The University of Georgia

Annual Report of Institutional Progress
2004-2005

Prepared by the Office of Institutional Effectiveness
November 2005
The development of UGA’s new College of Public Health was a notable example of continued progress on institutional initiatives involving interdisciplinary instructional and research programs, as well as partnerships with other University System institutions. The College of Public Health was approved by the Board of Regents in October 2004 and became operational in January 2005 under the leadership of interim dean Phillip Williams, Georgia Power Professor of Environmental Health. The new unit, which is UGA’s 15th school/college, was established to expand the availability of affordable health education and training in Georgia and to increase public health expertise throughout the Southeast. The college brings together many of UGA’s existing research, teaching and outreach programs in the areas of health and medicine and operates in close collaboration with the Medical College of Georgia and related health programs at other colleges in the University System.

The College of Public Health was “incubated” in UGA’s Biomedical and Health Sciences Institute and will retain ties with that unit. In other BHSI news, construction continued on the Paul D. Coverdell Center for Biomedical and Health Sciences with a “topping-off” ceremony held in January 2005 and move-in expected by the end of the year (see additional details on page 7). The BHSI also has joined with Georgia Tech on a Biomedical Research Program, with the two institutions awarding four inter-institutional research teams a total of $200,000 to foster collaborative projects with potential for external funding. BHSI membership has grown to 165 faculty, representing nine schools and colleges and 37 departments.

The College of Environment and Design, created by melding UGA’s School of Environmental Design and Institute of Ecology, continued work on plans for the formation of the Academy of the Environment and the creation of new master’s and doctoral degree programs in environmental planning. The college’s undergraduate Landscape Architecture program was recently ranked 2nd in the nation, while the master’s program tied for 4th.

The Faculty of Engineering, organized in 2001, now numbers 100 members from 24 academic units across eight UGA schools and colleges. The members retain their departmental appointments while devoting time to a range of engineering-related activities. One example is a partnership with private industry to develop new methods to refine fuels from biomaterials. The project not only has implications for the nation in terms of the development of alternative fuels, but could also directly impact the economy of Georgia by providing an alternative use for wood products and other biomaterials available here. To address a future shortage of engineers, members of the Faculty of Engineering have partnered with UGA’s College of Education in a $10 million multi-institution grant from the National Science Foundation that focuses on engineering and technology education in K-12. The grant was among the topics discussed at an inaugural conference to present recent advances and opportunities in engineering at UGA held in October 2004.

UGA expanded its off-campus degree programs by preparing to offer two undergraduate majors at the UGA-Griffin campus starting in fall 2005, one leading to a bachelor of science in agriculture and the other to a bachelor of science in environmental sciences. Students from Gordon College and other area two-year schools can continue their education at UGA, since 60 credit hours are required to enter the programs. This follows the launch last year in Tifton of a
joint program between UGA’s College of Agricultural and Environmental Sciences and Abraham Baldwin Agricultural College. In fall 2004, 44 students were enrolled in Tifton.

Meanwhile, UGA’s offerings at the Gwinnett University Center are undergoing a change as a new four-year state college was approved by the Board of Regents to begin operation at that location in fall 2006. UGA closed admission to its seven bachelor’s degree-completion programs in Gwinnett in fall 2005, giving enrolled students an opportunity to complete their degrees by spring 2008. As those programs are phased out, UGA’s graduate degree programs in Gwinnett are expected to expand. UGA’s newest program in Gwinnett is a master’s of internet technology offered by the Terry College of Business starting in fall 2005. The program is part-time with all classes held in the evening to accommodate working professionals. The number of students attending UGA classes at the Gwinnett University Center in fall 2004 was 806, including 488 graduate students and 318 undergraduates.

UGA also has partnered with Albany State University in an ICAPP program to increase the number of pharmacists serving Southwest Georgia. Students train with UGA’s College of Pharmacy and after graduation are offered employment positions in the Albany area, where there is a critical shortage of pharmacists. The program produced 81 pharmacists at the conclusion of Phase One and is expected to produce another 50 during Phase Two. In the past year, the program received a “booster shot” of $2.05 million for the first year of Phase Two, which will be combined with $1.75 million in cash and in-kind support from 26 private employer partners.

**UGA held its own in external research funding, despite a tighter, more competitive funding environment.** External research funding for fiscal year 2005 remained almost level with FY04, totalling $159.4 million compared with a record $159.9 million the previous year. This funding is comprised of contracts, grants and agreements from federal, state and corporate sources as well as from private funding agencies.

Total external funding – which includes research, instruction, public service and outreach – decreased by 2.4 percent, ending the year at $222.4 million. During the past five years, however, external research support at UGA has increased 29.7 percent, while total external funding has increased 27.5 percent.

According to the Office of the Vice President for Research, the slight downturn this year mirrors the national economy. A substantial portion of UGA’s external funding is generated from competitive grants administered through federal agencies, several of which experienced budget cuts for research and development between FY04 and FY05. For example, funds for research and development were cut at both the National Science Foundation and the U.S. Department of Energy and remained flat at the National Institutes of Health during this period.

While UGA’s external awards from federal agencies dropped 11.6 percent this year, this decrease was largely offset by increased funding from other sources. Private foundation support grew 13.3 percent, while industry and corporate support rose 12.2 percent. State funding increased from $25.9 million in FY04 to $27.7 million in FY05. However, state funding was still lower than the FY03 level of $33 million.

UGA continues to rank among the top 100 public and private research universities for federal research and development expenditures, placing 84th (up from 88th the previous year) in the most recent NSF rankings, based on data from FY03. For total research expenditures, UGA
ranked 27th among the nation’s public universities and 41st among private and public universities.

Major FY05 grants and contracts included:
* $5.6 million, five-year grant from the National Science Foundation to study the corn genome and develop artificial corn chromosomes that could improve corn production (Kelly R. Dawe, principal investigator).
* $5.6 million, five-year grant from the National Institutes of Health to develop and test therapeutic vaccines for preventing and treating the protozoan parasite that causes Chagas disease, the leading cause of death in Latin American regions (Rick L. Tarleton, PI).
* $3.9 million, four-year NSF grant to develop new tools for studying plant cell walls and the genes and enzymes involved in making cell walls (Michael G. Hahn, PI).
* $2.7 million unsolicited grant from the Gordon and Betty Moore Foundation for ongoing research on marine bacteria involved in carbon and sulfur cycling in the ocean’s coastal waters (Mary Ann Moran, award recipient).
* $2.4 million, five-year “Special Education Training on the Web” grant from the U.S. Department of Education to develop a Web-based program to help college students, paraprofessional teachers and mid-career teachers become certified special education teachers (John Langone, PI).

The University continued stepped-up efforts to recruit students from historically underrepresented populations. The freshman class that entered in fall 2004 shows an increase in racial diversity over recent years. Almost 700 of the new freshmen (slightly more than 15 percent) are minorities, including 256 Asian Americans, 202 African Americans, 146 multiracial, 72 Hispanics and nine Native Americans. The 121 international students in the class are not counted in these calculations. English is not the native language of 158 of the students.

Of minority applicants offered admission, almost 49 percent enrolled, with the largest increase in enrollment among students self-identifying as multiracial.

The Office of Institutional Diversity provided leadership in supporting equity and diversity at UGA. The office held fall and spring workshops for administrators to discuss diversity initiatives and best practices and presented awards at a fall luncheon to four faculty members and two graduate students for “exemplary efforts” to promote diversity. The office also was involved in several pre-collegiate programs including a summer institute for Atlanta high school students participating in Project GRAD and Athens students in Project READY.

The Graduate School continued its efforts aimed at recruitment and retention of underrepresented populations. These included hosting visitation days and a Summer Undergraduate Research Program and entering into cooperative agreements with Spelman College and Florida A&M University to offer assistantships to students pursuing advanced degrees. From 2000 to 2004, overall minority graduate enrollment at UGA increased 67 percent to represent 13 percent of the total graduate student population. Black Issues in Higher Education (now Diverse) ranked UGA 18th in the nation for the number of doctoral degrees conferred on African Americans.
Several students, faculty and staff earned major awards and honors during the course of this year. Matthew Crim, a senior Foundation Fellow who was previously the recipient of a Truman Scholarship, won a prestigious Marshall Scholarship this year. This makes three years in a row that UGA has had a Marshall Scholar. Crim will study at the London School of Hygiene and Tropical Medicine. Senior Melissa Cabinian and junior Caelin Cubeñas are recipients of the Goldwater Scholarship, the country’s top science award for undergraduates. UGA has had an impressive total of 26 Goldwater Scholars in the past 10 years.

On the faculty side, Michael Duncan, Distinguished Research Professor of Chemistry, and Patricia Gowaty, Distinguished Research Professor of Ecology, were elected Fellows of the American Association for the Advancement of Science, one of the most important scientific societies in the world. Daniela DiIorio, an assistant professor of marine sciences, was awarded a prestigious Early Career Development Award from the National Science Foundation and Derrick Alridge, an associate professor in the College of Education, was named one of 10 outstanding young African-American scholars in the nation by Black Issues in Higher Education. Fulbright Scholar grants were awarded to R.G. Brown, associate professor in the School of Art and director of UGA’s study abroad program in Cortona, Italy, and Christopher Peterson, associate professor in plant biology. In addition, Susan Wessler, Distinguished Research Professor of Plant Biology, was named a Regents Professor, and political science professor John Maltese was named the 2004 Georgia Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. President Michael F. Adams was elected to serve as chair-elect of the National Association of State Universities and Land-Grant Colleges. He will serve as chair after a one-year term as chair-elect.

This was another banner year for the UGA athletic program, with three teams winning national championships: women’s swimming and diving, gymnastics and men’s golf. Swimmers Mary DeScenza and Kara Lynn Joyce each won two individual NCAA titles and joined with other teammates to win several relay event titles. The women’s softball team won its second SEC championship in the past three seasons and just missed the women’s World Series by one game. In men’s tennis, John Isner and Antonio Ruiz won the NCAA men’s doubles title, while freshman basketball standout Tasha Humphrey was named co-National Freshman of the Year by the Basketball Writers Association. UGA again ranked in the top 10 programs in the country in overall athletic performance, finishing 7th in the U.S. Sports Academy Director’s Cup competition.

Athletics director Damon Evans, in his first year on the job, was named to Street & Smith’s Sports Business Journal’s 2005 “Forty under 40" list of the country’s most influential and innovative sports executives under the age of 40. In other news, UGA and the 11 other universities in the SEC joined forces to strengthen academic programs at conference schools. UGA President Michael F. Adams is the current SEC president and Provost Arnett C. Mace Jr. is the first chair of the Southeastern Conference Academic Consortium (SECAC).

Distinguished visitors to campus included Gov. Sonny Perdue, who returned to his alma mater to deliver the Commencement address at the spring undergraduate ceremony. Among those delivering invited lectures during the year were David Matthews, president and
CEO of the Kettering Foundation and former U.S. secretary of health, education and welfare; alumnus John Huey, editorial director at Time Inc.; Vice Admiral Conrad Lautenbacher, undersecretary of commerce for oceans and atmosphere and administrator for the National Oceanic and Atmospheric Administration; Sir Roger Penrose of Oxford University, one of the world’s most-honored mathematicians and physicists; noted American novelist Richard Powers; former U.S. Senator Max Cleland; and Carol Geary Schneider, president of the Association of American Colleges and Universities.

The 64th annual Peabody Awards, administered by UGA’s Grady College of Journalism and Mass Communication, were presented in New York in May with Morley Safer, veteran CBS News correspondent and “60 Minutes” co-editor, serving as host. The inaugural Peabody Seminar, funded by the Ford Foundation, brought media professionals from around the world to UGA for four days in November to discuss global implications of media industry consolidation. UGA’s Center for Humanities and Arts and the Center for International Trade and Security presented this year’s Delta Prize for Global Understanding to Gertrude Mongella, first president of the Pan-African Parliament of the African Union, at a banquet on campus in March. In December, the Terry College of Business hosted the 22nd annual Georgia Economic Outlook luncheon at the World Congress Center in Atlanta. This is the state’s biggest economic forecasting event.

Several major construction projects were completed or started this year, including the new East Campus Village complex, which was finished in time for fall semester 2004. The ECV houses 1,200 students and is complemented by the East Village Commons dining facility. Constructed through the UGA Real Estate Foundation, the complex includes four residence halls, the first new on-campus housing since the 1960s. Other projects included a new Hull Street Parking Deck, which provides safe and accessible parking for students who want to use the Student Learning Center at night, and the renovation/restore of Phi Kappa Hall, one of the oldest buildings on campus, to make it a functioning meeting place for the Phi Kappa Literary Society and the Georgia Debate Union. Off campus, ground was broken for the Barrier Island Research Facility at Sapelo Island and a new auditorium at the Rural Development Center in Tifton was named for the late John Hunt, a Tifton businessman who served on the Board of Regents. A major ongoing construction project is the Paul D. Coverdell Center for Biomedical and Health Sciences (see page 7). Projects that got under way this year include a major facelift for UGA’s historic Old College and construction of a new building to house the Lamar Dodd School of Art. Students also voted to approve a fee increase to help pay for expansion of the Tate Student Center, a project that will begin next year.

The University concluded several national searches for key administrative positions during the academic year, in some instances finding the ideal candidates on campus. After serving as interim vice president for student affairs for nearly a year, Rodney Bennett was named to the position permanently effective July 1, 2005. Earlier in the year, Garnett Stokes, head of the psychology department, became dean of the Franklin College of Arts and Sciences, and Rebecca White became the first female dean of the Law School after serving as interim dean. Maurice Daniels, a teacher and administrator in the School of Social Work for 26 years, became dean of
that school. Jere Morehead, who led the Honors Program for five years, was promoted to vice provost for academic affairs and David Williams, chair of the department of religion, succeeded him in his previous role.

Other on-campus promotions included Deborah Dietzler to executive director of the Alumni Association, Jean Chin to director of the University Health Center and Jimmy Williamson to chief of the UGA police force.

New to UGA are Barbara White, named chief information officer and associate provost, who comes from a similar position at Utah State University, and Jay Scott Angle, dean of the College of Agricultural and Environmental Sciences, who held the number two position in the University of Maryland College of Agriculture and Natural Resources. As the year ended, the search for a new vice president for research was about to conclude, while searches for the dean of the College of Veterinary Medicine and associate vice president for Human Resources were continuing.

Also of note, former UGA President Charles B. Knapp is returning to the University as a part-time faculty member in the Institute of Higher Education, where he will be a Distinguished Public Service Fellow. Knapp was named President Emeritus earlier in the year.

Institutional Strategic Planning

The University of Georgia’s strategic plan sets out a vision for the institution in the year 2010, with emphasis on three strategic directions: 1) Building the new learning environment by enhancing the undergraduate experience, 2) Maximizing research opportunities, and 3) Increasing global awareness and expanding international opportunities. In 2004-05, continued progress was made in each of these areas.

Several initiatives were undertaken or continued to enhance the undergraduate experience. The $43 million Student Learning Center, in its second year of operation, is immensely popular and heavily used. One of the largest and most technologically advanced facilities of its kind on an American university campus, the more than 200,000-square-foot SLC is a testament to the University’s commitment to create the optimal student environment. It includes technologically advanced classrooms, 96 group study rooms, a pervasive wireless network and a 21st-century electronic library.

The East Campus Village, a complex of new residence halls that also includes a new dining hall and parking deck, opened in fall semester 2004, at the same time a new University policy requiring first-year students to live in campus housing went into effect. The policy is aimed at giving students a good start in their academic careers; students who live in UGA residence halls regularly earn higher GPAs than those living off campus.

The Office of the Vice President for Instruction collaborated with the Office of the Vice President for Public Service and Outreach on an initiative to promote service-learning, which incorporates experiential activities in the community into the learning process. An interest group for faculty and graduate students who are or want to be involved in service-learning met monthly and by year’s end a list-serv and web site had been developed and plans were in place to open a new Office of Service-Learning in FY06.
OVPI also worked with the Division of Student Affairs to implement a pilot first-year learning communities program starting in fall 2004. Students from the incoming freshman class were recruited to participate in the four residential learning communities set up in the areas of science, social science, education and international issues, with about 20 students in each cohort. The program was so successful that it is being expanded in FY06. The Franklin Residential College and the Language Communities in French and Spanish also continued to be popular with students.

To maximize research opportunities, the need for more lab space was identified and is being met. As mentioned on page 1, construction of the Paul D. Coverdell Center for Biomedical and Health Sciences is continuing. The 135,000-square-foot research center will be the signature component of UGA’s burgeoning initiative in biomedicine, health and life sciences. It will be the home of the Biomedical and Health Sciences Institute and contain research space and offices for more than 275 scientists and graduate students. The U.S. Congress and the Georgia General Assembly each provided $10 million for the center, with UGA raising another $20 million through gifts, grants and contracts. The building is expected to be complete by December 2005. The BHSI website (www.biomed.uga.edu) offers a birds-eye view of the site.

The new Complex Carbohydrate Research Center, dedicated in February 2004, was the site of the first annual Georgia Glycoscience Symposium in May 2005. The 140,000-square-foot CCRC was designed to house state-of-the-art equipment and to promote collaborative research among faculty. It is a focal development within UGA’s Riverbend Research Village. The CCRC houses scientists whose studies of complex carbohydrates are relevant to many human diseases, including cancer, type II diabetes and rheumatoid arthritis.

As noted earlier in this report, progress was made on a variety of collaborative research efforts at UGA, including initiatives in engineering and biomedical and health sciences, capped by the approval of the new College of Public Health. In addition, a Center for Drug Discovery was created in the College of Pharmacy to promote research aimed at finding chemical and biological agents to combat infectious diseases and cancer. Vasu Nair, Georgia Research Alliance Eminent Scholar and an internationally recognized authority in the field of drug discovery, will head the unit, which will foster interdisciplinary research by bringing together scientists from a number of areas at UGA as well as the Medical College of Georgia, Emory University, Georgia State University and Georgia Tech.

Two other noted scientists came to UGA this year as Georgia Research Alliance eminent scholars. Steven J. Knapp joined the Center for Applied Genetic Technologies as a GRA Eminent Scholar in crop genomics. Roberto Docampo, a renowned molecular parasitologist, fills an endowed chair jointly funded by the GRA and a private donation from Atlanta businessman Sanford Orkin and his wife. Docampo and his wife and collaborator Silvia Moreno joined UGA’s Center for Tropical and Emerging Global Diseases. UGA now has 14 GRA eminent scholars.

The Georgia BioBusiness Center, which helps spawn new bioscience companies related to UGA research, currently houses seven resident companies and four affiliate companies. The resident companies employ approximately 70 people.
To prepare students to compete in the global marketplace, the University continues to promote study abroad experiences as well as international activities on campus. UGA now ranks 8th in the nation in the number of students participating in study abroad programs and second for the number of students involved in short-term study abroad. According to the Office of International Education, 18 percent of UGA students graduate with a study abroad experience, up from 11 percent in 2000. UGA’s strategic plan includes a goal to have 25 percent of each graduating class participate in study abroad by the year 2010. More than 100 study abroad and exchange programs are currently offered and the diversity of destinations has expanded to include more countries outside western Europe. UGA’s annual Study Abroad Fair is one of the largest in the Southeast, this year attracting more than 2,000 students.

More than 2,000 international students and visiting scholars help to internationalize the campus. International Student Life sponsors more than 20 international student organizations, as well as various programs to bring international and American students together. An international street festival held in downtown Athens each spring is a popular event for the campus and local community. An International Education Week celebration, held for the second time this year in November, raised money for study abroad scholarships. Other campus events included regular forums on international affairs jointly sponsored by the Center for International Trade and Security and the Honors Program.

UGA’s commitment to internationalism is evident in its curriculum. In addition to offerings through the School of Public and International Affairs, students can earn certificates through the African Studies Institute, the Center for Asian Studies, the Center for Latin American and Caribbean Studies and other units. Enrollment in foreign language courses is flourishing, with 60 percent of UGA students graduating with competency in a foreign language. The broad array of languages taught ranges from Arabic to Zulu.

Assessing Institutional Effectiveness

The University is looking ahead to the next SACS accreditation cycle (2009-2010, with reaffirmation anticipated in 2011). The associate provost for institutional effectiveness has initiated a plan to inform and educate the University community about the new SACS Principles of Accreditation and the new accreditation process. As a step along the way, guidelines for five-year program planning for the schools and colleges and designated centers and institutes were developed with advice from the Strategic Planning Committee of University Council, vice presidents and deans. Workshops also were held in 2004 and 2005 to assist units with preparing their five-year program plans. These plans, which were submitted by the units for use in budget development in spring 2005, further strengthen the University’s efforts to integrate planning, assessment and resource allocation.

To further enhance the University’s long-standing commitment to assessment, the associate provost for institutional effectiveness is now coordinating institutional-level assessment processes across campus. This includes program review of all academic programs, review of all support units, assessment of undergraduate majors and general education, and assessment of all graduate programs. This project will promote attainment of long-term institutional goals including data integration, enhanced linkage of strategic planning with assessment and
coordination of related assessment processes.

The assessment section of the web site of the Office of Institutional Effectiveness (www.uga.edu/effectiveness) was revised and updated in 2005.

**Continued improvements were made in the support unit review process, developed in response to a recommendation from SACS.** Since the process was initiated in 2002, the following units have been reviewed: Career Center, Public Affairs, Environmental Safety, Institutional Research, the Office of the Vice President for Student Affairs and units that report to that vice president, Botanical Garden, Controller, Government Relations, Human Resources, and the Office of Instructional Support and Development. Units reviewed in 2004-05 included two units in External Affairs (Alumni Relations and Budgets/Accounting/Technical Services), plus University Architects and Facilities Planning and the Office of International Programs.

**UGA participated for the second time in the National Survey of Student Engagement in spring 2005.** NSSE, also called the College Student Report, includes questions about many aspects of the academic experience of undergraduate students. UGA participated in NSSE for the first time in 2003 when 1,500 first-year students and 1,500 seniors were randomly selected to complete the survey. This year, 2,000 first-year students and 2,000 seniors were randomly selected as part of the overall pool of approximately 700,000 students at colleges and universities across the country. The results will provide important information about the quality of undergraduate education at UGA relative to other comparable institutions.

**In fall 2004, Provost Arnett Mace appointed a 24-member Task Force on General Education and Student Learning and asked them to conduct a comprehensive examination of undergraduate education at UGA.** Chaired by Vice President for Instruction Del Dunn and Vice Provost for Academic Affairs Jere Morehead, the group met frequently throughout the academic year and actively sought input from students and faculty, as well as academic advisors and deans of UGA’s 15 schools and colleges. By summer, finishing touches were being put on an extensive report with more than 40 recommendations for enhancing general education and creating a more rigorous learning environment.

*Improving Student Retention and Graduation*

**High levels of retention and graduation continue to be strengths of the University of Georgia.** The University enrolls students with the academic potential to succeed and offers programs to help them make a successful transition to the college environment. The retention rate for new first-year students returning for their second year is 93 percent – which compares favorably with peer institutions. The retention rate for African American students is slightly higher: 94 percent.

The Admissions Office offers a strong orientation program for new students and their parents during the summer, which is modified year to year to keep pace with student and parental needs and improve advising and placement. A variety of other offerings, many initiated through cooperation between the vice presidents for Instruction and Student Affairs, also help students
get acclimated to UGA. These include:

- **The Freshman College Summer Experience**, which provides 275 regularly admitted first-year students with an intensive academic experience during the month of July. Participants in this residential program take six hours of coursework and are exposed to events and programs that introduce the variety of co-curricular options at UGA. Students live together in Russell Hall during the program and throughout the next academic year.

- **Opening Convocation**, a welcoming ceremony for new students that marks the official start of the academic year. The program includes presentation of the “Pillars of the Arch,” a values statement that stresses the qualities of wisdom, justice and moderation and challenges members of the University community to be guided by them.

- **Welcome Week**, sponsored by Student Affairs, that includes a variety of activities, as well as special orientation sessions for international and minority students and students with disabilities.

- **First-Year Experience programs**, also sponsored by Student Affairs, that help new students learn how to become involved on campus. Recognizing that involvement in student activities improves retention and graduation rates, Student Affairs provides various leadership programs as students progress through their academic career. Participants in the First-Year Experience interact with junior and senior class mentors.

- **Additional mentoring programs** – including those offered by the Honors Program and by the Office of Multicultural Services and Programs (such as the Black Educational Support Team) – also pair new students with upperclassmen or faculty.

- **Freshman Seminar** program that offered 126 seminars on a variety of topics to first-year students in 2004-05, the eighth year of this program. These seminars, taught by senior faculty members, limit enrollment to 15 students.

As mentioned on page 6, the University implemented a new requirement that first-year students live on campus. Within several residence halls, academic advising is offered on site, as well as some classes.

**The Center for Undergraduate Research Opportunities (CURO) provides special opportunities for students to connect with faculty and to become engaged in research projects.** At the annual spring symposium, which showcases the work of exemplary student researchers, more than a hundred undergraduates from UGA and other University System institutions presented oral and poster sessions or offered creative statements in the visual and performing arts. In addition to the symposium, CURO sponsors “Gateway” seminars, an apprentice program, a summer research fellowship program, the online *Journal for Undergraduate Research Opportunities* (JURO@GA), and an online listing of research opportunities available every semester. The purpose of these efforts is to help students take maximum advantage of being at a major public research university. Though CURO is administered by the Honors Program, programs are open to all students with a 3.4 GPA.

**The Division of Academic Enhancement** ensures that entering and continuing students have access to a wide range of services to support their academic endeavors. The division is responsible for the Freshman College Summer Experience and, among other services, offers an
introductory curricula in English, mathematics, reading and study strategies, plus a series of academic success workshops and a peer tutorial program that served more than 1,300 students this year. Some tutoring sessions are now offered in the Student Learning Center and a new online math tutoring program was launched.

**The six-year graduation rate for undergraduates who entered as first-year students in 1998 rose to 73.6 percent, continuing the upward trend of the past several years.** According to a recent report from the Education Trust, UGA and Georgia Tech are the only public four-year institutions in Georgia with six-year graduations rates exceeding the national average of 63 percent. The University also continues to see a rise in the number of graduate students receiving degrees. A total of 2,129 graduate degrees were awarded in 2004-05, compared to 2,016 in 2003-04, 1,849 in 2002-03, 1,770 in 2001-02 and 1,661 in 2000-01.

**Management of Campus Conflict and Change**

**During the 2004-2005 academic year, UGA continued to expand its alternative dispute resolution efforts and work more closely with other Board of Regents institutions on ADR issues.** University efforts have also lead to increased publicity and recognition for UGA’s unique program for use of alternative dispute processes for the handling of academic honesty issues. In response to the July 1995 Board of Regents Initiative and Policy Direction on Conflict Resolution (Initiative), UGA appointed a committee of 13 faculty and administrators to oversee ADR efforts on campus. Initial efforts included setting up a Mediation Project and eventually establishing the University’s Dispute Resolution Program in the Office of Legal Affairs. Any faculty member, administrator, staff person or student involved in a conflict may use the resources of the program. During the 2004-05 academic year, staff in the Office of Human Resources were added to the pool of Dispute Resolution Coordinators who screen inquiries and attempt informal resolution of conflicts. See [http://www.uga.edu/legal/drp.htm](http://www.uga.edu/legal/drp.htm).

An attorney in UGA’s Office of Legal Affairs, who chaired UGA’s initial Campus Conflict Resolution Committee, continues to serve as the University’s liaison to the Board of Regents for dispute resolution and as director of UGA’s Mediation Project. Additionally a faculty member in the Terry College of Business and an administrator in the Physical Plant now serve on the Chancellor’s Steering Committee on Dispute Resolution. The Terry College faculty member also serves as a member of the Executive Board of the Consortium on Negotiation and Conflict Resolution (Consortium) at Georgia State University. The Consortium is an inter-institutional program that provides technical support to the University System’s ADR efforts and administers a system-wide mediation program.

**During the 2004-2005 academic year, four formal mediations were conducted by the Mediation Project on the UGA campus.** Two cases involved faculty members and two involved staff. All four cases resulted in settlements. Additionally, the University conducted one departmental facilitation, involving approximately 20 staff members. At the close of the academic year, the University was working with the Consortium to provide facilitation/mediation
services to an academic department of approximately a dozen faculty members who wished to
discuss conflicts and planning for the future.

During the past year, the University has increased its cooperation with and provided
resources to other institutions in the University System. On five occasions, UGA mediators/
facilitators have assisted other institutions by providing their time to mediate/facilitate disputes in
cases at other institutions around the state. Additionally, the Consortium recently provided two
facilitators from other system institutions for an intervention on our campus in a department-
wide matter. UGA also annually assists the University System’s ADR efforts by providing UGA
staff to assist in training at the Consortium’s Summer Institute. Also during 2004-05, the
director of the UGA Mediation Project assisted in a mediation training program for three
institutions in South Georgia.

In the area of training of UGA personnel, the Office of the Vice President for Instruction
commenced training for 12 new facilitators for the Academic Honesty Facilitated
Discussion program, which will be discussed below. Since the adoption of the Initiative in
1995, approximately 70 UGA faculty, staff and administrators have received training, primarily
through the Consortium, on various aspects of dispute resolution and mediation. During the past
year, two additional faculty members received training to become mediators on campus.
Additionally, as mentioned above, UGA provided assistance to the training efforts of other
University System institutions.

In the area of academic honesty, UGA’s Facilitated Discussion Model for addressing
allegations of academic dishonesty is a unique program that is now achieving national and
international recognition. This program, which was established in 2001 by the Office of the Vice
President for Instruction, allows students and faculty to discuss and resolve allegations of
academic dishonesty with the assistance of a trained, impartial third-party facilitator. This non-
adversarial process allows the parties to focus on education rather than punishment while
maintaining the integrity of the University’s academic programs. In addition to savings in time
and effort to handle cases and enhancement of faculty-student relationships, UGA is now seeing
an increased willingness on the part of faculty to report potential violations to a user-friendly
system.

For the 2004-2005 year, reports of potential academic dishonesty, which under the old
due-process procedures used to take up to three months to be heard, are now being resolved in an
average of less than a dozen days. Under the old due-process system, approximately 35 percent
of all reported cases were referred to a hearing panel. Under the current system, less than 6
percent of nearly 260 reported cases in 2004-05 were not resolved by facilitated discussions.

The Facilitated Discussion Model, which was the first such program in the United States,
has begun to gain international recognition through the efforts of the staff of the Office of the Vice
President for Instruction, working in cooperation with the Consortium. During the past
year, UGA’s Office of Instructional Support and Development in partnership with the Office of
the Vice President for Instruction and the Consortium produced a DVD that demonstrates and
discusses how academic honesty matters are handled through a non-adjudicative, informal
process rather than court-like proceedings. Since its production in fall of 2004, the DVD has
been used in presentations by UGA and Consortium staff throughout the University System as
well as at a number of professional meetings in such locales as Hawaii, Australia and the United Nations headquarters in New York. These presentations on this ground-breaking approach have led to inquiries from more than two dozen higher education institutions in the United States, Canada and Australia. Recently, UGA faculty and staff presented a program on the Facilitated Discussion Model at the 2005 National Conference of the University and College Ombuds Association.

**Overall Institutional Health**

**One important measure of institutional health is the quality of students applying and being admitted to the University.** The fall 2004 entering class represented the most academically prepared class to enroll at UGA, with a 3.72 high school grade point average and an average SAT score of 1237, compared to the previous high of 1215. Eight students achieved perfect scores of 1600 on the SAT or 36 on the ACT, and 88 scored a perfect 800 on either the verbal or math portion of the SAT.

More than 600 students were joint-enrolled in a college or university while in high school, and more than 85 percent of new students completed the advanced or most difficult curriculum available at their high school. Some 900 first-year students had perfect 4.0 high school grade point averages. Of those attending schools that ranked students scholastically, more than 200 ranked first or second in their senior class. The Honors Program enrolled 434 new freshman students who have an SAT average of 1437 (up from 1410 the previous year) and an average high school GPA of 4.05.

The new class was selected from 13,269 applicants, a number second only to the record 13,402 set for the fall of 1999. The class of 4,495 freshmen is smaller by 695 members than last year’s class, a deliberate move to keep total University enrollment within campus capacity and regents-mandated limits.

**UGA’s academic rankings continue to be high.** *U.S. News & World Report* ranked UGA 19\(^{th}\) in the nation among public universities in its annual “America’s Best Colleges” guide, up one slot from the previous year. This is the fifth consecutive year that UGA has ranked in the top 20. The University ranked 7\(^{th}\) among public institutions and 42\(^{nd}\) overall on the *U.S. News* list of “Great Schools at Great Prices,” calculated by relating each school’s academic quality to the net cost of attending.

Also in the annual college guide, the Terry College of Business ranked 29\(^{th}\) on the list of best undergraduate business programs. Terry has been listed among the top 30 programs for the past six years and is consistently ranked among the top 20 undergraduate programs at public universities. Three of its specialty programs rank in the top 10 in the country and another two in the top 20.

In *U.S. News*’ annual ranking of America’s best graduate schools, the Terry College tied at 45\(^{th}\). Terry’s management information systems program ranked 16\(^{th}\) in its category, while the J.M. Tull School of Accounting was ranked 25\(^{th}\). The College of Education was tied for 27\(^{th}\) overall, with five of its specialty programs ranking among the top 10 and another three among the top 20. The School of Law tied for 36\(^{th}\) overall, while the College of Pharmacy ranked 22\(^{nd}\).
In other rankings, UGA was fourth on Kiplinger’s list of the 20 best public colleges that “combine great academics with reasonable costs” and ninth among 345 public and private colleges on the Princeton Review’s “Best Academic Bang for Your Buck” list. UGA also was 10th on the Princeton Review’s 2004 list of the 25 Most Connected Campuses, a ranking of universities with the best technological capabilities for teaching, learning and communicating.

Annual statistics compiled by the Chronicle of Higher Education show UGA among the top 50 institutions in the nation in several categories. The University remains one of the largest institutions, ranking 36th in enrollment, and also is 31st in the most Freshmen Merit Scholars. Other UGA listings in the 2005 Chronicle Almanac include the number of earned doctorates awarded (22nd) and library holdings (31st).

Another important measure of institutional health is the ability to attract private support. In FY05, private giving to UGA soared to a record high of $96.9 million, topping the previous year’s total by more than $19 million. This marks the fifth consecutive year of a new record in private gifts and pledges and puts UGA on the brink of realizing a long-sought goal of garnering $100 million in private gifts in a single year.

The $96.9 million is a 24 percent increase over last year’s total of $77.8 million. Giving through the annual fund program totaled a record $8.38 million, up from $8.25 million the previous year. Thirteen contributors made gifts or commitments of $1 million or more.

The gifts and pledges helped raise total support for UGA’s Archway to Excellence campaign to a cumulative total of $345.5 million. The University launched the public phase of the campaign in April after a four-year “quiet phase” and hopes not only to reach but surpass its $500 million goal by the time the campaign ends in 2008.

Gift receipts came from 51,418 contributors. The donors included 28 percent of the graduating class who participated in the Senior Signature Campaign – representing the largest number of gifts ever to this program.

The FY05 total includes $60.4 million for instruction, research and outreach, an increase of more than nine percent from $55.3 million the previous year. These gifts are used to fund scholarships and fellowships for students; recruit outstanding new faculty; provide travel and research support for current faculty; and buy new classroom and lab equipment, plus books, periodicals and other materials for the libraries.

Gifts and pledges for athletic purposes totaled $36.5 million, of which $25.5 million was for seating priority. The total is $14 million more than athletic gifts in the previous year. Athletic gifts are used to support athletic scholarships, the athletic general endowment and other needs.

After consecutive years of state budget cuts, the University started FY06 in a stronger financial position thanks to support from the Georgia General Assembly. Local Rep. Bob Smith, who chairs the House Appropriations Subcommittee on Higher Education, was among those working to ensure that the FY06 operating budget for the University System included full formula funding and a merit pay raise for faculty and staff. However, UGA continues to be challenged in its ability to maintain competitive strength in faculty salaries, which impacts the institution’s ability to recruit and retain top-flight faculty.