,717,000.00	3,700,975.20	3,680,090.84
Parking/Transportation	1,181,236.00	882,316.96	640,789.13
Health Services	1,580,653.57	1,395,469.48	1,364,793.60
Intercollegiate Athletics	2,488,146.00	2,403,510.40	2,349,533.10
Other Organizations	1,004,086.43	423,185.24	395,870.90
Other	506,300.00	597,937.89	431,404.16
Total Operating Revenue	<u>\$ 60,986,207.00</u>	<u>\$ 54,392,014.69</u>	<u>\$ 48,097,307.70</u>
 Nonoperating Revenue			
State Appropriations	\$ 44,632,019.00	\$ 42,542,758.71	\$ 39,338,796.31
Grants and Contracts			
Gifts		741,292.97	905,290.01
Investment Income		800,068.58	433,435.02
Other	250,000.00	222,249.82	40,449.01
Total Nonoperating Revenue	<u>\$ 44,882,019.00</u>	<u>\$ 44,306,370.08</u>	<u>\$ 40,717,970.35</u>
 Capital Gifts and Grants			
State	\$ 3,598,800.00	\$ 1,808,351.67	\$ 6,916,163.29
Other Capital Gifts and Grants		-	592,228.55
Total Capital Gifts and Grants	<u>\$ 3,598,800.00</u>	<u>\$ 1,808,351.67</u>	<u>\$ 7,508,391.84</u>
 Total Revenues	 <u><u>\$ 109,467,026.00</u></u>	 <u><u>\$ 100,506,736.44</u></u>	 <u><u>\$ 96,323,669.89</u></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

University Operating Expenses

	July 1, 2006 Budgeted**	June 30, 2006 Actual
Operating Expenses		
Salaries:		
Faculty	\$ 24,980,206.00	\$ 23,855,068.75
Staff	27,243,008.00	25,190,482.17
Benefits	15,260,981.00	14,090,108.65
Other Personal Services	-	2,487.21
Travel	1,086,054.00	985,894.62
Scholarships and Fellowships	6,821,201.00	4,017,162.43
Utilities	2,614,209.00	3,409,936.70
Supplies and Other Services	26,614,157.00	24,645,473.92
Depreciation		5,138,375.76
Total Operating Expenses	\$ 104,619,816.00	\$ 101,334,990.21
Nonoperating Expenses		
Interest Expense (Capital Assets)		
Total Expenses	\$ 104,619,816.00	\$ 101,334,990.21

	July 1, 2006 Budgeted	June 30, 2006 Actual
EXPENSES BY CLASSIFICATION		
Operating Expenses		
Instruction	\$ 38,300,148.00	\$ 36,819,682.15
College of Arts & Sciences	19,231,711	20,640,859.02
Richards College of Business	4,904,282	5,181,301.73
College of Education	7,323,692	7,871,530.74
Other Instruction	6,840,463	3,125,990.66
Research	301,536.00	877,894.24
Public Service	41,172.00	152,420.87
Academic Support	11,398,324.00	11,998,157.29
Student Services (excl fund 13000)	4,736,757.00	4,512,711.60
Student Activities (Fund 13000)	2,912,114.00	2,669,526.28
Intramural	13,560	130,646.72
Social & Entertainment Activities	650,312	539,731.67
Student Government	25,000	26,439.20
Student Publications	61,500	85,868.38
Other Programs/Unassigned ¹	2,161,742	1,886,840.31
Institutional Support	11,311,366.00	10,435,636.75
Plant Operations and Maintenance	6,919,279.00	8,915,444.03
Scholarships and Fellowships	6,821,201.00	2,815,894.82
Auxiliary Enterprises	21,877,919.00	19,904,224.81
Student Housing	7,675,793	8,171,412.05
Food Services	3,688,792	3,092,195.74
Stores and Shops	3,124,923	3,328,213.19
Intercollegiate Athletics	2,569,223	2,553,537.61
Other Service Units	4,819,189	2,758,866.22
Unallocated Expenses**		2,233,397.37
Total Operating Expenses	104,619,816.00	101,334,990.21
Nonoperating Expenses		
Interest Expense (Capital Assets)		
Total Expenses	\$ 104,619,816.00	\$ 101,334,990.21

- Actual amounts for FY06 and FY05 does not include capitalized expenditures, but does include depreciation. Budgeted amount for FY07 includes equipment, but not depreciation. Minor capital projects, MRR & GSFIC are not included in the budgeted amounts.

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

¹ Other Programs/Unassigned includes the lease payment for the Campus Center, first due in FY2006.

	June 30, 2005 Actual
Operating Expenses	
Salaries:	
Faculty	\$ 23,182,577.80
Staff	23,734,930.18
Benefits	12,260,829.19
Other Personal Services	-
Travel	845,584.26
Scholarships and Fellowships	2,318,113.09
Utilities	2,971,140.48
Supplies and Other Services	18,973,861.61
Depreciation	4,718,546.08
Total Operating Expenses	89,005,582.69
Nonoperating Expenses	
Interest Expense (Capital Assets)	37,100.75
Total Expenses	\$ 89,042,683.44

EXPENSES BY CLASSIFICATION	June 30, 2005 Actual
Operating Expenses	
Instruction	\$ 35,199,043.56
College of Arts & Sciences	19,334,323.00
Richards College of Business	4,996,582.00
College of Education	7,187,317.00
Other Instruction	3,680,821.56
Research	972,673.83
Public Service	166,246.75
Academic Support	10,797,062.17
Student Services (excl fund 13000)	4,241,469.88
Student Activities (Fund 13000)	804,287.32
Intramural	124,673.18
Social & Entertainment Activities	492,847.26
Student Government	24,482.39
Student Publications	86,046.11
Other Programs/Unassigned ¹	76,238.38
Institutional Support	8,153,707.14
Plant Operations and Maintenance	7,524,123.72
Scholarships and Fellowships	1,164,026.94
Auxiliary Enterprises	17,360,197.28
Student Housing	5,930,630.78
Food Services	3,437,193.84
Stores and Shops	3,133,271.18
Intercollegiate Athletics	2,436,851.38
Other Service Units	2,422,250.10
Unallocated Expenses**	2,618,026.75
Total Operating Expenses	89,000,865.34
Nonoperating Expenses	
Interest Expense (Capital Assets)	
Total Expenses	\$ 89,000,865.34

- Actual amounts for FY06 and FY05 does not include capitalized expenditures, but does include depreciation. Budgeted amount for FY07 includes equipment, but not depreciation. Minor capital projects, MRR & GSFIC are not included in the budgeted amounts.

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

¹ Other Programs/Unassigned includes the lease payment for the Campus Center, first due in FY2006.

Total Resident Instruction Expenditures Per Full-time Equivalent Student Fiscal Years 2003 – 2007*

Fiscal Year	Resident Instruction Expenditures	Fall Term FTE** Enrollment	Total Expenditures per FTE Student
2003	74,155,869.00	8,351.00	8,879.88
2004	71,038,171.00	8,865.00	8,013.33
2005	70,849,007.00	8,898.00	7,962.35
2006	78,761,239.12	8,907.00	8,842.62
2007	79,829,783.00	8,941.92	8,927.59

*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 more hours + total full-time graduate students taking 9 or more 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 2006



Resident Instruction (Tuition)	0.74
Auxiliary Enterprises (Health, Athletic, and Transportation)	0.15
Campus Center	0.05
Student Activities (Activities Fee)	0.03
Technology Fee	0.03

Source: Office of Budget Services

Condensed Statement of Net Assets

Fiscal Years 2005 -2006

	FY2006	FY2005
Assets:		
Current Assets	\$ 17,809,520.90	\$ 16,284,666.22
Capital Assets, net	65,382,176.66	66,411,670.82
Other Assets	1,643,786.79	1,764,942.25
Total Assets	84,835,484.35	84,461,279.29
Liabilities:		
Current Liabilities	10,600,338.19	9,060,671.60
Noncurrent Liabilities	3,129,184.35	3,414,441.96
Total Liabilities	13,729,522.54	12,475,113.56
Net Assets:		
Invested in Capital Assets, net of debt	64,247,388.65	65,197,919.79
Restricted - nonexpendable	-	-
Restricted - expendable	2,152,331.71	2,094,935.23
Capital Projects	-	-
Unrestricted	4,706,241.45	4,693,310.71
Total Net Assets	\$ 71,105,961.81	\$ 71,986,165.73

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 Relations

Foundation Officers and Trustees

2006-2007 Foundation Officers

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

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Robert E. White
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D. Stanley Parkman
Dr. Tracy P. Stallings

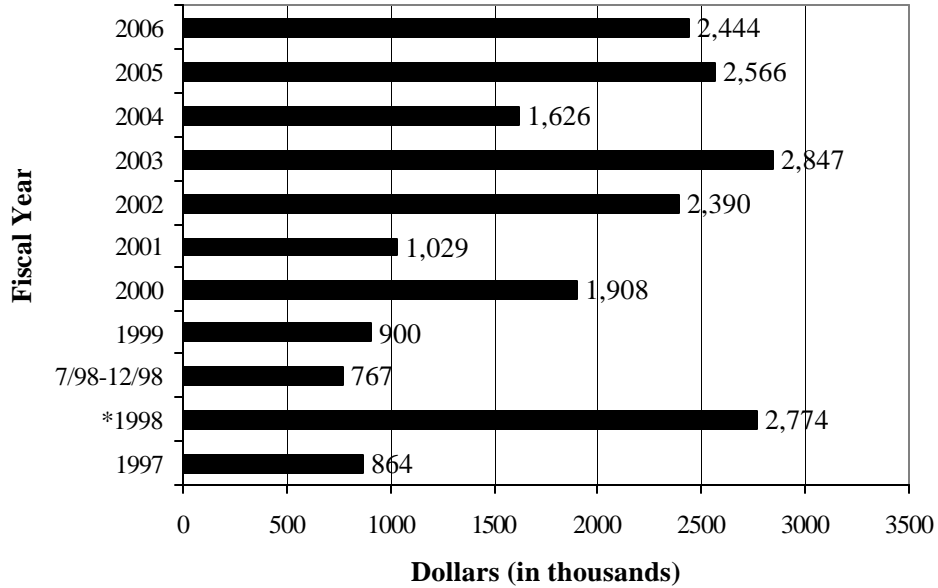
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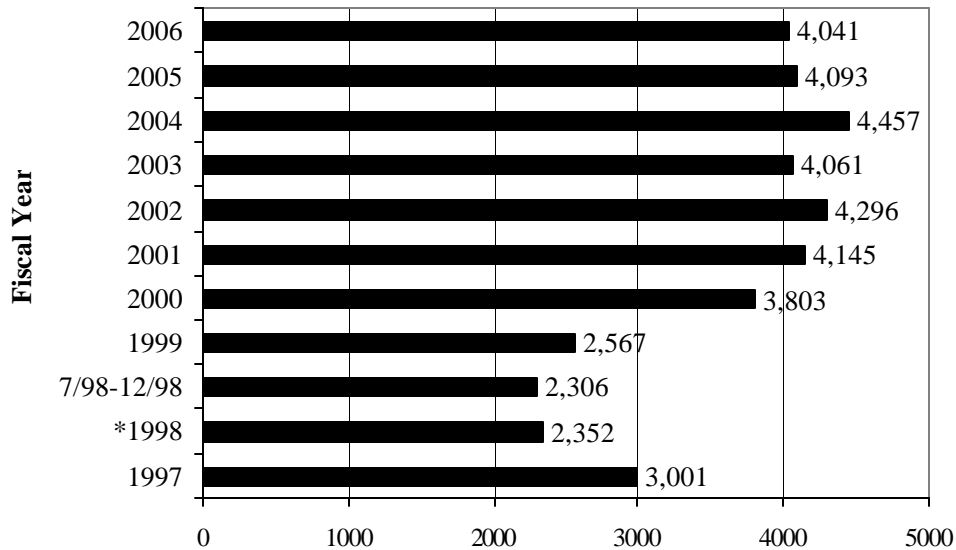
*Lifetime Member

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
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
Rev. John Caylor Baptist Student Union Endowment
Carrollton Ear, Nose & Throat Scholarship
Carrollton Elementary School Scholarship
Carrollton Parent Teacher Organization Scholarship
Amos and Leona Caswell Scholarship
Betty Reynolds Cobb Scholarship
Brenda Busbin Collins Scholarship
William Walter Coleman Scholarship
Davenport-Cadenhead Scholarship
Felton Denney Scholarship
Jacob McGavock Dickinson 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
Hubert & Naomi Holland Scholarship Endowment
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
Everette O. May, Jr.
McCalman Scholarship
McDonald's of Carrollton Scholarship
Phil McDowell Scholarship Endowment Fund
Virginia Sarah Miller Scholarship
L. S. Mollette Memorial Scholarship
Morgan Oil Scholarship
Sue Myers Emergency Scholarship Fund
Jennifer Lynn Olson Memorial Scholarship

Elizabeth L. Parker Memorial Scholarship
Phi Kappa Phi Scholarship
Chuck Puckett Family Scholarship
Robert P. Steed Memorial Scholarship
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
Frances Wood Wilson Foundation Scholarship
Worthy Family Scholarships

Other West Georgia Scholarships

Charles E. Beard Ingram Library Endowment Fund
Bowdon Sertoma Scholarship
Carrollton Junior Women's Scholarship
Carrollton Lions Club Scholarship
George W. Carver High School Decedents Scholarship
Rev. John Caylor Baptist Student Union
Chi Phi Memorial Scholarship
Lerlie & Millard Copeland Scholarship
George & Bertha Echols Scholarship
Bobby Evans Baptist Student Union Scholarship
Goizueta Foundation Scholarship Fund
Chris Gillespie Memorial Scholarship
Henry County High School Foundation Scholarship
King Packaging Scholarship
Mount Zion High School Alumni Scholarship Fund
OFS BrightWave Scholarship
Merlin O. Powers Memorial Scholarship
Roy Richard, Sr. Memorial Scholarships
Sarah Lanctot Rigg Library Endowment
Rotary Club of Carrollton Scholarship
Suzanne Lankford Sullivan Scholarship
Wasdin Scholarship

Designated Scholarships

Athletic Department

Stephen Anthony Citizenship Athletic 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

Scholarships (continued)

College of Arts & Sciences

Shirley C. Boykin Scholarship
Floyd E. Hoskins ROTC Scholarship
H.O. Lovvorn Scholarship
Sally Pafford Memorial Scholarship
Berta Fields Whatley Scholarship
Fred D. & Gail Brooks White Scholarship

Anthropology

Thelma B. Larson Award
Antonio J. Waring Distinguished Professorship
Antonio J. Waring, Jr. Scholarship
John Walton Whatley Scholarship

Art

Betty Andre Memorial Scholarship
Art Endowment Scholarships
Art Scholarship Endowment
Bayeux Scholarship Endowment
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
Dr. 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
T.R. "Cotton" Williamson Memorial Scholarship

Chemistry

Latha Barnes Chemistry Award
Chemistry Department Scholarships
Professor W. Glenn Esslinger Memorial Scholarship
Jack L. Grogan Scholarship
William Lockhart Scholarship
Pope-Grogan Chemistry Award
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

Mary Anne (Sugar) Wilson Goreau DeVillier Memorial Scholarship
Mathews English Scholarship
Kay Magenheimer Award
Parkman Family Endowment
Willie Maude Thompson Scholarship
Walker English Fund Scholarships
Burdett and Shirley Wantland Philosophy Scholarship

Foreign Languages and Literature

Charles Beard Study Abroad Award
Marianne Bobick Memorial Scholarship
Jewell Miles Burson Language Award
Sobhi Ghobrial Memorial Scholarship
Cecilia Lee Scholarship

Geosciences

Geology Scholarships
John G. Chambers Memorial Scholarship
Rodney K. Morrison Memorial Scholarship

History

W. Cope Goodwin Memorial Scholarship
J. David Griffin Award
Kennedy History Graduate Award of Excellence
NSDAR American History Award
Elizabeth Parker History Award
Vachel Davis Whatley, Sr. Scholarship

Mass Communications/Theatre Arts

William Boling, III Scholarship
Dora Byron Memorial Scholarship
Friends of Theater New Talent Award
Mildred Fokes Godard Theatre Arts Scholarship
Deborah Headrick Memorial Scholarship
Ossie McCord McLarty Scholarship
David Carter Neale Scholarship
Harold Newell Scholarship
Bessie Anthony Rhodriquez Mass Communications Scholarship
George Fields Whatley Scholarship

Scholarships (continued)

Mathematics

Shirley Caffee Boykin Scholarship
Jewell Miles Burson Calculus Scholarship
Capt. David Cooley Memorial Scholarship
Marion Crider Scholarship
Dr. Georgia Martin Scholarship
Dr. Chatty Pittman Memorial Scholarship
Vachel Davis Whatley, Jr. Scholarship

Music

Shirley Caffee Boykin Music Scholarship
Annice Whatley Cameron Scholarship
Kelly Drake Memorial Music Scholarship
Vachel V. & Betty Combs Driver Scholarship
DeVonner J. Ingram Music Scholarship
Lit-Mu Award
Lit-Mu Opera Scholarship
Inge Manski Lundeen Opera Scholarship
Marching Band Leadership Award
McDonald's Music Scholarships
Miriam C. Merrell Scholarship
Mary Lou Munn Memorial Scholarship
Music Miscellaneous Scholarships
Presbyterian Music Scholarship
Genevieve Reynolds Award for Piano Pedagogy
Steve Zachariah Smith Music Scholarship
Sony Music Scholarship
Larry Teal Saxophone Award
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
Pansy Tisinger Brown Memorial Nursing Scholarship
DeVillier Family Trust Fund Scholarship
Betty Griffith Memorial Scholarship
Dr. Claudette Hayes Scholarship
Higgins General Hospital Scholarship
Jean Aycock McCauley Scholarship
Nursing Department Scholarships
Earnest M. Sewell Scholarship
Arta Mae Whatley Scholarship
Lettie Pate Whitehead Foundation Nursing Scholarship

Physics

Major Allando A. Case Scholarship
Physics & Engineering Club Scholarship
R.K. Redding Construction Scholarship

Political Science and Planning

George T. Bagby Scholarship
Janet Clark Endowment Fund
Dudley Crosson Scholarship
Lee W. Wash Political Science Award
Jud Whatley Scholarship

Psychology

Cleo Margaret Hackney Memorial Scholarship
Mike Arons Humanistic Psychology Award
Dr. Robert J. Masek Award
Ann O. Wilson Endowment

Richards College of Business

Major General John A. Beall Scholarship
D.W. Brooks/Goldkist of West Georgia Scholarship
Charles W. Cox Memorial Scholarship
Rufus M. Dixon Scholarship
Fred Hutchins Scholarship Endowment
Earline J. Powers Business Education Scholarship
Purchasing & Management Association of West Georgia
McCalman Executive Roundtable
Richards College of Business Fund Scholarships
Richards College of Business Visionary Endowment
Hugh W. Richards Memorial Scholarship
Roof Drainage Equipment Scholarship
Sewell Chair Endowment
Robert J. Stone Business Endowment
Henri Sims and Kennard Seforth Varn Scholarship
Mr. and Mrs. Murray M. Webb Scholarship
Yeager Family 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
Dr. Michael D. Raper Memorial Scholarship

Management

Henry M. Cameron Scholarship
Gibson/Overton/Pette memorial Scholarship Fund
Dr. Frank R. Hunsicker Memorial Award
Earline J. Powers Business Education

Scholarships (continued)

Marketing and Real Estate

Paula Waters - Benchmark Brokers Scholarship

College of Education

Carrollton Elementary School Scholarship
Lewis L. & Floy Burson Combs Memorial Scholarship
CHREA 20th Century Scholarship
CHREA 21st Century Scholarship
William D. Conner Scholarship
David Davis Memorial Scholarship Endowment Fund
Dag Folger Memorial Scholarship
Bernice Freeman Memorial Scholarship
Georgian Bank Scholarship Endowment Fund
Edna Becker Hallum Scholarship
Sadie M. Hughes Scholarship
Ruth Musick Jackson Scholarship
Wilda Seagraves Jackson Award
Hugh McTeer Memorial Scholarship
Pearl Nix Scholarship
Pilot Club of Carrollton Scholarship
Dr. Thomas W. Sills Scholarship
Thomas S. Upchurch Educational Leadership Scholarship

Counseling & Educational Psychology

Dr. John J. and Ann K. Pershing Memorial Scholarship

Curriculum and Instruction

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

Education Leadership and Professional Studies

Edwin M. Blue Scholarship
Linton Deck Leadership Scholarship Fund
Thomas S. Upchurch Educational Leadership Scholarship

Physical Education & Recreation

David Dugan Scholarship
Dot McNabb Scholarship
Fred F. Hallum Scholarship
Dr. Robert Reeves Scholarship

Media and Instructional Technology

Priscilla Bennett Family Scholarship
Annie Belle Weaver Memorial Scholarship

Special Education and Speech Language Pathology

Carroll County Association of Retarded Citizens Scholarship
Carrollton Civitan Scholarships
Moselle T. Chappell Scholarship
George Colyer Scholarship Fund
Herbert S. and Pauline T. Hatton Scholarship
Miss Michele & Dr. Nancy Pollard Scholarship

Career Services

David J. Favero Memorial Fund
Student Research Assistance Program

Facilities/Landscaping and Grounds

John Junior "Little John" Smith Scholarship

Graduate School

William Conner Scholarship
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
BB&T Presidential Scholarship
James E. Boyd Presidential Scholarship
Elizabeth C. Boyd Presidential Scholarship
Mrs. Jewell Miles Burson Presidential Scholarship
Carroll EMC Presidential Scholarship
CB&T Presidential Scholarship
CFB Presidential Scholarship
Coca-Cola Presidential Scholarship
Ovid Davis Scholarship
Chester Gibson Endowment Scholarship
Patricia Hughes Memorial Scholarship
Cary Ichter Presidential Scholarship
Irvine Sullivan and Martha Monroe Ingram Scholarship
J. Albert and Martha H. Jones Presidential Scholarships
Christine Kauffman Hanson Presidential Scholarship
Jason Kauffman Presidential Scholarship
Scott Kauffman Presidential Scholarship
James B. Lipham Presidential Scholarship
Leon Massey Presidential Scholarships
Mary Ryan Miles Scholarship Endowment
Presidential Scholarships
Richards Family Presidential Scholarship
SallieMae Advanced Academy Fund
Russell & Mary Sarner Presidential Scholarship
Julian Stanley Academy Presidential Scholarship
Systems & Methods Presidential Scholarship
Tisinger Debate Tournament
Watson-Brown Academy Scholarship

Scholarships (continued)

International Programs

Dee (Delores D.) Cannon Scholarship

Grace Talley Richards Travel Award

Newnan Center

Express Personnel Services Scholarship

Newnan Center Scholarship

Newnan Kiwanis Club 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.

2006-2007 Officers

Donald Newsom '73, President

Brian McLeod '99, Vice President

Galen Hobbs '00, Treasurer

Lorelei Shipp '95, Secretary

Christy Sammon '90, Past President

Source: Office of Development and Alumni Relations

Number of Georgia Resident Alumni as of December 2006

<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	43
Atkinson	0	Dade	42	Jefferson	7	Randolph	11
Bacon	11	Dawson	34	Jenkins	1	Richmond	75
Baker	0	Decatur	16	Johnson	2	Rockdale	288
Baldwin	26	Dekalb	1,697	Jones	29	Schley	2
Banks	21	Dodge	8	Lamar	103	Screven	7
Barrow	96	Dooly	3	Lanier	1	Seminole	6
Bartow	670	Dougherty	55	Laurens	30	Spalding	418
Ben Hill	7	Douglas	1,853	Lee	26	Stephens	23
Berrien	3	Early	2	Liberty	14	Stewart	2
Bibb	143	Effingham	8	Lincoln	5	Sumter	32
Bleckley	6	Elbert	25	Long	1	Talbot	14
Brantley	3	Emanuel	10	Lowndes	38	Taliaferro	1
Brooks	6	Evans	4	Lumpkin	37	Tattnall	5
Bryan	14	Fannin	90	Macon	3	Taylor	6
Bulloch	19	Fayette	1,439	Madison	26	Telfair	2
Burke	6	Floyd	1,077	Marion	5	Terrell	3
Butts	95	Forsyth	507	McDuffie	12	Thomas	30
Calhoun	1	Franklin	25	McIntosh	14	Tift	27
Camden	20	Fulton	2,231	Meriwether	170	Toombs	18
Candler	7	Gilmer	107	Miller	7	Towns	17
Carroll	5,102	Glascok	2	Mitchell	8	Treutlen	3
Catoosa	438	Glynn	93	Monroe	47	Troup	628
Charlton	3	Gordon	443	Montgomery	6	Turner	5
Chatham	114	Grady	6	Morgan	52	Twiggs	2
Chattahoochee	0	Greene	41	Murray	335	Union	43
Chatooga	164	Gwinnett	1,893	Muscogee	195	Upson	143
Cherokee	786	Habersham	64	Newton	257	Walker	394
Clarke	147	Hall	343	Oconee	88	Walton	222
Clay	3	Hancock	3	Oglethorpe	17	Ware	23
Clayton	682	Haralson	1,014	Paulding	1,106	Warren	4
Clinch	2	Harris	83	Peach	12	Washington	11
Cobb	3,214	Hart	42	Pickens	126	Wayne	9
Coffee	13	Heard	243	Pierce	14	White	44
Colquitt	8	Henry	898	Pike	148	Whitfield	952
Columbia	75	Houston	124	Polk	716	Wilcox	1
Cook	3	Irwin	3	Pulaski	5	Wilkes	14
Coweta	2,207	Jackson	95	Putnam	37	Wilkinson	6
Crawford	12	Jasper	29	Quitman	1	Worth	8
						Total in Georgia	36,044

Note: 729 are lost and deceased alumni.

Source: Office of Development and Alumni Relations

Number of West Georgia Alumni in the United States as of December 2006

<u>State</u>	<u>No.</u>	<u>State</u>	<u>No.</u>
Alabama	1,047	Montana	15
Alaska	16	Nebraska	8
Arizona	87	Nevada	28
Arkansas	43	New Hampshire	11
California	314	New Jersey	67
Colorado	131	New Mexico	25
Connecticut	37	New York	113
Delaware	17	North Carolina	588
District of Columbia	14	North Dakota	4
Florida	1,199	Ohio	115
Georgia	36,044	Oklahoma	41
Hawaii	15	Oregon	43
Idaho	15	Pennsylvania	112
Illinois	97	Rhode Island	7
Indiana	91	South Carolina	398
Iowa	16	South Dakota	4
Kansas	35	Tennessee	717
Kentucky	140	Texas	407
Louisiana	72	Utah	17
Massachusetts	13	Vermont	8
Maryland	113	Virginia	300
Maine	54	Washington	97
Michigan	67	West Virginia	17
Minnesota	36	Wisconsin	41
Mississippi	105	Wyoming	12
Missouri	62	Total in United States	43,075

*Note: 1,539 are lost, deceased, or alumni in foreign countries.
Source: Office of Development and Alumni Relations*

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

Tract 1	Acres
No. 2	240.76
No. 3	7.43
No. 4	1.64
No. 5	0.26
No. 6	0.14
No. 7	120.00
Tract 1 Total	370.23
Tract 2	Acres
No. 8	4.47
No. 9	0.74
Tract 2 Total	5.21
Total Acreage	375.44

Current Value of land \$5,181,072

Note: In November 2006, West Georgia hired Keck & Wood, Inc. to conduct a boundary survey. Before the survey most of UWG’s land holdings were based on estimated acreage. As a result of the survey the actual property holdings changed from previous years.

Source: Campus Planning and Development

University of West Georgia

Campus Facilities

As of June 30, 2006

Facility	Date of Construction or Acquisitions	Approximate Square Footage	Investment*	Replacement Cost Approximate or Present Value**
Bonner House	1843	2,246	8,000	112,300
Kennedy Chapel	1893	880	27,000	154,000
Melson Hall (Added an Elevator 2006)	1907	13,141	48,000	1,248,395
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 Resources Center	1954	15,902	277,000	1,510,690
Richards College of Business	1958	14,682	514,000	1,394,790
Parker Hall	1959	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 Main	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 Ed. (Merged w/Campus Cntr '06)	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
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	74,025
Facilities Storage and Shed	1974	5,054	50,500	75,810

*Rounded to the nearest \$1,000

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

Campus Facilities

Facility	Date of Construction or Acquisitions	Approximate Square Footage	Investment*	Replacement Cost Approximate or Present Value**
Facilities Storage and Shed	1974	5,054	50,500	75,810
Greenhouse #2	1976	600	1,000	18,000
Foundry (Became the Anagama Kiln in 1990)	1979	(400.00)	(1,000)	(10,000)
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	304,000
Newnan Center Building 3000 (Rental)	1980	2,400	25,000	72,000
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
Athletic Office Building (Demolished)	1983	(2,048)	(31,000)	(194,560)
Football Storage	1984	600	6,000	39,000
Central Duplication	1985	7,585	135,000	493,025
Richards College of Business Annex	1985	18,404	1,510,000	1,748,380
Rifle Range	1986	480	4,000	28,800
Townsend Center for the Performing Arts	1987	28,721	2,934,000	5,026,175
Public Safety Storage	1987	384	4,000	28,800
Bookstore (Rental)	1987	8,001	100,000	400,000
Intramural Restroom	1988	528	7,000	31,680
Band Storage	1988	245	1,000	14,700
Art Anagama Kiln (formerly known as the Foundry)	1990	400	1,000	10,000
Landscape Storage	1990	2,400	12,000	60,000
Newnan Center Building 1000 (Rental)	1990	11,400	600,000	1,140,000
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
PAC Warehouse/Storage	1992	2,413	22,000	60,325
West Communications Hut	1994	253	32,564	88,550
Education Center Annex	1995	41,667	4,347,000	6,041,715
Archaeology Storage Building	1995	288	2,996	7,200
Technology-enhanced 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	13,300	15,600
Landscape Shed	2004	250	3,750	3,750
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
Campus Center (Merged with HPE Bldg.-2006)	2006	131,448	20,889,000	20,889,000
Facilities Storage Building (New)	2006	10,000	194,280	194,280
TOTALS		2,052,483	85,402,520	205,280,750

*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/>

As the academic heart of the campus, the Ingram Library provides both online and in-house collections and services to meet curricular needs. The four story building of some 85,000 square feet provides seating space for 700, an electronic classroom, a conference room, small group study rooms, lockable faculty carrels, and computers and other equipment for accessing materials retained in print, online, recorded, and micro formats. Wireless access to internet resources is available throughout the building.

The library is named in honor of Irvine Sullivan Ingram, the institution's first president. The glass enclosed lobby overlooks a study garden designed in honor of Maurice Townsend, fifth president of the university. The lobby area provides study tables and casual seating where patrons may enjoy food and drink while accessing the wireless network, working individually or in small groups, or browsing through the new books, current newspapers, and periodicals on display. Ingram Library houses a collection of student and faculty art, including "The Prophet," a bronze by Gary Coulter, presented by the Class of 1968, which stands at the entrance, and "Sporangium Disseminating Spores," a large ceramic installation by Cameron Covert and Bruce Bobick, completed in 1980. Rotating displays of student art and writing inspired by programs developed by the Thomas B. Murphy Holocaust Teacher Training and Resource Center, which is located on the second floor of the library, may be viewed in the Center and in the lobby.

Library collections include over 400,000 cataloged volumes, over 1,100,000 microforms, over 11,000 audiovisual items, and more than 20,000 maps and charts. The library provides access to some 15,000 print and electronic serials, including magazines, scholarly journals, and newspapers. As a selective depository for federal documents, the library houses an extensive collection of United States government publications and provides access to government information available in online and other electronic formats.

The library participates in state and regional consortia, facilitating extensive access to the collective resources of university system and other libraries. The library catalog, provided through Georgia Interconnected Libraries (GIL), lists materials available in Ingram Library collections, and provides links to catalogs of other libraries. West Georgia students, faculty, and staff may request books from any university system library through the online GIL Express service, a feature of the universal catalog, and they also have check out privileges when visiting system libraries. In addition, the University of West Georgia is a member of the Atlanta Regional Council for Higher Education (ARCHE), which allows students, faculty and staff to utilize the resources of member libraries.

Ingram Library provides interlibrary loan service through its web site, facilitating the borrowing of books from libraries throughout the country. Articles requested through interlibrary loan are transmitted to patrons electronically.

Library users have access to Georgia Library Learning Online (GALILEO), an online library of databases, full text electronic journals, and reference resources available to all Georgians, as well as to an extensive range of electronic materials selected to support the university's academic programs. All licensed electronic materials are available to university students and faculty through any computer with internet access. By providing access to an extensive range of online materials, developing an electronic reserve system and online request systems for obtaining materials from other libraries, the library ensures that students enrolled at the university's remote class sites and in online courses are afforded the same level of library support as those who attend classes on the Carrollton campus. Fax and courier services to off campus class sites, and arrangements with libraries in Newnan and other locations also support off campus students.

The Annie Belle Weaver Special Collections area on the third floor of Ingram Library provides access to information about the history of the university and the geographic area it serves. Photographs, family histories, and other materials associated with the west Georgia region are included in Special Collections, as are materials on sacred harp music and American psalmody. A special effort is being made to acquire the manuscript collections of individuals who have represented the region in state or national legislative bodies. One of the most notable collections is that associated with Georgia's Political Heritage Program, begun by university faculty in 1985. The collection includes taped interviews with state and national leaders, among them most of Georgia's post-World War II governors, U.N. Ambassador Andrew Young, U.S. House Speaker Newt Gingrich and Georgia House Speaker Tom Murphy. Senator Herman Talmadge was the first interview subject for the program. The Talmadge collection is particularly significant as it includes some thirty-five interviews taped between 1985 and 1995 as well as interviews with his staff and some of his supporters.

Information about library programs and services is distributed through publications available in the building, and through the library web site. An online newsletter chronicles developments within the library, while an online announcements site outlines upcoming events, programs and classes.

The library pursues an aggressive instruction program. A for-credit course, which is part of Area B of the core curriculum, is taught in the library's computer-enhanced classroom as well as via the web. The course is designed to orient students to doing research in academic libraries and to critically evaluating information resources. Throughout the semester students may register on the library web site to attend basic library skills classes addressing various topics. In addition, classes tailored to specific assignments and other types of customized instruction are developed for upper-level and graduate courses. Individuals seeking assistance with library resources and research needs can utilize reference services at the reference desk, via telephone, and through the online *AskAL* service available through the library web site.

Thomas B. Murphy Holocaust Teacher Training and Resource Center

The Thomas B. Murphy Holocaust Teacher Education Training and Resource Center, administered by the Georgia Commission on the Holocaust and located on the second floor of Ingram Library, is the only Holocaust center in the United States devoted to teacher training located in a state-supported institution. With the study of the Holocaust as a catalyst, the Center encourages and supports human understanding and dignity by developing programs to open minds and hearts to the appreciation of all of humankind. The Center's multimedia resource collection includes books, videotapes, archival, and electronic materials augmented by resources available within the collections of Ingram Library. Working collaboratively with academic departments and area organizations, the Center provides curriculum development assistance, teacher conferences, staff development seminars, exhibits, and other programs.

University of West Georgia Library Acquisitions Fiscal Years 1997 – 2006

Holdings	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Volumes added during the year	8,132	13,217	10,087	7,515	10,200	8,050	8,359	9,681	7,543	12,704
Volumes at end of the year	332,290	343,094	353,181	360,696	370,896	378,946	384,249	391,330	397,169	404,580
Reels of microfilm at end of year	22,824	23,456	23,526	23,526	23,230	23,047	22,827	22,773	24,447	24,554
Physical units of other microtext at end of year	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	1,142,429
Periodical titles received at end of year**	1,154	1,362	1,372	1,352	1,387	1,342	1,226	1,194	1,101	1,228
Items										
U.S. Documents	135,877	140,535	140,590	144,697	147,771	149,540	151,292	138,532	131,730	127,459
U.S. Documents (Volumes on Microfilm)*	73,620	73,961	74,959	81,770	86,576	84,807	86,775	75,198	65,854	58,655
Annual Reports****	1,495	2,189	2,189	2,189	2,189	2,189	0	0	0	0
Circulation**	213,342	178,694	94,442	86,766	75,369	74,107	65,571	48,524	46,401	45,667
Interlibrary Loans										
Borrowed	4,072	4,636	6,148	5,732	4,711	2,320	3,309	3,024	6,744	6,645
Loaned	5,604	6,244	5,797	4,711	5,732	4,634	5,353	4,948	7,625	8,968
Reference Questions ***	61,308	33,956	33,956	33,956	33,956	8,632	8,632	23,504	13,200	13,200

* Depository publication on microfiche received from Government Printing Office

** Decline due to electronic resources

*** Statistical change

**** Reports available from online sources

Source: Irvine Sullivan Ingram Library

Information Technology Services Learning Resources Center

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

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

Information Technology Services (ITS) provides technology leadership and support to all areas of the 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 the 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 2006-2007

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 2006-2007

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)
- Annual Report of Institutional Progress
- Fact Book
- 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
- 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 2006

