

Annual Report for Franklin College of Arts and Sciences, 2005

I. Five Achievements for Franklin College in 2005

- a. **Recruitment:** In recruitment the Franklin College sought to restore positions lost in recent budget reductions and to build in areas of need and opportunity. The College recruited for 34 positions for appointment in fall 2005. Five recruitments were unsuccessful and will be continued in the next recruitment cycle. In all, successful recruitments resulted in the appointment of 20 assistant professors, 4 associate professors, and 1 full professor. In the fall semester 2005, the Dean's Office approved the recruitment of 5 full professors, 5 associate professors, 34 assistant professors, and 1 senior academic professional position. The budget for the FY 2006 recruitment cycle is \$3,043,000.

One of the most significant achievements for this area in 2005 was the recruitment of Richard Friedman, of the University of California at San Diego, who was appointed Jay Davis Professor of Jewish Studies in the Department of Religion. Friedman is a leading authority on Old Testament studies. His wife, Randy Sturman, will also join the Religion Department as a lecturer.

- b. **Curriculum and Credit Hours:** Despite the recruitment achievements noted above, the number of tenured and tenure-track faculty in the Franklin College declined by 21 in 2005, falling from 647 in 2004 to 626 in 2005. The Franklin College thus considers its performance in providing courses and generating credit hours a major achievement. Franklin College courses produced a total of 477,303 credit hours in 2005, as compared to 478,880 in 2004. These figures include both undergraduate and graduate credit hours. They reflect a slight reduction in credit hours produced in the previous year. While enrollment experienced a minor dip of 0.33%, faculty numbers declined by a more substantial 3.24%. The mechanism used to cover this shortfall has usually been the hiring of temporary instructors. The College has been seeking to support undergraduate teaching around the College by placing Franklin Fellows and Lecturers in departments that have a high demand for seats both at the lower and upper divisions. Franklin Fellows are recent PhDs with promising teaching and research records. Following a national search, they are appointed to a three-year, non-renewable term. Lecturers are appointed to longer terms. They also have PhDs or appropriate terminal degrees in their disciplines.
- c. **Research:** In 2005 Franklin College units secured \$41,277,506 in external funding. This was the best record in external funding of any school or college at the University. Projects were funded by NASA, the Department of Energy, the National Science Foundation, National Institute of Health, the National Endowment for the Humanities, and other

agencies. Over the past several years funding amounts in the Franklin College have fluctuated. Reasons involve funding availability, the number of proposals submitted, funding cycles, and other factors.

A number of faculty in the College were honored for their research: Peter Brosius, Associate Professor of Anthropology, was one of two recipients of the first biennial Lourdes Arizpe Award presented by the anthropology and environment section of the American Anthropological Association (AAA). Five faculty members were named Fellows of the American Association for the Advancement of Science (AAAS): Michael Arnold, Jeffrey Bennetzen, Robert Ivarie and Richard Meagher, all with UGA's Department of Genetics, and Susan R. Wessler in the Department of Plant Biology. Dr. William Yen, Graham Perdue Professor of Physics, received the International Conference on Luminescence Prize for Luminescence Research. Dan Colley, Director of the University of Georgia's Center for Tropical and Emerging Diseases and professor of microbiology, was awarded the Brazilian Presidential Medal for Scientific Merit and the Grand Cross medal, the highest honor given to a scientist by the Brazilian president. Novelist Philip Lee Williams, author of the Civil War novel *A Distant Flame* (St. Martin's Press, 2004), was chosen winner of the 2004 Michael Shaara Award for Civil War Fiction.

Significant research of note includes the following:

- In the Institute of African American Studies, faculty published these books: Lesley Feracho, *Linking The Americas: Race, Hybrid Discourses, and the Reformulation of Feminine Identity* (SUNY 2005); Carolyn Medine, co-ed., *Teaching African American Religion* (Oxford 2005); Kecia M. Thomas, *Diversity Dynamics in the Workplace* (Wadsworth Thompson 2005-- Thomas was also part of a university team awarded a \$50,000 grant to examine the intersection of diversity and learning); R. Baxter Miller, *The Art and Imagination of Langston Hughes*, reprinted with new introduction by Univ. of Kentucky 2006 (originally published in 1989; American Book Award 1991).
- Dr. Carolyn Ehardt (Anthropology) identified a new species of monkey, the Highland mangabey, in the Udzugwa Mountains of Tanzania.
- In Biological Sciences Norris Armstrong and Peggy Brickman received a grant from the National Science Foundation to promote inquiry and scientific literacy for non-science majors.
- Dr. Jacek Gaertig's group in Cellular Biology published a landmark paper in *Science*. This paper was featured on the National Science Foundation's webpage and numerous other

sites. It demonstrated for the first time some of the important modifications of microtubules that allow these basic components of cells to perform so many different functions in cells.

- Also in Cellular Biology, Dr. Rick Tarleton's lab published two landmark papers in *Science* that contributed significantly to understanding of Trypanosome genomics and for the first time demonstrated which genes are expressed during crucial phases of this parasite's development.
- In Classics, Professor Richard Lafleur continued to make significant contributions to pedagogical research on the teaching of Latin. He published a 6th edition to his widely-used *Wheelock's Latin*, which also appeared in a Korean translation. He produced important tools designed to improve the pronunciation of Latin, including a 4-CD set of *Readings from Wheelock's Latin*, and *Introduction to Latin Pronunciation*, an audio website for *Wheelock's Latin*. Finally, Dr. LaFleur published *Vocabulary Cards and Forms Summary* and a new online *Teacher's Guide and Answer Key to Wheelock's Latin*, 6th edition, revised.
- In English, Associate Professor Barbara McCaskill was part of a team that won a grant from the Institute of Museum and Library Services for over \$750,000 to fund the Civil Rights Digital Library Initiative at UGA. Three faculty had single-authored books accepted for publication: Kris Boudreau, *The Spectacle of Death: Populist Literary Responses to American Capital Cases* (Prometheus); Susan Rosenbaum, *Professing Sincerity: Modern Lyric, Commercial Culture, and the Crisis in Reading* (Univ. Of Virginia), and Fran Teague, *Shakespeare and the American Popular Stage* (Cambridge). Associate Professors Sujata Iyengar and Christy Desmet published the first number of a new on-line journal, *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*.
- Michael Hahn of Plant Biology was the principal investigator on a \$3.8 million grant from the National Science Foundation Plant Genome Research Program. This grant will enable Michael and his colleagues to develop new tools for studying plant cell walls, and to make discoveries about the unique features of the plant cell wall in different cells and tissues at varying developmental times.
- In Geography, The Center for Remote Sensing and Mapping Science (CRMS) within the Department of Geography received seven externally-funded grants in 2005 totaling \$406,753. These

research grants involve geospatial analysis of natural and cultural resources funded by the National Park Service, The Nature Conservancy, American Museum of Natural History, U.S. Geological Survey GeorgiaView Program and the Eastern Band of the Cherokee Indians' Revitalization of Traditional Cherokee Artisan Resources. Faculty member Christian Allen published a book entitled *An Industrial Geography of Cocaine* (Routledge).

- In Geology, several faculty are part of a multidisciplinary team finding novel microbial strains and unique geochemical conditions that are thought to be similar to those that existed during early earth history. Their study sites are the volcanic Uzon Caldera and Geysir Valley in far-eastern Russia on the Kamchatka Peninsula, which constitutes the second-largest geothermal region in the world. The collaboration also includes Franklin College graduate students and undergraduates and has yielded information about water, gas, and mineral geochemistry, biomineralization, microbial ecology, and the isolation of new Archaea and Bacteria species.
- The research of Susan Mattern-Parkes (History) on the Roman-era doctor Galen is funded by a two-year grant from the National Institute of Health, totaling more than \$147,000 in direct and indirect costs.
- John Inscoe (History) continues to edit *The New Georgia Encyclopedia*, the first state encyclopedia produced as an on-line resource. Sponsored by the Georgia Humanities Council, in partnership with the UGA Press, the Office of the Governor, and GALILEO, the project is funded by a combination of public and private funds, including substantial grants from the NEH.
- In Marine Sciences, graduate student Nathaniel Weston and Associate Professor Samantha Joye published a paper in the *Proceedings of the National Academy of Sciences* reporting on the variable response to temperature of different microbial groups involved in organic matter degradation in aquatic sediments. Weston and Joye show that temperature affects these groups differentially, altering the fate of sediment organic matter. Because sediment organic matter is the largest pool of organic carbon on Earth, the temperature response they documented is a significant factor connecting carbon storage and global climate change.
- In Microbiology, as part of two multidisciplinary teams, the Schell lab completed and published comparative analyses of the genome sequence of the only select agent bacterial species that is

a plant pathogen (*Ralstonia solanacearum* biovar 2 Race 3) and the genome sequence of *Burkholderia thailandensis*, an avirulent variant of the select agent and human pathogen *Burkholderia pseudomallei*. In addition, the Krause lab identified the motor that powers gliding motility in *Mycoplasma pneumoniae*, the leading cause of pneumonia in older children and young adults. Gliding is thought to contribute to colonization of the respiratory tract, and this discovery may yield alternative strategies for controlling these infections.

- Philosophy Department faculty published or had in press over twenty scholarly articles and book chapters. Distinguished Research Professor Richard Winfield published one book and had another in press. Faculty gave twenty eight scholarly talks, many of them international.
- The most important research achievement for the Department of Religion was the publication or in-press status of three books by departmental faculty: these included a co-authored book on Native American literary nationalism, a single authored book on the teachings of Buddha, and another single-authored book of collected and translated letters of a fourteenth century Islamic leader.
- In Sociology, Dawn Robinson and Jody Clay-Warner received a two-year National Science Foundation grant for their research on the relationship between identity, injustice, and emotion. The UGA portion of the grant was \$150,378. David Smilde published an article on the Venezuelan evangelical movement in the *American Journal of Sociology*; his book on the same topic was accepted for publication by the University of California Press.
- In Statistics, Mary Meyer's research on airbags drew wide attention, especially through a featured article in *Columns* and on the University webpage:
<http://www.uga.edu/news/artman/publish/050601airbags.shtml>.
- In Theatre and Film Studies, Professor Michael Hussey led a team of students in producing 3-D computer animations for *Boneyards*, a documentary aired on the History Channel. He also produced 3-D animations for the National Geographic Channel's *Explorer* series, but the program did not air until January 2006. Professor George Contini had a leading role in a long-running show at the Alliance Theater in Atlanta, *Shear Madness*, followed by another lead role in a successful run of *Big Bang* at the Horizon Theatre. Professor Richard Dunham served as

lighting designer for the prestigious Jean Cocteau Repertory Theatre in New York. Professor Sylvia Pannell was elected President of United States Institute for Design Technology, the leading professional organization for theatrical design, and Dr. David Saltz was appointed co-editor of *Theatre Journal*, the leading scholarly journal in the field of theatre studies.

- Women's Studies, Patricia Miller published "Contemporary Perspectives from Human Development: Implications for Feminist Scholarship" in *Signs*, the premier journal in the field.
- d. **Development:** The Franklin College Development Office raised over \$21.5 million in gifts and new pledges in FY05. The College was already well on its way to meeting our campaign goal when a large anonymous gift of \$15 million to the Hodgson School of Music was officially recorded. This gift carried us well beyond our goal of \$25.025 million (which includes the Lamar Dodd School of Art). Our goal is now set at \$55.025 million. The Development office is in the process of expanding. A search for a Senior Development Director is underway, and a new major gifts officer has already secured \$800,000 in gifts and pledges. Our Board of Advisors is beginning to play a role in donations to the College. Not all of our board members are capable of a major gift, but several are, and we have received commitments for over \$200,000 (not including Jane Willson's gifts) and have decisions pending on proposals for another \$100K. Many of these individuals had never given more than a few hundred dollars in the past. A new GRA professorship named in honor of retired professor Lars Lungdahl was created with the collaboration of Lungdahl, the Georgia Research Alliance, the higher UGA administration, and the Franklin College. Professor Kelly Dawe, of Plant Biology, was appointed to this new professorship. Among the goals for 2006, we hope to secure five major gifts, to complete the recruitment of a Senior Development Director, to perhaps recruit another major gifts officer, and to continue working with and developing our relationship with our Board of Advisors.
- e. **Diversity:** The Franklin College has continued to accelerate efforts designed to enhance the diversity of the college and its programs. In recruitment, the College made funds available for opportunity hires of minority faculty, most recently Marcus Lay (Chemistry), Marshall Shepherd (Geography), Victoria Plaut (Psychology), and Oscar Chamosa (History). In addition, Cellular Biology completed the recruitment of two new Hispanic faculty members. Geography additionally hired a Hispanic biogeographer. History hired two new Hispanic historians as well as a historian in medieval Islamic history. The College also plays a leadership role in the Peach State Louis Stokes Alliances for Minority Participation (PSLSAMP) grant, funded by the NSF to increase minorities in Science, Technology, Engineering and Math with Associate Dean Michelle

Garfield representing the University of Georgia, providing leadership as the Executive Director and coordinating meetings of the partner institutions across the state. Several Franklin College faculty in science and math, including former Dean Wyatt Anderson, are actively engaged in this grant. The approval of a new major in Chinese Language and Literature, housed in Comparative Literature, enhances the curricular diversity of the College, as does the recent approval at the University level of an undergraduate major in Latin American and Caribbean Studies. The College continues to require its students to take at least one course concerned with multicultural issues in the United States. The College is in the process of conducting a survey of faculty and staff to evaluate the "climate for diversity" in the college. It is also working with other colleges to create a Center for Research and Engagement in Diversity.

- II. **Strategic Plan Changes:** See Appendix I for Franklin College Five-Year Plans. See <http://franklin.uga.edu/deans/hruppers/strategic2000/index.htm> for Franklin College 2000 strategic planning documents. A synopsis of the strategic plan is attached as Appendix II.
- III. **Progress:** See Appendix III.
- IV. **Public Service and Outreach Contributions:** Most Arts and Sciences faculty do not have formal service and outreach assignments. Nonetheless, at the College and departmental levels faculty and staff are actively involved in this area. The following are examples:
- On June 8, 2002, a group of Franklin College advisors met with 58 minority high school students from Athens and Atlanta who were taking part in the Summer Institute participants sponsored by UGA's Office of Institutional Diversity. The purpose of the meeting was to introduce the fundamentals of a liberal arts education to the students, most of whom will be first-generation college students.
 - Cellular Biology faculty served on numerous scientific journal editorial boards and grant review panels. They hosted visiting students and scientists from around the world. They served as session chairs for national meetings, as co-organizers for conferences, and as textbook and manuscript reviewers. They wrote nomination and tenure letters for candidates outside UGA. One faculty member made a DNA Mural Project presentation for Chase and Gaines Elementary School Third Grade Students at Lyndon House for the UGA/CCSD Partnership
 - Geography made its climatology lab available to visiting school groups, hosting more than 100 students. Students and teachers toured the lab and learned about information obtained from weather instruments and downloaded from weather satellites.

- The Geology Department maintains public service web pages (e.g., Geology of Georgia) on its web site. The department also serves the community by identifying rocks and fossils that individuals bring in to the department and by giving invited talks for a variety of groups (e.g., Georgia River Network, Georgia Adopt-a-Stream Project, and River Rendezvous). Various members of the faculty have also provided service to local schools and educational programs.
- Germanic and Slavic Languages is involved in outreach to Georgia high schools through the activities of lecturer Inge DiBella. She is the president of the Georgia Chapter of AATG and in 2005 organized a weekend immersion program for German teachers (Sprachbad Savannah) as well as a workshop for teachers in Rome. Other faculty performed public service by evaluating language proficiency for students at high schools and colleges/universities throughout the state and by providing free translations of brief documents and/or interpreting. One letter that department head Keith Langston translated resulted in a \$500,000 gift to the University.
- In Marine Sciences, Dr. Meryll Alber directs the Georgia Coastal Research Council, which provides mechanisms for improved scientific exchange between coastal scientists and decision makers in the State of Georgia and promotes the use of up-to-date scientific information in State and local resource management.
- Physics and Astronomy hosts a monthly public viewing session in its observatory. Faculty serve as science fair judges and present departmental book prizes to science fair winners.
- The herbarium in Plant Biology has a substantial public service component: in 2005 it had 120 Clients, served 40 professional scientific visitors, made 50 plant identifications, and answered 30 requests for technical information. Faculty conducted 15 tours of the herbarium. Plant Biology faculty in general have benefited the cause of public health through identifications of poisonous plants and mushrooms, service to local school systems, and contributions to public advisory or similar boards on scientific issues.
- Faculty in Psychology are extremely active in outreach. Clinical psychology faculty member Amos Zeichner and graduate students provided counseling and other assistance in the fall of 2005 to Hurricane Katrina victims and volunteers at Rock Eagle. The psychology clinic provides services to the community. Industrial/Organizational psychologists provide advice to businesses about leadership development, mentoring, and so on. Developmental psychologist Janet Frick serves on the Planning Committee and Educational Committee of the Athens area Maternity and Baby Fair. Social-cultural psychologist Vicky Plaut designed and implemented an assessment of diversity attitudes of teachers in the Atlanta metropolitan area for the Center for Advancement and Study of International Education. Under the direction of neuroscientist Andrea Hohmann, the Neuroscience Student Association developed a "Neuroscience-for-Kids"

program that introduces local elementary school children to scientific discoveries about the brain. Clinical psychologist Joan Jackson supervises a weekly psychoeducational group for women at Project Safe (a domestic violence shelter). Clinical Psychologist Steve Miller is a member of the Panels of Specialists in Psychology and Neuropsychology for the Department of Human Resources, State of Georgia. Kecia Thomas is on the Board of Directors of the Waseca Learning Foundation and the Cinderblock Foundation.

- Romance Languages now offers two courses targeted at the local Hispanic community: SPAN 3011 (Spanish Grammar, Composition, and Comprehension for Heritage Speakers) and SPAN 4090 (Practicum in Service Learning).
 - In Sociology, Stephanie Bohon (ASTP) received a SEGUE grant for the First Annual Latino/a Youth Conference, which will be held on April 1, 2006.
 - Faculty in Speech Communications engaged in research and educational programs at the Lee Arrendale State Prison. The department hosted high school debate tournaments and a national collegiate debate tournament.
 - Theatre and Film Studies made a concerted effort to reach out to communities beyond UGA in its season selection for 2005-2006. In 2005, the department presented the play *Anna in the Tropics*, designed to appeal to the local Hispanic community, and *Begum Barve*, designed to appeal to the Indian community (both in Athens and Atlanta). In both cases, the department initiated cross-promotions with local restaurants to reach out to non-UGA spectators, and both productions attracted large audiences from the targeted communities that do not habitually attend university theatre productions.
 - In addition, Theatre and Film, largely through the efforts of faculty member Freda Giles, supported the Black Theatrical Ensemble, which reaches out to the African American constituency at UGA and in Athens. In Fall 2005, Dr. Giles directed *The Gods are Not to Blame* for the ensemble.
 - Artificial Intelligence routinely hosts State Science Fair tours as well as other science-oriented tours for middle and high school students to increase awareness of and interest in UGA and especially in the subject of artificial intelligence.
- V. Assessing Effectiveness:** Following are selected examples of changes made to Franklin College programs in response to assessment at the departmental, college, and University levels.
- The Franklin College advising office is modifying its summer orientation program in response to feedback from last year. Letters focused on academic programs will be sent to incoming students, and a website will address the academic interests of new students.

- Cellular Biology implemented a graduate course in Scientific Writing in response to graduate program assessment. The course was developed and taught on a trial basis by Marcus Fechheimer. It is currently being taught as CBIO 8080 by Dr. Roberto Docampo.
- Classics is discussing the creation of a non-thesis M.A. degree in response to an assessment of the departmental graduate program. A significant number of students were completing all requirements for the M.A. degree but were failing to complete the thesis requirement. Implementation of this new degree program will, the department hopes, improve the graduation rate.
- In response to a program review recommendation, the Department of Sociology separated the departmental administrative position of academic director into two positions--graduate coordinator and undergraduate coordinator.
- In response to assessments of the National Association for Schools of Theatre and by the University/Resident Theatre Association, Theatre and Film Studies undertook a complete re-design of the MFA Performance curriculum in 2005. The faculty approved the new curriculum in December 2005.

VI. Student Retention and Graduation: Here are examples of efforts made by and in the College to improve student retention and graduation rates.

- Franklin College is partnering with the Division of Academic Enhancement to pilot a program for first-year students living in the residence halls who go on Probation at the end of their first semester. The hope is that early intervention will result in retention of these students.
- The S.T.A.R. (Students Toward Academic Recovery) continues to focus on students who go on First Dismissal, from the point at which they are dismissed through their readmission and until they clear probation. We believe that this continuity will enable students experiencing academic difficulty to establish a relationship with a trained professional who will serve as a resource and advocate.
- The Franklin College Graduation Office has implemented an "early review" to ensure that students are aware of remaining/unsatisfied graduation requirements before beginning of their final semester. We believe that this early review of student records will allow our graduation advisors to catch issues that may have resulted in a delayed graduation in the past.
- To improve the completion rate in its PhD program, Theatre and Film Studies initiated a weekly support group for all PhD students. This group is proving enormously popular and effective in helping students remain on track in their programs of study and also in professional development, e.g. developing a record of national conference presentations and scholarly publications.

- Women's Studies implemented a checklist intended to inform graduating students via listserv about degree requirements for the certificate, major, and minor programs.

Appendices

Appendix I: Five Year Plan for Franklin College of Arts and Sciences

- a) Five Year Plan for Biological Sciences**
- b) Five Year Plan for Fine Arts**
- c) Five Year Plan for Humanities**
- d) Five Year Plan for Social Sciences**
- e) Five Year Plan for Physical and Mathematical Sciences**

Appendix II: Franklin College Strategic Plan 2000 Synopsis

Appendix III: Performance Measures

- a) Performance Measures for Biological Sciences**
- b) Performance Measures for Fine Arts**
- c) Performance Measures for Humanities**
- d) Performance Measures for Social Sciences**
- e) Performance Measures for Physical and Mathematical Sciences**

Appendix I. Five Year Plan for Franklin College of Arts and Sciences

FRANKLIN COLLEGE OF ARTS AND SCIENCES

FIVE YEAR PLAN 2005-2010

INTRODUCTION

The Franklin College of Arts and Sciences encompasses 29 departments, 6 cross-disciplinary degree programs, 3 international programs, and several studies abroad programs and research centers. It is the University of Georgia's largest and most diverse college. The disciplines represented in the Franklin College provide the very foundation of a "liberal arts" education. The Franklin College provides the framework for educating students to enter any occupation or to serve in any role in society in a richer, more creative, and more responsible way. The primary goals of the Franklin College are to transform the lives of students by widely expanding the boundaries of their knowledge and by fostering insight and understanding about the diversity of values that exist in an increasingly global society and to contribute to understanding the complexities of the universe and solving the challenges of society through our research efforts.

A strong and nationally recognized college of arts and sciences is one with substantial strengths within each of its divisions. As currently constructed, the Franklin College is divided into five divisions: Fine Arts, Humanities, Social Sciences, Biological Sciences, and Physical and Mathematical Sciences. To some extent, the divisions are arbitrary, and increasingly so given the vast changes in research programs that are multidisciplinary and interdisciplinary in nature and the resulting interactions across units. Yet each division is distinctive with regard to the nature of inquiry and the focus of scholarship.

In spite of disciplinary differences across divisions, the goals across divisions are generally shared:

- Build faculty lines in each division focused upon areas of scholarship that enhance existing strengths and contribute to greater visibility;
- Increase interdisciplinary and multidisciplinary efforts, especially those that can increase the visibility of UGA in the nation and contribute to increasing external funding opportunities from granting agencies and private donors;
- Build graduate programs that are nationally ranked and increase support for graduate students;
- Create a stronger focus on research and scholarship among undergraduates;
- Increase diversity among faculty;
- Correct faculty salary compression and inversion to reduce faculty losses to other institutions and to build morale;
- Improve/renovate outdated facilities or acquire new space/buildings when necessary; and
- Increase outreach and development efforts and significantly expand the number of named professorships and endowed graduate student fellowships.

The Franklin College is committed to maintaining and building strength in all five of its divisions. Although our five year plans continue to need further development and refinement, they are a starting point for achieving our goal of being recognized as having a significant number of exceptional, nationally ranked programs.

Appendix I.a

Five Year Program Plan, 2005-2010 Division of Biological Sciences Franklin College of Arts and Sciences

A. Statement of Vision and Goals

1. Vision

The biological sciences continue to undergo the profound transformation that began nearly three decades ago, fueled by spectacular advances in genome sequencing, bioinformatics, and structural, cellular, and systems biology, among others. This transformation creates both tremendous opportunities in research and great challenges in instruction. Those opportunities and challenges will shape and direct the vision of the Division of Biological Sciences for the next five years as we (i) seek to remain at the cutting edge of research in our disciplines; (ii) seize the initiative in expanding research programs that, more than ever, cross interdisciplinary lines to explore new frontiers; and (iii) provide state-of-the-art, and often one-on-one, training to our undergraduate and graduate majors that they might lead the next great wave of advances in the biological sciences. The accomplishments of this Division in research and instruction over the last decade clearly document the high return on investment in additional faculty lines and research space that can be anticipated over the next five years.

2. Goals

- Restore lost faculty positions and build new positions that allow expansion into developing research areas.

FY 06 Hire faculty in the Departments of Biochemistry and Molecular Biology (2), Cellular Biology (1), Genetics (2), Microbiology (1), and Plant Biology (1) to rebuild traditional areas of strength and move into exciting new areas such as evolutionary genetics, evolutionary developmental biology, pathogenic bacteriology, and cancer biology. Add one tenure-track line for a full time biology educator to handle the burgeoning enrollments in introductory courses. Estimated cost: \$3.77 M (includes salaries, start-up packages, and renovations).

FY 07 Hire faculty in the Departments of Microbiology, (1), Plant Biology (1), and Marine Sciences (1) to continue rebuilding strengths and establishing new interdisciplinary areas of expertise in mycology, functional molecular ecology, and biological oceanography. Estimated cost: \$1.52 M.

FY 08 Hire faculty in the Departments of Biochemistry and Molecular Biology (1), Genetics (1), and Cellular Biology (1) to continue building programs in interdisciplinary areas such as molecular medicine, developmental biology, and ecological genetics. Estimated cost: \$1.49 M.

FY 09 Hire faculty in the Departments of Biochemistry and Molecular Biology (1), Genetics (1), and Marine Sciences (1) to continue building programs in interdisciplinary areas such as functional and structural genomics, and remote sensing. Estimated cost: \$1.44 M.

FY 10 Hire faculty in the Departments of Microbiology (1), Plant Biology (1), and Marine Science (1) to continue building programs in interdisciplinary areas such as microbial diversity, plant phylogenetics, and global change. Estimated cost: \$2.22 M.

- Upgrade research and instructional space in the Biological Sciences and Plant Sciences Buildings, and add new space to allow expansion of several departments.
- Increase collaborative interactions among faculty in the Biological Sciences Division and foster new interactions with faculty in other divisions.
- Increase the number (10-20% over five years) and quality of graduate students, increase graduate stipends to nationally competitive levels, and provide health insurance coverage to these students.
- Expand and strengthen undergraduate and graduate curricula, research training opportunities, student advising, and career support programs.

3. External Factors

- Continued availability of federal and private research funding in the biological sciences provides the opportunity to maintain and increase the excellence of divisional programs.
- High and increasing student demand for majors in the biological sciences places significant pressures on this unit
- Inadequate support for teaching assistants (stipend rates, lack of health insurance) hinders recruitment of the best students.
- Inadequate and outdated research space prevents several departments from expanding into exciting new research areas and providing laboratory training to an increasing number of students.
- External (outside of UGA) opposition to an undergraduate major in Marine Sciences places this department and its undergraduates at a disadvantage.

4. Program Priorities

In order to bring that vision to reality, accomplish those goals, and respond to the external factors identified, the following are our specific program priorities:

- Restore lost faculty lines in areas of traditional strength, add new lines to allow expansion into emerging research areas of biology such as molecular medicine and structural genomics, and increase interdisciplinary collaborations with other quantitative areas of science and engineering in areas such as nanobiotechnology.
- Upgrade existing and add new instructional and research facilities in the Biological Sciences Building and Miller Plant Sciences Building. The probable cost of \$10-15 M for these renovations will require funding from several sources: MRR, Capital Projects, and private donations.
- Increase size (by 10-20% and over five years), quality, and support of graduate programs.
- Expand undergraduate course offerings and research opportunities. For specifics, see goal #5 under Individually Selected Performance Measures.
- Gain Board of Regents approval for an undergraduate major in Marine Sciences.

B. Institutional-Level Performance Measures

The methods described below will be used annually to measure demand, quality, productivity, and impact. Data from 2001-2004 will serve as a baseline for comparisons.

a. Demand

- Credit hours and number of courses generated per faculty member and per department, as a function of budgeted instructional EFT.
- Quality and number of graduate student applicants and quality and number of students admitted.
- Number and quality of applications for tenure track/Eminent Scholar faculty positions.

Undergraduate/graduate credit hour production increased by 7.5%/1.4% in 2001-2002 and by 4.5%/4.8% in 2002-2003. Further increases in each category over the next five years without the addition of the requested faculty lines will erode the quality of the education provided to our students.

b. Quality

- The following key outcomes identified in our existing major assessment plan(s) will be monitored annually:

Research presentations and publications.
Student retention data.

Exit interviews and major evaluations.
 Post-graduation questionnaires.
 Placement in graduate and professional schools.

- The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:

Research presentations and publications.
 Student retention data.
 Survey of students who obtained degrees 3-5 years earlier.
 Track careers of former students, including the number and type of postdoctoral position and other employment.

c. Productivity

- a. Faculty – the following methods will be used and reported annually to monitor and measure the full range of faculty accomplishments.

- Teaching

Student evaluations.
 Peer evaluations of some faculty.
 Awards and other forms of recognition for teaching.
 Number of courses taught or instructional work performed by each faculty member at undergraduate and graduate levels.
 Course enrollments (taking into consideration that some courses cap enrollment for pedagogical reasons).
 Mentoring of undergraduate and graduate students and postdoctoral associates.

- Research

Research funding levels.
 Quality and quantity of publications.
 Patents and licenses awarded.
 Conference presentations.
 Honors/awards and other forms of recognition.

- Service

Contributions to departmental, college, and university decision-making processes.
 Service on professional advisory committees, review boards and panels.
 Outreach activities to K-12 schools and teachers.

- b. Students - the following methods will be used and reported annually to monitor and measure the progress of students.

Number of graduates and graduation rates by department.
 Placement of undergraduates in professional and graduate schools.
 Student involvement in undergraduate research.
 Honors and awards.

c. Benefits to Community, State, Region, Nation, Global Community

Several metrics will be used to assess the benefits and knowledge development resulting from the Division of Biological Sciences.

Students taught and credit hours generated.
 Grant dollars brought into the Georgia economy.
 Publications and conference presentations.
 Patents, start-up companies, and other revenue generating products.
 Service to local, state, and national organizations.

d. Impact

Modern biological science has been a powerful engine of scientific and technological progress leading into the 21st century. Biological research uncovers the causes of diseases, leads the way to new interventions and cures, helps to feed the world's population, and generates tremendous business opportunities for the local and national economies. By training students in this exciting discipline, by creating new knowledge, and by developing the commercial potential of that knowledge, the Division of Biological Sciences adds significant value to the University, the state, and the nation.

The impact of the Division on the University's three strategic goals will be monitored and measured as follows:

- Building New Learning Environment
 - Establish new interdisciplinary courses.
 - Promote active learning strategies in lectures and inquiry-based laboratory experiments in courses.
 - Increase undergraduate research opportunities.
 - Seek externally funded training grants for undergraduate, graduate and postdoctoral training.
- Research Investments
 - Research funding levels.
 - Quality and quantity of publications.
 - Patents and licenses awarded; creation of start-up companies.
 - Conference presentations.
 - National/international leadership roles.
 - Honors/awards and other forms of recognition.

- Competing in a Global Economy
 - International research and training partnerships
 - Specialized courses offered outside the U.S.
 - Participation in international conferences.
 - Creation of start-up companies.
- Our contributions to enhancing diversity will be monitored and measured as follows:
 - Recruitment of diverse faculty.
 - Recruitment of diverse student body.
 - Undergraduate research opportunities for minorities.

C. Individually selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will monitor regularly to assess progress toward those objectives:

Goal #1 Restore lost faculty positions and build new positions.

Objectives: Maintain excellence in core areas and expand into developing areas of the biological sciences.

Key Performance Measure(s):

Fall 2005 – 8 positions added
 Fall 2006 – 3 positions added
 Fall 2007 – 3 positions added
 Fall 2008 – 3 positions added
 Fall 2009 – 3 positions added

Goal #2 Upgrade research and instructional space

Objectives: Renovate Biological Sciences and Plant Sciences Buildings.
 Add new space to allow expansion of programs.

Key Performance Measure(s):

Fall 2005 – Submit MRR funding request for renovations; submit request for new space.
 Fall 2006 – MRR funds provided for renovations (or resubmit request if not funded).
 Fall 2007 – MRR funds provided for renovations (or resubmit request if not funded).
 Fall 2008 – MRR funds provided for renovations (or resubmit request if not funded).

Fall 2009 – MRR funds provided for renovations (or resubmit request if not funded).

Goal #3 Increase collaborative interactions among faculty.

Objectives: Create mechanisms that foster interdisciplinary interactions.

Key Performance Measure(s):

Fall 2005 to Fall 2009

Submit two or three interdepartmental training grants.

Establish two or three interdisciplinary centers or degree programs.

Goal #4 Increase number of graduate students, increase graduate stipends, and provide health insurance for graduate students.

Objectives: Increase number of graduate TA lines and stipend levels.

Increase funding from training grants.

Provide health insurance.

Key Performance Measure(s):

Fall 2005 to Fall 2009

Request additional TA lines from Franklin College.

Request administration to increase TA stipends.

Submit two or three interdepartmental training grants.

Goal #5 Expand and enhance undergraduate and graduate curricula and associated educational activities.

Objectives: Expand use of active learning strategies.

Introduce new interdisciplinary courses.

Increase participation in undergraduate research.

Key Performance Measure(s):

Fall 2005 to Fall 2009

Increase number of classes using active learning strategies.

Continue National Science Foundation funded Research

Experiences for Undergraduates program grants or supplements to individual grants.

Increase undergraduate research participation by 5% per year.

Appendix I.b.

Five Year Program Plan 2005-2010 Arts Departments, Franklin College of Arts and Sciences

A. Statement of Vision and Goals

1. Vision

The Fine Arts units at UGA consist of the following: The Department of Dance and the Department of Theater and Film, The School of Music and The Lamar Dodd School of Art. Theater and Film, Music and Art are nationally accredited by the National Association of Schools of Theatre, National Association of Schools of Music, and National Association of Schools of Art and Design, while Dance will be reviewed in 2006 for National Association of Schools of Dance accreditation. Together, the fine arts units programs represent a diverse and comprehensive range in the visual and performing arts. The Fine Arts at UGA strive to provide students innovative and specialized programs that integrate both tradition and experimental forms of scholarship and creative activity. Offering undergraduate and graduate level programs in the context of a liberal arts environment, we contribute to the knowledge and literature of the fine arts through scholarship, research, and creative activity. Through our various history offerings in the arts and signature study abroad programs, we promote global awareness and provide significant opportunities for international study.

In the next 5 years the Fine Arts units will strive for greater national and international prominence. By focusing on meaningful collaborations in the arts, we will build on such interdisciplinary initiatives as I.C.E. (Ideas for Creative Exploration) to support research and creative opportunities for faculty and students promoting collaboration, innovative use of technology and greater student access to courses in all art forms. We will continue to aggressively seek private funding for endowments to support named professorships, scholarships, graduate assistantships, travel and various opportunities in research and creative activities. Scholarships for students showing exceptional talent in their chosen field are essential for the arts and we hope to establish new initiatives such as the "Presidential Scholars in the Arts."

The Fine Arts are dependent on the unique, diverse and specialized spaces needed for performing and visual arts. The new Art building on east campus will be completed in 2007, bringing Art together with Music, the Georgia Museum of Art, and the Performing Arts Center and creating a new opportunity for collaboration and visibility for the arts. Music, Art and the Georgia Museum of Art will also seek funding for a new Fine Arts Library, possibly to include performance, exhibition and study space appropriate for the Performing and Visual Arts campus. Private funding will also be sought to supplement Major repair and Renovation (MRR) funding for a major renovation of the Fine Arts

Theatre and to create a state-of-the-art flexible performance space in the Fine Arts Building. Aging or inadequate facilities in dance, drama and music need to be addressed with a long-term goal of having a new Dance and a new Drama building.

Collectively, the Fine Arts at UGA have a dynamic impact on the cultural life of the Athens community and nurture socially engaged artists and audiences. A Fine Arts Fee for all students would help promote and support the many public performances, exhibitions and events that happen on campus each year. [Source: Heads of Fine Arts units]

2. Goals

- Continue to serve educational needs of undergraduate and graduate students at UGA.
- Build new positions and restore vacancies as needed.
 - In the Lamar Dodd School of Art, priorities include positions in Interior Design; Jewelry and Metalwork; Printmaking; Art History, and Art Education; in addition, funding is sought for a Director of Ideas for Creative Exploration in Theater and Film.
 - In the Hugh Hodgson School of Music, priorities include position in bands (Director), voice, music therapy, music theory, composition, music education, music in world cultures, and jazz.
 - In the Department of Theater and Film, priorities include positions in dramatic media, film, performance theory, and media technology.

Retirements, unforeseen resignations, and developing strategic priorities may affect distribution of restored and newly created positions. See A4, Program Priorities, for funding.

- Maintain nationally competitive faculty teaching loads. In general for research-active faculty this means a course load of four 3-hour courses per year (or the equivalent as defined by national accrediting agencies for these programs), in addition to advisement and directed work with undergraduate and graduate students.
- Build and maintain nationally competitive faculty salaries. See A4, Program Priorities, for funding.
- Support for additional staff positions, graduate student assistantships, facility upgrades, and faculty research and creative endeavors. See A4, Program Priorities, for funding.

- Provide improved facilities for Fine Arts Units at UGA. See A4, Program Priorities, for funding.
 - Renovation of Fine Arts building.
 - Fine Arts Library on East Campus.
 - Redcoat Band Performance Facility.
 - Building for sculpture and interior design, Lamar Dodd School of Art.
- Enhance development efforts in the arts.
- Address issues hindering admission of talented art students. Seek out-of-state tuition waivers for students showing exceptional talent.
- Build and enhance outreach efforts in the arts.
- Build and enhance meaningful collaborations among the arts at UGA.
- Enhance offerings in the fine arts in world cultures, such as Asian, African/African American and Middle Eastern arts.

[Source: Fine Arts Heads, Franklin College of Arts and Sciences]

3. **External Factors**

- Inadequate support for teaching assistants (stipend rates, health insurance, loads) hinders competition with comparator and aspirant schools for the best students.
- Inadequate facilities for Department of Theater and Film prevent this department from moving forward in all areas, especially in performance.
- High student demand for majors in Lamar Dodd School of Art place significant pressures on this unit.
- The University and the public need to recognize the value of the arts in a liberal education.
- Some highly talented students face difficulties in gaining admission to the University. Institutional support for giving greater weight in the admissions process to exceptional talent in the arts would help with this issue.
- There is in the arts a limited availability of external funding. Productivity is best measured through performances and creative works.

- All the arts units are reviewed by external accreditation agencies.

4. **Program Priorities**

In order to bring that vision to reality, accomplish those goals, and respond to the external factors identified, the following are our specific program priorities:

1. Restore lost faculty lines and create new ones in strategic areas: (priorities are in Music, Art, Theatre and Film). Recruit 6 positions a year. Retirements and unforeseen resignations may affect distribution of restored and newly created positions.

FY06: \$330,000

FY07: \$336,000

FY08: \$342,000

FY09: \$348,000

FY10: \$354,000

2. Provide nationally competitive faculty salaries. This money will be used to adjust existing salaries of meritorious faculty to competitive levels and for counter-offers. We will offer competitive salaries to new faculty.

FY06: \$150,000

FY07: \$150,000

FY08: \$150,000

FY09: \$150,000

FY10: \$150,000

3. Provide adequate facilities (funds below are one-time funds).

- a. Renovation of Fine Arts Building:

FY06: \$150,000

FY07: \$150,000

FY08: \$150,000

FY09: \$150,000

FY10: \$150,000

- b. Fine Arts Library:

FY08: \$10,000,000

- c. Redcoat Band Performance Facility

FY09: \$3,000,000

d. Additional Building for Lamar Dodd School of Art

FY10: \$10,000,000

4. Provide additional TA support and in general improve support for graduate assistants: Priorities are Art and Dance (when MFA program is approved).

a. Two TAships per year.

FY06: \$30,000

FY07: \$31,000

FY08: \$32,000

FY09: \$32,500

FY10: \$33,000

b. Special funds to enhance TAships for best graduate students. This may become a development priority:

FY06: \$10,000

FY07: \$10,000

FY08: \$15,000

FY09: \$15,000

FY10: \$15,000

5. Provide supplementary budget funding for the arts.

FY06: \$40,000

FY07: \$40,000

FY08: \$40,000

FY09: \$40,000

FY10: \$40,000

Tuition differential plans could provide these additional funds.

6. Enhance development programs

FY 2007: Recruit a development officer for Dance and for Theater and Film Studies--\$50,000.

B. Institutional-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

d. Demand

Track credit hours generated per faculty member and per department
Track portfolio review and audition results in Art, Dance, Music

e. Quality

The following key outcomes identified in our existing major assessment plan(s) will be monitored annually:

- Graduates in the creative arts will possess a significant knowledge of and ability in the important creative and performance skills of their disciplines.
- Graduates in art-based areas having to do with history, theory, and education will possess a significant knowledge of the important texts, skills, and concepts of their major discipline(s).
- As measured by exit surveys, graduates will leave the University having received high-quality advising, excellent faculty teaching, and a rich range of educational experiences and opportunities.
- Graduates will place in high quality graduate and professional programs and in satisfactory employment positions.

The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:

- Degree recipients in the creative arts will possess the important creative and performance skills of their disciplines and will be prepared to perform and exhibit their work in local, national, and international venues.
- Degree recipients in art-based areas having to do with history, theory, and education will possess a sophisticated knowledge of the important texts, skills, concepts, and teaching and research methodologies of their disciplines.
- Degree recipients will be prepared to teach effectively and produce creative work and research, thereby enabling them to compete effectively for jobs at other colleges and universities and in arts-related positions in both the private and public sectors.
- Degree recipients will complete their degrees within a reasonable period of time as determined by the department and the University.

c. Productivity

- d. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishments.

- Teaching: 2004-2005 will serve as a baseline for comparison.
Number of courses taught or instructional work performed by each faculty member at undergraduate and graduate levels.
Theses, dissertations, directed readings, internships, and other forms of instruction.
Awards and other forms of recognition for teaching
Credit hours generated per faculty member and per department
- Research and Creative Activities: 2004-2005 will serve as a baseline for comparison.
Significant performances and exhibitions, especially at the national and international levels.
Publications: books, articles, CDs, videos, etc..
Conference presentations.
External awards and other forms of recognition.
Grants and other external funding.
- Service
Faculty participation in departmental, college, and university service and in professional activities of their discipline. is expected.
Faculty in the arts are not formally budgeted for service.

e. Students

Using rates for 2004-2005 as baseline, we will measure the number of graduates and establish graduation rates that allow us to track graduation rates by department in the arts and in specific sub-areas of the arts.

f. Benefits to Community, State, Region, Nation, Global Community

The arts in general make a major contribution to human and cultural understanding. They are a form of communication that cuts across linguistic, national, and ethnic boundaries and provide a common bond of sympathy and understanding.

Track performances and artistic exhibitions

Track faculty involvement in professional associations at all levels

d. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

- **Building New Learning Environment**
 Completion of new building for Lamar Dodd School of Art in 2007 and (if needed) in years following.
 Establish a plan and identify funding for renovations to the Fine Arts Building.
 Secure funding for additions to Music building.
 Cutting-edge use of technology in artistic performance and creation

 - **Research Investments**
 The Arts at UGA foster a stimulating, fertile environment for all forms of academic endeavor, produce well rounded and informed graduates, and enhance the overall research profile of the University
 External grants and fellowships
 Success of faculty in international performances and exhibitions that bring recognition and prestige to the University of Georgia

 - **Competing in a Global Economy**
 Study abroad programs: Cortona, Italy, London, Cuba, Japan, Costa Rica
 Courses in international art and culture
 Recruitment of international students and faculty
- Our contributions to enhancing diversity will be measured and monitored as follows:
 Recruitment of diverse faculty
 Recruitment of diverse student body
 Courses that reflect national and international diversity
 Special programs in diversity

C. Individually selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress toward those objectives:

Goal #1 [Development]

Objectives:

- Increase revenue by 50% over 5-years
- Provide a development officer on a full- or part-time basis for Drama and Dance. Continue with the model of unit development directors.

Key Performance Measure(s):

Fall 2005 10% growth in development revenue

Fall 2006 10% growth

Fall 2007 10% growth; add development officer for Dance and Drama

Fall 2008 10% growth

Fall 2009 10% growth

Goal #2 [Faculty positions]

Objectives:

- Restore needed and newly vacant faculty positions

Key Performance Measure(s):

Fall 2005 6 positions and as needed

Fall 2006 6 positions and as needed

Fall 2007 6 positions and as needed

Fall 2008 6 positions and as needed

Fall 2009 6 positions and as needed

Goal #3 [TA support]

Objectives:

- **Provide new TA support for arts departments where needed**

Key Performance Measure(s):

Fall 2005 2 new assistantships

Fall 2006 2 new assistantships

Fall 2007 2 new assistantships

Fall 2008 2 new assistantships

Fall 2009 2 new assistantships

Goal #4 New and Renovated Facilities]

Objectives:

- Complete primary construction of new art building in 2007 and in years following.

- Seek support for renovation of Fine Arts, funding of Fine Arts library, and additions to the Music building,

Key Performance Measure(s):

Fall 2005 MRR funding for Fine Arts renovations
Fall 2006 MRR funding for Fine Arts renovations
Fall 2007 Complete new art building; MRR funding for Music
Fall 2008 MRR funding for Fine Arts renovations
Fall 2009 Secure funding for Fine Arts library

Goal #5 [Supplementary funding]

- **Secure supplementary support and funding for the arts**

Key Performance Measure(s):

Fall 2005 Submit School of Art Tuition Differential request
Fall 2006 Address issues hindering admission of talented art students.
Fall 2007 Secure 4 Presidential Scholarships in the arts
Fall 2008 Secure 4 more Presidential Scholarships in the arts
Fall 2009 Secure 4 more Presidential Scholarships in the arts

Appendix I.c.

Five Year Program Plan 2005-2010 Humanities Departments, Franklin College of Arts and Sciences

A. Statement of Vision and Goals

1. Vision

A time of crisis demands the ability to think critically, and the humanities remain the crucial arena where one gains the ability for such thinking. Insight, the ability to conceptualize, contextualize and adapt, and persuasive argumentation are not only vocational skills but fundamental tools for intellectual and social maturity. One has only to consider the great number of preeminently successful students who school themselves in the humanities to realize the continuing importance of its member disciplines. From its classical inception, the term "Humanities" has denoted "learning or literature concerned with human culture," a vision enshrined in the university's Latin motto carved above the Main Library: "*et docere et rerum exquirere causas.*" While the causes of many things are today investigated by the natural and social sciences, the study of languages and discourse continues to offer fundamental and enduring contributions to our attempt to know ourselves, our past, our inter-relations, and our responsibilities. [Source: Department Heads in the Humanities, Franklin College]

The departments and programs within the Humanities aim to educate students in the literatures, languages, cultures, and beliefs of all peoples. In an effort to encourage an understanding of economic and political globalization, the Humanities aim to promote the various Study Abroad programs. Additionally, the Humanities offer broadly based general education courses to the University population, at large, as well as serve as pre-professional majors to a large group of students before they are admitted to professional programs such as Journalism or Business. Humanities education at a research university passes on the wisdom of past generations, teaches the creation of new knowledge, and oversees the adaptation of old forms of knowledge to meet the changing needs of society. [Source: Faculty Senate Planning Committee]

2. Goals

- Continue to serve educational needs of undergraduate and graduate students at UGA and offer nationally recognized academic programs.
- Build new positions and restore vacancies as needed. Priorities include
 - History (Southern history, U. S. history)

- English (Contemporary Literature, Southern Studies, Ethnic and cultural, Rhetoric and Composition, Creative Writing, American Literature, Humanities Computing)
- Philosophy (philosophy of mind, ethics and social and political philosophy, history of philosophy)
- Religion (Old Testament, world religions)
- Romance Languages (Spanish, French, Italian)
- Germanic and Slavic Languages (Russian).
- In addition, shared positions with Women's Studies, African American Studies, and Linguistics need to be created or restored where possible.

Retirements and unforeseen resignations may affect distribution of positions. See A4, Program Priorities, for funding.

- Maintain nationally competitive teaching loads for a leading research institution. In general for research-active faculty this means a course load of four 3-hour courses per year, in addition to advisement and directed work with undergraduate and graduate students.
- Enhance development programs in the humanities at the departmental and college levels.
- Enable e-portfolios of student written work.
- Publicize the quality and utility of humanistic research and education at the University of Georgia, especially the role that Arts and Sciences plays in training and educating new teachers and researchers.
- Increase access to and visibility of faculty contributions and achievements (via web knowledge-base).
- Develop opportunities for humanities outreach programs.
- Foster cross-departmental, cross-disciplinary collaborations.
- Facilitate study abroad.

[Source: Department Heads in the Humanities, Franklin College]

3. **External Factors**

- The University and the public need to recognize the value of a humanistic education.
- The University and the public must understand that the quality and quantity of faculty research relates directly to the value of the degree.
- Inadequate support for teaching assistants (stipend rates, health insurance, loads) hinders competition for the best students with peer and aspirant schools.
- Better salaries and research support at peer and aspirant institutions are beginning to entice faculty to leave the University.
- The humanities departments need coordinated instructional technology support.
- In the humanities, external funding sources are sparse, and it is highly unusual for a humanities faculty member to secure funding. Productivity is typically measured through publication of research.

4. **Program Priorities**

In order to bring that vision to reality, accomplish those goals, and respond to the external factors identified, the following are our specific program priorities:

1. Reexamine the needs of programs and constructively restore lost faculty positions, including positions left open by retirements, and create new positions to serve strategic priorities. Recruit 10 positions a year. Current priorities are in History, English, Philosophy, Religion, Romance Languages, and Germanic and Slavic Languages. In addition to strategic priorities, retirements and unforeseen resignations may affect distribution of positions.

FY06: \$550,000

FY07: \$560,000

FY08: \$570,000

FY09: \$580,000

FY10: \$590,000

2. Improve funding for teaching assistants (Heads, Planning Committee). Provide two new TAships each year for units with heavy instructional load: Classics, Religion, Linguistics, History, Language Resource Center, and for developing strategic priorities.

FY06: \$30,000
 FY07: \$31,000
 FY08: \$32,000
 FY09: \$32,500
 FY10: \$33,000

Provide special funds to enhance TAs for best graduate students. This may become a development priority:

FY06: \$10,000
 FY07: \$10,000
 FY08: \$15,000
 FY09: \$15,000
 FY10: \$15,000

3. Provide competitive faculty salaries. These funds will be used to adjust existing salaries of meritorious faculty to competitive levels and for counter-offers. We will offer competitive salaries to new faculty.

FY06: \$150,000
 FY07: \$150,000
 FY08: \$150,000
 FY09: \$150,000
 FY10: \$150,000

4. Secure support for additional staff positions, facility upgrades, and faculty research. (Planning committee). Add two staff positions per year.

FY06: \$50,000
 FY07: \$50,000
 FY08: \$50,000
 FY09: \$50,000
 FY10: \$50,000

5. Enhance development programs. Add development positions in FY07 and FY09 for humanities departments.

FY06: \$0
 FY07: \$55,000
 FY08: \$0
 FY09: \$55,000
 FY10: \$0

B. Institutional-Level Performance Measures

The methods described below will be used to measure demand, quality, productivity and impact on an annual basis:

f. Demand (using 2004-2005 as a baseline)

Track enrollments per course and course level in each department;

Track credit hours generated by each department and by the humanities as a whole.

g. Quality

The following key outcomes identified in our existing major assessment plan(s) will be monitored annually:

- Graduates will possess a significant knowledge of the important texts and concepts of their major discipline(s)
- Graduates will write effectively and critically using standard terms and critical methods of their discipline(s).
- As measured by exit surveys, graduates will leave the University having received high-quality advising, excellent faculty teaching, and a rich range of educational experiences and opportunities.
- Graduates will place in high quality graduate and professional programs and in satisfactory employment positions.

The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:

- MA and PhD recipients will achieve a sophisticated knowledge of the texts, concepts, and teaching and research methodologies of their disciplines.
- Recipients of the MA will compete successfully for admission to high-quality doctoral programs and for employment in the private and public sectors.
- PhD graduates will be prepared to teach effectively and conduct productive research resulting in publication.
- Graduates, especially at the PhD level, will compete effectively for jobs at other colleges and universities and for positions elsewhere in the private and public sectors.
- Degree recipients will complete their degrees within a reasonable period of time as determined by the department and the University.

c. Productivity

g. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishments.

- Teaching: 2004-2005 will serve as a baseline for comparison.
Track teaching load and enrollments for each faculty member by department;
Ensure adequate evaluation methods, including student and peer evaluation;
Encourage and support remediation when warranted.
- Research: 2004-2005 will serve as a baseline for comparison
Track publications (books, articles, book chapters).
Track national and international research presentations.
Track grants, fellowships, and other forms of external funding.
- Service
Faculty participation in departmental, college, and university service and in professional activities of their discipline is expected.
Faculty are not formally budgeted for professional service.

h. Students

- On an annual basis, using 2004-2005 as a baseline, track numbers of graduates from each degree program in the humanities, and from the humanities as a whole.

i. Benefits to Community, State, Region, Nation, Global Community

- Track our former students' enrollment in and graduation from graduate and professional degree programs at other universities.
- Track what humanities graduates do after graduation.

d. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

- Building New Learning Environment

Work of humanities faculty and students in developing new learning pedagogies, especially involving technology and distance learning.

Enhanced and reconceived Language Resources Center

- Research Investments

The Humanities at UGA foster a stimulating, fertile environment for academic endeavor, produce well rounded and informed graduates and citizens, and enhance the overall research profile of the University

Monitor involvement of humanities faculty and students in national and international research in the fields they represent.

External grants, fellowships, and other funding.

- Competing in a Global Economy

Study Abroad Programs in England, France, Italy, Spain, Eastern Europe, Africa, Southeast Asia, and South America

Language teaching: Spanish, French, Italian, Portuguese, German, Russian, Swahili, Yoruba, Zulu, Manding, Japanese, Chinese, Korean, Vietnamese, Hindi, Arabic, Hebrew, Latin, Greek, Sanskrit

Participation in international exchanges and hosting of guest faculty from abroad.

Curriculum that enhances international understanding.

Our contributions to enhancing diversity will be measured and monitored as follows:

- Number of diverse students enrolled.
- Number of diverse faculty recruited and retained.
- Presence of courses on domestic and international diversity in the curriculum and enrollments in those courses.
- Numbers of students enrolled in foreign language study.
- Research on diversity.

C. Individually selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress toward those objectives:

Goal #1 [Publicize the quality and utility of humanistic research and education]**Objectives:**

- Establish a UGA Humanities Web-site and clearinghouse, including data on student and faculty involvement with and benefit from the humanities (awards, honors).
- Essays or white papers targeted towards educating various audiences in the virtues of the Humanities.

**Key Performance Measure(s):
[describe performance measure(s)]**

Fall 2005 Design web site
 Fall 2006 Implement web site
 Fall 2007 Track web site
 Fall 2008 Track web site
 Fall 2009 Track web site

Goal #2 [Faculty lines]**Objectives: [list one or two specific objectives]**

- Create needed and restore newly vacant faculty lines

Key Performance Measure(s):

Fall 2005 10 lines and as needed
 Fall 2006 10 lines and as needed
 Fall 2007 10 lines and as needed
 Fall 2008 10 lines and as needed
 Fall 2009 10 lines and as needed

Goal #3 [Student portfolios]**Objectives:**

- Enable student e-portfolios.

**Key Performance Measure(s):
[describe performance measure(s)]**

Fall 2005 Plan use of portfolios
 Fall 2006 Implement portfolios
 Fall 2007 Track use of portfolios

Fall 2008 Track use of portfolios
 Fall 2009 Track use of portfolios

Goal #4 [Enhance development]

Objectives:

- Increase development funding in the humanities
- Add a development officer for the humanities

Key Performance Measure(s):

Fall 2005 20% growth in development revenue
 Fall 2006 20% growth
 Fall 2007 20% growth; add development officer for humanities
 Fall 2008 20% growth
 Fall 2009 20% growth

Goal #5 [Humanities Initiated Self-Study]

Objectives:

An informal discussion and self-study will:

- Examine current disciplinary boundaries and the advantages/obstacles they offer to interdisciplinary research and study
- Review, revise, and propose new courses, curricula, and programs that allow traditional as well as cross-disciplinary programs of research and study reflective of current cultural and social trends.

Key Performance Measure(s):

Fall 2005 Plan and appoint self-study task force
 Fall 2006 Conduct self-study
 Fall 2007 Conduct self-study
 Fall 2008 Propose curricular changes if any
 Fall 2009 Implement curricular changes if any

Appendix I.d.

Five Year Program Plan, 2005-2010 Division of Mathematical and Physical Sciences Franklin College of Arts and Sciences

A. Statement of Vision and Goals

1. Vision

Faculty in the Division of Mathematical and Physical Sciences provide high quality instruction and training to students, while also engaging in research that expands the base of fundamental and applied knowledge. They build new molecules, provide an understanding of the ways in which molecules interact, study the physics and chemistry of interstellar processes, probe the geochemistry, geophysics, and geobiology of the Earth and its environment, extend the understanding and applications of number theory, algebra, and algebraic geometry, study applied, theoretical, and experimental aspects of computer systems, and develop new theories and methods to analyze large and complex data sets. Continued creation and sharing of knowledge in the mathematical and physical sciences are needed to provide solutions to the many current challenges facing the State of Georgia and the nation: increasing the technological literacy of our citizens, protecting the environment, improving human health, raising the standard of living, and enhancing national security. These historic challenges take on new meaning in an age when economic competition on an international level increasingly depends on technological innovation and skills. The Division of Mathematical and Physical Sciences shares a vision that will place it, the University, and the State of Georgia at the forefront of efforts to address these challenges.

2. Goals

- Retain our best faculty, restore lost faculty positions, and build new positions that allow expansion into new research areas.

FY 06 Hire faculty in the Departments of Chemistry (1), Mathematics (3), and Statistics (1) to rebuild traditional areas of strength. Estimated cost: \$1.25 M (includes salaries, start-up packages, and renovations).

Jointly hire (with the Engineering Program and School of Public Health) faculty in the Departments of Chemistry (1), Computer Science (1), Physics and Astronomy (1), and Statistics (1) to bolster new interdisciplinary research areas such as nano-biotechnology and biostatistics. Estimated cost: \$1.6 M.

FY 07 Hire faculty in the Departments of Chemistry (1), Geology (1), Physics and Astronomy (1), and Statistics (1) to continue rebuilding areas of strength and accelerating the building of new interdisciplinary areas such as

biogeochemistry and nanoparticle fabrication. Some of these may be joint positions with other units. Estimated cost: \$1.9 M.

FY 08 Hire faculty in the Departments of Chemistry (1), Geology (1), Physics and Astronomy (1), and Computer Science (1) to continue building interdisciplinary areas such as nanotechnology and biophysics, and establishing new areas such as coastal geology. Some of these may be joint positions with other units. Estimated cost: \$1.9 M.

FY 09 Hire faculty in the Departments of Computer Science (1), Geology (1), Mathematics (1), and Statistics (1) to continue building interdisciplinary areas and establishing new areas such as geoarcheology. Some of these may be joint positions with other units. Estimated cost: \$0.82 M.

FY 10 Hire faculty in the Departments of Chemistry (1), Geology (1), Mathematics (1), and Physics and Astronomy (1) to continue building interdisciplinary areas and establishing new areas such as geophysics and biomolecular/nanostructure interfaces. Some of these may be joint positions with other units. Estimated cost: \$2.0 M.

- Foster interdisciplinary instructional and research efforts within the Division and with other departments on campus that result in increased external funding opportunities.
- Upgrade outdated research and instructional space, add new space to allow expansion of programs, and strengthen the infrastructure that supports teaching and research. Needed are a new Chemistry Building (Capital Project Request has been submitted), an addition to the Physics Building (partly completed via past MRR requests, with additional requests forthcoming), additional space for the Department of Geology in the Geology/Geography Building (awaits move-out of Campus Graphics and Photography), additional space in the Boyd Graduate Studies Building for the Departments of Mathematics and Computer Science (awaits impending move-out of OVRP and the Graduate School), and a new location or a major renovation of the existing location for the Department of Statistics.
- Modify undergraduate and graduate education to reflect the changing nature of our disciplines, demand for our students, and changes in instructional technology. For specifics, see goal #4 under Individually Selected Performance Measures.
- Increase the number of undergraduate majors and graduate students, and enhance the ability to recruit and retain the best students. For specifics, see goal #5 under Individually Selected Performance Measures.
- Expand community outreach activities at the local and state levels. For specifics, see goal #6 under Individually Selected Performance Measures.

3. External Factors

- Trends in federal and private research funding in the mathematical and physical sciences influence the success of faculty in supporting their research programs.
- Faculty and staff salaries are becoming increasingly uncompetitive relative to our peer institutions.
- Inadequate support for graduate assistants (stipend rates, lack of health insurance) places us at a competitive disadvantage for attracting the best students relative to our peer institutions..
- Insufficient and outdated instructional and research space in all departments impedes expansion into exciting new research areas and provision of optimal educational experiences to an increasing number of students.
- Demand for our graduates by private industry can fluctuate.
- Approval by the Board of Regents of new Engineering degrees would bolster our programs.

4. **Program Priorities**

In order to bring that vision to reality, accomplish those goals, and respond to the external factors identified, the following are our specific program priorities:

- Restore lost faculty lines, add new lines to allow expansion into new disciplinary research areas, and promote the strategy of cluster hiring in interdisciplinary areas such as nanoscience, bioinformatics, and engineering. Add 9, 4, 4, 4, and 4 lines over the next five years in the areas specified under Goals.
- Upgrade existing and add new instructional and research facilities. Needed are a new Chemistry Building, an addition to the Physics Building, additional space for the Department of Geology in the Geology/Geography Building, additional space in the Boyd Graduate Studies Building for the Departments of Mathematics and Computer Science, and a new location or a major renovation of the existing location for the Department of Statistics. This very costly (\$70-100 M) priority will require funding from several sources: MRR, Capital Projects, Real Estate Foundation, and private donations.
- Increase size, quality, and diversity of graduate programs. For specifics, see goal #4 under Individually Selected Performance Measures.
- Expand and modernize undergraduate course offerings and increase undergraduate research opportunities. For specifics, see goal #5 under Individually Selected Performance Measures.

- Increase participation in programs to improve K-16 education at the local, state, and national levels. For specifics, see goal #6 under Individually Selected Performance Measures.

B. Institutional-Level Performance Measures

The methods described below will be used annually to measure demand, quality, productivity, and impact. Data from 2001-2004 will serve as a baseline for comparisons.

h. Demand

- Internal demand can be measured by enrollments in courses, number of undergraduate majors, number of graduate students, and number of undergraduate and graduate degrees conferred.
- External demand can be measured by national employment trends compiled by the government and professional organizations, and the success of our graduates in gaining employment.

Undergraduate/graduate credit hour production increased by 0.45%/17.3% in 2001-2002 and by 4.15%/10.8% in 2002-2003. Further increases in these categories without the requested additions of faculty lines will jeopardize the quality of the educational experience of our students.

i. Quality

- The following key outcomes identified in our existing major assessment plan(s) will be monitored annually:
 - Individual class grades and cumulative grade point average.
 - Performance on standardized examinations.
 - Research presentations and publications.
 - Student retention data.
 - Exit interviews and major evaluations.
 - Post-graduation questionnaires.
 - Placement in graduate and professional schools.
- The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:
 - Individual class grades and cumulative grade point average.
 - Research presentations and publications.
 - Student retention data.
 - Survey of students who obtained degrees.
 - Track careers of former students.
 - Survey of employers of former students.

j. Productivity

- j. Faculty – the following methods will be used and reported annually to monitor and measure the full range of faculty accomplishments.

- Teaching

Number of courses taught or instructional work performed by each faculty member at undergraduate and graduate levels.

Course enrollments.

Student evaluations.

Peer evaluations of some faculty.

Instructional grants and innovations.

Awards and other forms of recognition for teaching

- Research

Research funding levels.

Numbers of undergraduate, graduate, and postdoctoral students engaged in research.

Quality and quantity of publications.

Invited lectures and conference presentations.

Honors/awards and other forms of recognition.

- Service

Contributions to departmental, college, and university decision-making processes.

Service on professional advisory committees, review boards, and panels.

Outreach activities.

- k. Students - the following methods will be used and reported annually to monitor and measure the progress of students.

Numbers of undergraduate majors and graduate students, and graduation rates for each category will be reported. Desired levels over the next five years are provided in the individual departmental plans.

- l. Benefits to Community, State, Region, Nation, Global Community

Several metrics will be used to assess the benefits and knowledge development resulting from the Division of Mathematical and Physical Sciences.

Students taught and credit hours generated.

Grant dollars brought into the Georgia economy.

Publications and conference presentations.

Patents, start-up companies, and interactions with industry.
 Involvement in international organizations and activities.
 Service to local, state, and national organizations.
 Outreach activities at the local, state, and national levels.

d. Impact

The mathematical and physical sciences have provided the intellectual stimulus and expertise that underlie most of the major advances in science and technology in the 20th and 21st centuries. The creation and sharing of knowledge in these seminal disciplines is crucial to the economic well-being, health, and security of the citizens of our state and the nation. This point is underscored by the 2004 budget of the National Science Foundation, in which three of the five priority research areas mentioned lie in the mathematical and physical sciences. By training students, by generating new knowledge, and by developing the commercial potential of that knowledge, the Division adds significant value to the University, the State of Georgia, and the nation.

The impact of the Division on the University's three strategic goals will be assessed by monitoring the following activities:

- **Building New Learning Environment**
 - Establish new interdisciplinary courses.
 - Promote active learning, inquiry-based learning, and other innovative instructional strategies in lectures and laboratory experiments.
 - Expand use of computer-based testing and homework systems.
 - Provide more undergraduate research opportunities.
 - Secure externally funded training grants for undergraduate and graduate training.
- **Research Investments**
 - Research funding levels.
 - Quality and quantity of publications.
 - Patents and licenses awarded, start-up companies created.
 - New interdisciplinary projects begun.
 - Invited lectures and conference presentations
 - National/international leadership roles.
 - Honors/awards and other forms of recognition.
- **Competing in a Global Economy**
 - International research and training partnerships.
 - Participation in international conferences.
 - Creation of start-up companies.

- Our contributions to enhancing diversity will be monitored and measured as follows:
 Success in recruitment of diverse faculty.
 Success in recruitment of diverse student body.
 Increased undergraduate research opportunities for minorities.

C. **Individually selected performance measures**

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will monitor regularly to assess progress toward those objectives:

Goal #1 Restore lost faculty positions and build new positions.

Objectives: Maintain excellence in core areas and expand into new areas of the mathematical and physical sciences.

Key Performance Measure(s):

Fall 2005 – 9 positions added
 Fall 2006 – 4 positions added
 Fall 2007 – 4 positions added
 Fall 2008 – 4 positions added
 Fall 2009 – 4 positions added

Goal #2 Encourage interdisciplinary research.

Objectives: Increase funding for research and instructional projects.
 Strengthen research infrastructure.
 Establish mechanisms (interdepartmental seminars, visiting professorships) that promote interdisciplinary interactions.

Key Performance Measure(s):

Fall 2005 – increase percentage of faculty receiving external funding; increase external funding by 5-10% (subject to faculty hiring and renovations /additions of space); increase funding available for scientific computing and statistical consulting.
 Fall 2006 – see measures in preceding year.
 Fall 2007 – see measures in preceding year.
 Fall 2008 – see measures in preceding year.
 Fall 2009 – see measures in preceding year.

Goal #3 Increase amount of modern instructional and research space (the detailed space needs of individual departments are described in their five-year plans and in various program evaluation reports).

Objectives: Renovate unattractive, outdated, and marginally safe instructional and research space.
Add new space to allow expansion and consolidation of programs.

Key Performance Measure(s):

Fall 2005 – departments submit Small Remodeling, MRR, and Capital Fund requests. Private fundraising efforts are pursued.

Fall 2006 – repeat as necessary.

Fall 2007 – repeat as necessary.

Fall 2008 – repeat as necessary.

Fall 2009 – repeat as necessary.

Goal #4 Modify undergraduate and graduate instructional programs.

Objectives: Expand use of inquiry-based, active learning, and other innovative instructional strategies.
Introduce new interdisciplinary and special topics courses.
Expand use of instructional technology in classes, testing, and homework assignments.

Key Performance Measure(s):

Fall 2005 – expand use of innovative instructional strategies in introductory courses; add at least one new interdisciplinary/special course per year; expand use of instructional technology.

Fall 2006 – see measures in preceding year.

Fall 2007 – see measures in preceding year; expand use of innovative instructional strategies in advanced courses.

Fall 2008 – see measures in preceding year.

Fall 2009 – see measures in preceding year.

Goal #5 Increase the number of undergraduate majors and graduate students, and enhance the ability to recruit and retain the best students.

Objectives: Increase number of graduate TA lines by 10-20%, increase graduate student stipends, and provide health insurance.
Increase number of undergraduate majors.
Obtain funding for externally funded training grants.
Undertake fundraising efforts to establish scholarships.

Key Performance Measure(s):

Fall 2005 – request additional TA lines from Franklin College; work with administration to provide health insurance for graduate students (continue in succeeding years until implemented); work with College staff to raise private funds for scholarships.

Fall 2006 – see measures in preceding year.

Fall 2007 – renewal of VIGRE grant in Mathematics; see measures in preceding years

Fall 2008 – see measures in preceding years.

Fall 2009 – see measures in preceding years.

Goal #6 Expand educational outreach activities.

Objectives: Influence K-12 teacher preparation in the mathematical and physical sciences.

Assist teachers in local area schools.

Promote mathematics and physical sciences to K-12 students.

Key Performance Measure(s):

Fall 2005 – participation in local, regional, and state education initiatives; visits to local area schools by faculty, undergraduate majors, and graduate students; request sent to higher administration for incentives to involve faculty in K-12 educational improvement activities.

Fall 2006 – increased number of faculty participating in K-12 activities.

Fall 2007 – increased faculty scholarship/research (publications, grants) in areas related to K-12 activities.

Fall 2008 – see measures in preceding year

Fall 2009 – see measures in preceding year.

Appendix I.e.

Five Year Program Plan, 2005-2010 Division of Social Sciences, Franklin College of Arts and Sciences

A. Statement of Vision and Goals

1. Vision

The social sciences as currently clustered in the Franklin College include Anthropology, Geography, Psychology, Sociology, and Speech Communications. In addition, they include links directly to the interdisciplinary Institutes of African-American Studies and Women's Studies. A research arm of the Vice President for Research, the Institute for Behavioral Research, offers an active and productive setting for advanced research in the social and behavioral sciences at UGA and provides administrative support for some of the most active social and behavioral scientists on the UGA campus. IBR also offers a venue that promotes opportunities for collaboration among social and behavioral scientists. Several of these departments also include teaching and research that blends into the biological and environmental sciences and offers new and special opportunities at the interface of human and environmental studies.

The social and behavioral sciences play a critical role in the creation of new knowledge to address a range of pressing individual and social problems. The leading causes of preventable death in the US are behavioral in nature, making behavioral research an important part of the NIH portfolio and central to the long-term welfare of the citizens of the state of Georgia. In addition, there is a pressing need to better understand the social and economic changes involved in migration, immigration, aging, divorce, drug use, risky sexual behavior, violence, and terrorism, as well as to develop ethical models that can cope with rapidly evolving technological developments. As a result, social and behavioral sciences touch the lives of the citizens of Georgia in an increasing number of ways. The Social Sciences provide teaching and scholarly research on topics and issues that address pressing social and economic problems and concerns at the local, state, national and global scales and seek policy remedies for these. A vibrant social sciences division attracts significant extramural support and is integrated into many other academic disciplines in understanding and resolving many of society's most difficult problems. The division of social sciences seeks to have each of its departments recognized as having at least one nationally ranked graduate program.

2. Goals

1. Increase the size of the faculty in each of the departments and focus hiring and other resources on promising areas of research that have a high local, regional, and national priority and that offer new opportunities for collaboration across disciplines and with a good expectation of success in external funding.

2. Increase the size of the graduate programs in each of the departments and achieve national rankings for at least one graduate program in each department.

3. Enhance and/or expand undergraduate programs as appropriate to create a consistent level and quality of undergraduate education with a special emphasis on undergraduate research opportunities.
4. Reduce the teaching load of those social and behavioral scientists who are highly active and successful in obtaining external funding of their research programs.
5. Seek new and improved space to ensure adequacy and quality of space available for instruction and research in the social and behavioral sciences.

3. External Factors

Challenges:

Drops in funding levels in many agencies that provide extramural support for social science research.

Inadequate funding to support the core missions of instruction and research.

Inadequate, insufficient, and outdated space, especially for Speech Communication and Anthropology, impairs the ability to cope with the increased numbers of undergraduate and graduate students and the teaching and research missions.

Perceptions of the social and behavioral sciences as less important than the natural sciences, leading to less funding with higher teaching loads for faculty.

Opportunities:

The NIH roadmap emphasizes the importance of social and behavioral sciences, suggesting the potential availability of continuing extramural funding opportunities for those in the social and behavioral sciences.

Prevention is becoming increasingly accepted as an important behavioral goal. Behavioral Sciences are central to all prevention efforts.

Faculty in the social and behavioral sciences are increasingly willing to collaborate with those in other domains of science, and this suggests the potential for exciting new areas of investigation in the social and behavioral sciences.

4. Program Priorities

The following program priorities are identified as a means to achieve the goals noted above in the face of limiting external factors:

Target faculty recruitment to build on existing strengths and to expand into areas of new research development. Key areas include Work and Organizations (Psychology, Speech Communication and Sociology), Race and Ethnic Diversity/Global and Cultural Studies (Sociology, Geography), Neuroscience (Psychology with units elsewhere on campus), the

environment (Environmental and Ecological Anthropology, Global Climate change/atmospheric sciences/paleoclimate in Geography), Health and health communication (Speech Communication, Geography, and Psychology), and Deviance, Criminology and Law (Sociology). Resources needed: 7 faculty lines per year; \$500K per year for salaries and up to \$1.5M per year in Startup.

Provide competitive faculty salaries for existing faculty to reduce losses to other institutions and improve morale. Resources: \$400,000 in FY07 and FY08

Increase funding and stipends for graduate students and add additional graduate assistant lines to enhance strength of existing graduate programs. Resources: \$400,000 per year from state funds; eventually increase number of endowed graduate assistantships through development efforts.

Improve undergraduate education, especially through improved advising, instruction in introductory and upper division courses, and undergraduate research opportunities. Resources needed: new faculty lines (noted above); reallocation of instructional money to allow independent research work with undergraduates to count toward teaching load.

Continue to increase extramural funding in the social and behavioral sciences with special emphasis on collaborations across disciplinary lines. Resources: additional administrative support for grants: 2 staff @ \$45K per year.

Improve and upgrade teaching and research space and facilities, especially in Anthropology and Speech Communication where teaching and research space is inadequate to house new faculty research programs and to meet teaching demand. Resources: MRR and capital funds and/or relocation to other buildings on campus (Speech Communication – Caldwell? Anthropology – uncertain).

Create new interdisciplinary centers to galvanize research efforts and stimulate extramural funding in the social and behavioral sciences. Some currently being discussed include:

A center focused on issues of human well being and community health, risk behavior, immigration and ethnicity, and developing human potential among migrant groups would be timely given ongoing demographic and economic changes in Georgia, the United States, and throughout the world. The center could involve participants from Anthropology, Geography, Psychology, and Sociology, as well as being of interest to scholars from other colleges.

A center focused on gene-environment interactions would be opportune given the central role these have in future funding priorities at the National Institutes of Health. Such a center could be led by scholars in Speech Communication and involve scholars from a number of social and behavioral science departments as well as link the behavioral sciences with the genetics and biochemistry departments..

A center focused on diversity research, which would include collaboration with College of Education.

Resources Needed: Reallocation of departmental staff to provide support to centers; release time for faculty who serve as organizers and directors; projected cost \$30K per year.

B. Institutional-Level Performance Measures

The measures and methods noted below will be used annually to indicate demand, quality, productivity, and impact. Data from 2001-2004 will provide a baseline.

a. Demand

Credit hours per faculty member and per department.

Profile of graduate student pool, applied/admitted.

Number of majors/minors

Number of degrees granted: AB/BS, MA/MS, and PHD

b. Quality

The following key outcomes identified in our existing major assessment plans will be monitored annually:

Number of graduates and those receiving honors
 Student/faculty ratio
 Courses taught by faculty
 Course evaluations
 Placement in graduate/professional schools
 Research presentations and publications
 Honors and awards

The following key outcomes identified in our existing graduate assessment plans will be monitored annually:

Number of students graduating by degrees
 Student/Faculty ratio
 Course evaluations
 Progress of students and years to graduation
 Presentations and publications

Honors and awards
 National rankings
 Research Grants

c. Productivity

a. Faculty -- the following measures will be used and reported annually to monitor and measure the full range of faculty accomplishments:

Teaching

Number of courses taught and involvement in undergraduate and graduate teaching.
 Course enrollments for all courses taught
 Advisement and student committee service
 New and/or redesigned courses
 Student evaluations
 Awards and other recognition for teaching

Research and scholarship

Publications, quality and quantity
 Grants and contracts, numbers and \$ amounts
 Editorships, etc.
 Conference presentations
 Fellowships, honors, and awards
 Symposia or meeting organization

Service

Professional activities and university service and committees
 Outreach activities

b. Students -- the following methods will be used and reported annually to monitor and measure the progress of students:

Yield measures by year:
 Number of majors and minors
 Number of graduate students
 Number of degrees granted, by degree
 Undergrads involved in research programs
 Publications and presentations
 Honors and awards
 Student placements – graduate/professional schools; job placement

c. Benefits to Community, state, region, nation, and global community.

Benefits to the community at various scales can be assessed by quantitative measures as well as less tangible results. For example, the number of students taught and prepared for careers is one metric, and the number of grant dollars obtained is another. At the same time the impact and behavior of those we teach is not easy to measure nor is the effect and consequence of the knowledge faculty create and disseminate easily discernible in the near term. Yet such knowledge is invaluable, and the true value of those we teach and train may not be apparent for years.

d. Impact

Modern social and behavioral sciences have an enormous and incalculable role to play in the development of policy and practice to improve the lives and lifestyles of others both locally and beyond. Better understanding of people and their behaviors will improve societies and communities while improved knowledge and understanding of the relationship between people and their environments in indeed the key to a better future for our natural resources and all who share them. The Division of Social Sciences contributes substantial value through its teaching and the creation of new knowledge for the University, state, region, nation, and global community.

The impact of the Division on the University's three strategic goals will be monitored and measured as follows:

Building New Learning Environments:

- Increase and enhance the undergraduate research experience and opportunities
- Continue to improve classroom technology and its use
- Improve the training of graduate students to teach
- Continuing improvements of teaching methods and content for all faculty
- Participation of faculty and grad students in teaching workshops and in cross-disciplinary initiatives such as PRISM and GSTEP

Research Investments:

- Level of research funding
- Quantity and quality of publications
- Prevention programs influenced
- Policies influenced
- Interventions developed
- Technical Reports Published
- Patents, licenses, etc, awarded
- Startup companies
- Honors, awards, and other recognitions

Presentations of students and faculty

Competing in a global economy:

Internationalized research and training partnerships and opportunities
 Educating students and faculty abroad
 Enhanced foreign language and areas studies education
 Ensuring all students participate in international education

Contributions to enhancing diversity:

Recruiting a diverse faculty
 Recruiting a diverse undergraduate and graduate student body
 Research opportunities for minority undergraduates
 Study abroad opportunities and scholarships for minority students
 Ensure a curriculum that is inclusive and appealing to minority students

C. Individually Selected Performance Measures

Specific goals are identified in section A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress toward those objectives:

Goal #1. Increase the size of the faculty in each of the departments and focus hiring and other resources on promising areas of research that have a high local, regional, and national priority and that offer new opportunities for collaboration across disciplines and with a good expectation of success in external funding.

Objectives:

Maintain and build academic strength in core areas of the social and behavioral sciences and expand into promising new areas.

Expand research activities into new and promising areas with increased collaborations across disciplines and increase external funding for research.

Key Performance Measures:

Fall 2005 -- Add 7 faculty positions
 Fall 2006 -- Add 7 faculty positions
 Fall 2007 -- Add 7 faculty positions
 Fall 2008 -- Add 7 faculty positions
 Fall 2009 -- Add 7 faculty positions

Fall 2005 -- Provide additional administrative support to facilitate increased grants submission among faculty within the social sciences; increase grants submission by 5% and increase external funding in the social and behavioral sciences by 2%.

Fall 2006 -- Increase grants submission by 5% and external funding by 2%; explore new initiatives across departments and divisions for collaborative research.

Fall 2007 -- Increase grants submission by 5% and external funding by 2%; continue to seek new collaborative research initiatives among social and behavioral scientists.

Fall 2008 -- Increase grants submission by 5% and external funding by 2%; review record of grants received and types of new collaborative initiatives to identify areas of success.

Fall 2009 -- Increase grants submission by 5% and external funding by 2%; Review progress of social sciences in new and collaborative ventures over last 5 years, and assess outcomes to focus on most productive areas for likely future success

Goal #2: Increase the size of the graduate programs in each of the departments and achieve national rankings for at least one graduate program in each department.

Objectives:

Add additional state and/or contract funds to expand and improve stipends and possibly health insurance to attract the very best graduate students while maintaining a diverse graduate student cohort.

Key performance measures:

Fall 2005 -- Increase grad student intake commensurate with faculty and program capacity and improve average profile of admitted students based on GPA, GRE, and other appropriate achievement measures for a diverse graduate student cohort..

Fall 2006 -- Seek increased stipend support levels of 5% for GAs and continue to promote idea of health insurance for GAs.

Fall 2007 -- Increase grad student intake as appropriate for available resources, and continue to improve quality based on GPA, GRE, and achievement measures.

Fall 2008 -- Increase grad student intake as noted above and review progress to graduation toward increasing annual yield of graduate degrees

Fall 2009 -- Review size and quality of graduate program based on yield of graduate degrees awarded over last 5 years to determine results of growth on yield as well as placement of graduates as an indicator of qualitative improvement.

Goal #3 Enhance and/or expand undergraduate programs as appropriate to create a consistent level and quality of undergraduate education with a special emphasis on undergraduate research opportunities.

Objectives:

To maintain and build undergraduate programs of the highest quality appropriate to a great public university.

Key performance measures:

Fall 2005 -- 5% of majors in formal undergrad research program; review teaching of all undergrad courses for grade distributions, share taught by non tenure-track, and average performance of all undergraduate majors

Fall 2006 -- 8% of majors in undergrad research program; expand low enrolled majors to at least 100 majors; seek at least 20 graduates in each undergrad degree program/annum.

Fall 2007 -- 10% of majors in undergrad research program; continue review of all undergrad courses for grades, instructors, and departmental advisement procedures to ensure high standards are maintained.

Fall 2008 -- 12% of majors in undergrad research program;

Fall 2009 -- 15% of majors in undergrad research program. Provide 5-year review of undergrad major program to include all courses, grade distributions, instructors by tenure/non-tenure track, numbers of majors and graduates, and success of majors and graduates as seen in matriculation in graduate/professional schools and job success.

Goal #4 Reduce the teaching load of those social and behavioral scientists who are highly active and successful in obtaining external funding of their research programs.

Objectives:

Seek to reduce the teaching loads for those social sciences faculty who succeed in obtaining significant external funding to a par with faculty in physical sciences.

Key performance measures:

Fall 2005 – Collect and compile information on teaching loads in the Social Sciences at peer and aspirational institutions; design competitive program for faculty who seek reduced teaching loads based on success in external grants arena.

Fall 2006 -- Implement program of reduced teaching loads on a trial basis – 3-year appointments.

Fall 2007 – Continue program as described above.

Fall 2008 – Continue program; review first 3-year group.

Fall 2009 – Continue program and review of those with reduced teaching loads.

Goal #5 Seek new and improved space to ensure adequacy and quality of space available for instruction and research in the social and behavioral sciences.

Objectives:

Seek new space for instruction and research activities with priority placed on Speech Communication and Anthropology.

Fall 2005 -- Request space needs from all units and set priorities

Fall 2006 -- Address highest priority needs for at least 1 unit with chronic needs

Fall 2007 -- Continue improvements in highest priority unit and proceed to next unit in priority list.

Fall 2008 -- Submit MRR funding request for other renovations as needed.

Fall 2009 -- Submit MRR funding request and proceed with renovations as needed; Review overall space needs in social and behavioral sciences and set priorities for the next five years.

Appendix II: Synopsis of Strategic Plan for Arts and Sciences, 2000

Introduction: This synopsis presents the main focal points of the Strategic Plan developed by the Franklin College of Arts and Sciences. The College is committed to maintaining or building excellence in all its programs. The following areas are ones to which the College will give special emphasis in the next decade.

Budget: This proposed plan would require a continuing budget of \$3,999,692 from the College of Arts and Sciences and of \$3,001,250 from other sources, presumably half from state monies and half from through development and external grants. This plan also proposes approximately \$173 million in money for construction of buildings for the School of Art, Drama, The Georgia Museum of Art, Marine Sciences, Ecology, Chemistry, and the Center for Emerging Global and Tropical Diseases, to be raised by the University through legislative efforts and fund-raising. The College of Arts and Sciences will provide its portion of this budget through redirection of existing resources.

1. Excellence in Undergraduate Teaching \$1,205,000

Across the nation major colleges and universities are reemphasizing the importance of undergraduate education. Undergraduate students are the heart of the University of Georgia, and providing them with a high quality education is a central reason for its existence. The Franklin College of Arts and Sciences is committed to providing a first-class instructional program for undergraduate students. We will strive to provide our students with a learning environment that stresses the value of a liberal education, excellence in teaching, and meaningful contact with faculty. We will provide continuing and enhanced support to programs that foster a student-centered educational environment. These programs enhance the quality of student life and in particular learning opportunities in the subject areas that form the traditional core of a liberal education: English, mathematics, foreign languages, the social sciences, and the natural sciences. This plan proposes providing expanded support for the Writing Intensive Program, Freshman Seminars, and the Mathematics pre-calculus learning labs, which were conceived to provide additional individual attention to undergraduate students. The College also proposes to enhance support for the Biology and Chemistry learning labs, which utilize instructional technology to provide a high-quality computer-based testing environment; and to implement a program for providing faculty and classrooms with modern computers and other instructional equipment on a continuing basis to insure continuing and improving use of technology in the classrooms. Enhanced support for all of these programs will enable the College and the University to maintain and raise the level of instruction our students receive. The most highly ranked universities in the nation are known not only for their research and graduate programs but also for their excellent programs in undergraduate studies.

International Programs: Current and future UGA graduates will encounter a world where space and time are increasingly compressed. In such a future virtually all occupations will have frequent global interactions as information and communications technologies link all parts of the world. To enable our students to function effectively in

this environment, we must provide them with a broader global academic experience that promotes appreciation of other cultures and traditions. To reinforce the traditional role of international and intra-cultural studies as part of all College degree programs, the College Strategic Plan proposes to add new faculty positions in carefully selected international areas such as African Studies, Latin and Central American Studies, GLOBIS, and East and South Asian Studies. The further development of international programs will benefit departments across the College, from the social sciences to the humanities and the environmental sciences.

Lower-Division Language Teaching: The College proposes to continue its development of diverse foreign language and cultural studies programs. One immediate prospect in the Asian languages is Hindi. With its rich tradition of literature, history, and culture, Hindi is the official business language in India, the world's largest democracy. A Hindi Language Program will provide students with proficiency in the most important cultural and business language of India and its billion inhabitants. The addition of other Asian or African languages will help prepare University students to play a role in economic and cultural relationships the United States is forging in Asia and Africa. We will also at the appropriate time introduce new course sequences in Scandinavian and Eastern European languages, and in modern Hebrew. The creation of new language programs, and continued support for existing language programs, is essential to the development of international research and instructional programs at the University. They will be accompanied by the development of study abroad programs that allow students to be immersed in the culture of the languages they are learning. Language proficiency provides the basis for scholarly and practical applications in international business, medicine, and agriculture. Its importance cannot be overstated.

2. National Leadership in the Arts and Humanities: The Institute for Advanced Creative Exploration and PAVAC 2 and 3 \$2,317,942

The Institute for Advanced Creative Exploration: Proposed by schools and programs in the arts, the Institute for Advanced Creative Exploration will undertake an innovative and interdisciplinary approach to collaboration between the arts and related fields. Faculty at the University have identified the interface between the arts and technology as a point of common interest that has already garnered significant recognition for the University. The proposed Institute would generate significant opportunities for external funding both from federally and private sources. This new institute will be an interdisciplinary endeavor that cuts across traditional boundaries separating Art, Music, Drama, Dance, and the humanities. It will build and focus attention on the creative potential of new technologies and media in the arts and will encourage interdisciplinary and inter-media collaborations. The Institute will invite artists on the cutting edge of art forms that utilize new media and technologies to campus, and will seek significant support from grants and private funding opportunities in the corporate world. Among the areas that would likely form the heart of this new collaboration are such areas as computer art and computer animation, computer technology used in dramatic performance and design, film studies, creative writing and the New Music Center in the School of Music, which supports the performance of both contemporary as well as electronic music. The creation of new faculty positions in film studies and creative writing will specifically benefit the humanities and will address as well the goals of the

first theme of this strategic plan, excellence in undergraduate instruction.

PAVAC 2, PAVAC 3, The Georgia Museum of Art: The completion of planning and construction for the second phase of PAVAC will provide the School of Art, and along with it the Center for Advanced Creative Exploration, a new building appropriate designed to accommodate the needs of the school, its students and faculty, and the changing face of the arts. The fact that the School of Art has achieved the success it currently enjoys, given the absence of a suitable building and the dispersal of the faculty over the campus in at least eleven separate locations, is a real tribute to the talent and hard work of the faculty and staff of the School. Better facilities that allow the various studios and areas that make up the School to be located in a central location will improve morale among faculty and students and enhance collegial interactions. The proximity of the new Art building, and of the building for Drama that should follow, to the Music building, and to the expanded Art Museum and the Performing Arts Center, will encourage the sort of interactive collaboration among the Arts that the Institute will seek to encourage and support. The expanded Georgia Museum of Art, to be funded with externally raised monies, will enhance the new Fine Arts campus that results from this building program and will make the University of Georgia a leading collegiate force in the arts regionally and nationally. Projected cost of the PAVAC projects is 67 million dollars.

The College further proposes to build the creative writing program in the English Department. A recent external review suggested this program can become in short order a highly ranked program in the nation. New undergraduate degree programs in African American Studies and Women's Studies will also enhance the diversity of the undergraduate curriculum in the humanities.

3. Environmental Studies, The Center for Emerging Tropical and Global Diseases, The School of Marine Sciences \$1,025,000

Because the University of Georgia does not have a medical school, it has not in the past deeply engaged in biomedical research. This intra-college and interdisciplinary biomedical initiative seeks to move the University towards the forefront in biomedical research by exploiting developments in a number of fields. It seeks to strengthen our research programs in molecular parasitology, genomics, and biotechnology and to draw the University into collaboration with other colleges and universities, particularly the Medical College of Georgia. Biomedical research has the potential to attract substantial external research grants and to provide educational and research experiences to our students in areas that are in great demand. While National Science Foundation funding was recently increased by less than 10%, funding from the National Institute for Health was doubled. The new Center for Tropical and Emerging Global Diseases is an outstanding example of the sort of UGA biomedical program that requires expansion. The University's strength in ecological studies will be an important complement to the biomedical initiative. The Institute of Ecology is one of the oldest such programs in the nation. Our Environmental Studies Program has been ranked at number 16 in the nation by the National Research Council's analysis of graduate research programs in the 1990s. Diversification and enhancement of this program will enable the University to play a leading role as this area of research and study continues to develop. Interdisciplinary collaborations with such departments as Anthropology, Geography, and the Biological

Sciences will further enhance the potential value of this program. The Strategic plan proposes 30 million in construction costs for a new building for Ecology.

The Center for Emerging Tropical and Global Diseases is a cross-college collaborative effort between Arts and Sciences and the School of Veterinary Medicine. It will build on the research of our scientists who are utilizing modern technology in molecular biology, chemistry, immunology, genetics, and other fields. It seeks to focus research and educational attention on formerly tropical diseases that have emerged from the isolated forests and jungles of their origin and that are now having a significant impact on a world-wide basis. In addition to the suffering they cause, they have become an international health issue with potentially damaging consequences for the world economy and international relations. The heart of the biomedical initiative involves some of the most pressing problems of the global world-AIDS, malaria, schistomyosis, Chagas disease, and other infectious diseases. Also included are diseases of animals that play an important role in Georgia agriculture. Through the biomedical initiative the University can forge fruitful relationships with the Center for Disease Control in Atlanta, Emory University, and the Medical College of Georgia. The projected cost of a building for the center will be 10 million dollars.

The School of Marine Programs provides educational and research opportunities in all aspects of the marine environment. This relatively new program already secures more external funding for research grants than any other unit in the College, and its reputation is rapidly building. The Sapelo Marine Institute fostered pioneering studies on salt marsh ecosystems that have had enormous practical applications for marine fisheries. Further development of the School will have a significant positive impact on the state's marine resources and will make it a leading research and extension centers of its type in the nation. It will also enhance opportunities for collaboration with Geography, Geology, History, and other units of the University. Sapelo Island on Georgia's coast is a resource of immense value to our strong research and instructional programs in the Marine Sciences. Both the laboratory facilities and the residential and instructional facilities for students have deteriorated and need renovation or replacement. With a reasonable investment the University could gain a research and educational resource that could not be purchased at any price elsewhere in the nation. We propose that Sapelo Island and its Marine Institute be incorporated into the School of Marine Programs to provide seamless administration from campus to coast. Given the existing strengths of our Marine Sciences programs, which lead all other units in the College in receiving external grant support, the rehabilitation of Sapelo could be the cornerstone of a genuine center of excellence in instruction and research for the University of Georgia. The plan proposes 6 million dollars in construction and renovations for Marine Programs.

4. Workforce Development in Computing and Mathematical Sciences \$805,000

The new millennium will clearly be an age of information and technology. Our departments of Computer Science, Statistics, and Mathematics stand at the center of this interdisciplinary nexus. The need for skilled graduates in computer sciences and allied fields where computation is important is growing faster than state schools can produce them. Governor Barnes has called for strengthening computer science programs and increasing the number of computer science graduates in the state of Georgia. The

computational and informational sciences interface with virtually every subject area taught at the University, including the arts, humanities, and the natural sciences. Our programs in these fields are gaining recognition; the number theory program was recently recognized as the tenth best such program in the nation. The potential for heightened national recognition, external funding both federal and private, and a burgeoning job market make building and strengthening programs in this area a primary focus for the College and the University.

Undergraduate as well as graduate students are clamoring for admission to degree programs in Computer Sciences. There is a need for a careful yet rapid expansion of the programs in Computer Sciences. The Yamacraw Mission is providing funds for new faculty lines in the department, including one distinguished senior position, and there is the opportunity for more such positions in the future. Research fields in Computer Science range from business applications of computers to genomics and bioinformatics. We propose to develop a fully rounded department that can serve undergraduate and graduate student needs alike and that can play a major role in North Georgia's growing industry in information technology, telecommunications, biotechnology, and the "chip" industry. In addition, the strong research programs we have developed in the biological and chemical sciences suggest the possibility that we can play a strong role in the development of DNA computer chips. We also need to offer a certificate program for non-computer science majors who have developed mid-level computer skills and wish to develop them for use in their respective disciplines.

5. Outreach \$1,285,000

In two outreach areas the College proposes significant expansion. The State Museum of Natural History is poised to become a major state-wide resource. The College shares support of the Museum with Public Service and Outreach. Increased support will enable the Museum to enlarge its operations and better prepare for the building it will soon be able to make its home. As the needs of the expanding programs at the University grow, the importance of an effective development program at the College level becomes all the more apparent. The College proposes to add two development officers to its staff. They will provide assistance to departments that need to become active in development activities—units in the arts, humanities, and social sciences in particular. They will help to secure funds for new and enhanced programs that will increasingly rely on external funding sources for financial support. An enhanced development programs will be necessary to provide supplementary support to many of the initiatives proposed in this strategic plan.

Arts and Sciences collaborates with the Office of the Vice President for Service and Outreach in support of the Museum of Natural History, which was recognized last year by the state legislature as the official natural history museum of Georgia. The Museum provides resources for research in flora and fauna of the state and the region. It is an educational resource for students at the University, for public schools at all PK-12 levels, and for citizens across the state. The Museum needs a facility for displaying its collections, for research, and for storage and maintenance of its considerable collections in virtually every category of natural organisms. The Museum provides strength in the area of systematics, which interfaces with the Environmental Sciences in particular. The Museum is just beginning to receive much deserved recognition as a valuable resource to

the state.

6. Administration and Information Technology \$363,000

By providing effective and efficient administration at all levels, the Franklin College can free faculty and students for study and research and can provide better support and planning for its instructional programs. Enhancements in Internet and web-based technology and informational technology provide means for the College to improve the accountability of its operations. We propose to take advantage of these technologies to overhaul and refine the administration of the College at all levels into a paperless, electronic set of procedures and transactions.

| | Arts and Sciences | | Other funds | |
|--|--------------------------|--|--------------------|--|
| Totals: | \$3,999,692 | | \$3,001,250 | |
| New construction: | | | | |
| Center for Emerging Global and Tropical Diseases | | | \$10,000,000 | |
| Marine Sciences Construction and Renovations | | | \$6,000,000 | |
| PAVAC II and III | | | \$67,000,000 | |
| Institute for Advanced Creative Exploration | | | \$10,000,000 | |
| Chemistry Building | | | \$50,000,000 | |
| Environmental Sciences Building | | | \$30,000,000 | |
| | | | \$173,000,000 | |

Appendix III: Performance Measures

- a) Performance Measures for Biological Sciences**
- b) Performance Measures for Fine Arts**
- c) Performance Measures for Humanities**
- d) Performance Measures for Social Sciences**
- e) Performance Measures for Physical and Mathematical Sciences**

**Franklin College of Arts and Sciences
Biological Sciences Division
Institution Level Performance Measures for Program Planning^a**

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|--|---|---------------------|---------------------|
| <u>Demand</u> | | | |
| Note # of Tenured & Tenure-Track Faculty | 102 (Fall 04) | 104 (Fall 05) | 119 |
| # of Not-on-Tenure Track Faculty | 103 | 104 | 100 |
| 1. <u>Number of Students Enrolled FY 2005</u> | 21,445 | 21,500 | 22,000 |
| 2. <u>Credit Hours (FY 2005)</u> | | | |
| Lower division | 26,368 | 26,000 | 26,000 |
| Upper division | 19,613 | 19,500 | 20,000 |
| Graduate | 9,871 | 9,900 | 10,500 |
| Total: | <u>55,852</u> | <u>55,400</u> | <u>56,500</u> |
| 3. <u>Degrees Conferred (FY 2005)</u> | | | |
| Bachelors | 413 | 415 | 430 |
| Masters | 9 | 9 | 10 |
| Doctorial | 35 | 35 | 40 |
| 4. <u>Majors (Fall 2004)</u> | | | |
| Undergraduate | 2,206 | 2,422 | 2,300 |
| Graduate | 284 | 284 | 300 |
| <u>Quality</u> | | | |
| 1. <u>Major Awards to Undergraduates (FY 05)</u> | 1 Marshall Scholarship; 2 Goldwater Scholarships 57 Phi Beta Kappa initiates | | |

Franklin College of Arts and Sciences
Biological Sciences Division
Institution Level Performance Measures for Program Planning^a

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---|--|---------------------|---------------------|
| 2. <u>Major Awards to Faculty</u> | | | |
| Biochemistry and Molecular Biology | Fellow of AAAS | | |
| Cellular Biology | Seymour H. Hutner Prize; Fellow of AAAS | | |
| Genetics | 8 Fellows of AAAS; 3 Members of US National Academy of Sciences | | |
| Marine Sciences | NSF Career Award | | |
| Microbiology | 3 NSF Presidential Young Investigator Awards; NSF Career Award; Fellow of AAAS | | |
| Plant Biology | Member of US National Academy of Sciences; 2 Fellows of AAAS | | |
| 3. <u>Professional School Placements</u> | | | |
| Medical, Dental, Osteopathic Schools | 141 | 142 | 145 |
| <u>Productivity</u> | | | |
| 1. <u>Faculty</u> | | | |
| Per Reviewed Articles/Books | 459 | 431 | 500 |
| Invited & Contributed Presentations | 418 | 400 | 475 |
| Academic Unit External Funding (\$) | 33,450,394 | 30,000,000 | 35,000,000 |
| 2. <u>Student</u> | | | |
| <u>See Degrees Conferred (FY 2005)</u> | | | |
| CURO Symposium Participation | 53 | 55 | 60 |
| <u>Essentiality</u> | | | |
| 1. <u>Diversity</u> | | | |
| Minority Tenured & Tenure Track Faculty | 10 | 13 | 15 |

Franklin College of Arts and Sciences
Biological Sciences Division
Institution Level Performance Measures for Program Planning^a

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|----------------------------------|-------------------------|---------------------|---------------------|
| Minority Undergraduate Students | 575 | 679 | 750 |
| Minority Graduate Students | 35 | 37 | 45 |
| 2. <u>International Students</u> | | | |
| Undergraduate | 139 | 179 | 200 |
| Graduate | 97 | 93 | 100 |
| 3. <u>See Demand</u> | | | |

^aMost numerical data were obtained from the Office of Institutional Research.

Franklin College of Arts and Sciences
Fine Arts Division
Institution Level Performance Measures for Program Planning

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---------------------------------------|---|---------------------|---------------------|
| <u>Demand</u> | | | |
| Note: Tenure-track Faculty | 113 | 114 | 128 |
| Not-on-track Faculty | 17 | 25 | 25 |
| 1 Number of Students Enrolled FY 2005 | 20,958 | 21,000 | 23,000 |
| 2 <u>Credit Hours</u> (FY 2005) | | | |
| Lower division | 27,787 | 26,000 | 26,000 |
| Upper division | 20,597 | 20,600 | 22,000 |
| Graduate | 6,069 | 6,500 | 9,500 |
| Total: | 54,453 | 53,100 | 57,500 |
| 3 <u>Degrees Conferred</u> (FY 2005) | | | |
| Bachelors | 304 | 305 | 350 |
| Masters | 45 | 50 | 55 |
| Doctoral | 9 | 15 | 25 |
| 4 <u>Majors</u> (Fall 2004) | | | |
| Undergraduate | 1,396 | 1,500 | 1,500 |
| Graduate | 284 | 285 | 300 |
| <u>Quality</u> | | | |
| 1 Major Awards to Graduate students | 2 Joan Mitchel Foundation Fellowship Grants, Goizeuta Foundation Fellowship grant, Southern Graphics Council Fellowship, 2 Skowkegan Art Scholarships. | | |
| 2 Phi Beta Kappa initiates | 8 | | |
| 3 Major Awards to Faculty Art | Guggenheim, 2 Fulbrights, 2 National Art Education awards, Adoph and Esther Gotleib Award for lifetime achievement, Joan Mitchel Foundation Fellowship Grants. National Golden paint Award, others. | | |

| | FY2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|----------------------------------|--|---------------------|---------------------|
| 4 Professional School Placements | Anecdotal evidence from departments indicates that graduates are successful in finding suitable employment and admission to graduate programs. Music and Art have especially strong success rates. | | |
| 5 Accreditation 2005 | NASAD (National Schools of Art and Design, review scheduled FIDER (Foundation for Interior Design Education and Research, review scheduled spring 2006) NASD (National Assoc. for Schools of Dance, review scheduled fall 2006) NASM (National Assoc. of Schools of Music) American Music Therapy Association, review scheduled 2006 National Council for Accreditation of Teacher Education (NCATE, 2005-06) NAST (National Association of Schools of Theatre; last review 2001-02; next review 2011-12) | | |
| Art | | | |
| Dance | | | |
| Music | | | |
| Theatre/Film | | | |
| 6 Program Review | | | |
| Art | 2007-2008 | | |
| Dance | 2005-2006 | | |
| Music | 2004-2005 | | |
| Theatre/Film | 2001-2002 | | |
| 7 National Rankings | | | |
| Art | 21st, U. S. News and World Report Printmaking: 3rd | | |

Productivity

| | | | |
|--|-----------|-----------|-----------|
| 1 Faculty | | | |
| Books, CDs | 16 | 15 | 20 |
| Articles | 54 | 55 | 60 |
| Presentations | 97 | 100 | 120 |
| Exhibits, performances | 212 | 215 | 230 |
| Academic Unit External Funding (\$) | \$187,252 | \$187,252 | \$200,000 |
| 2 Student | | | |
| <u>See Degrees Conferred (FY 2005)</u> | | | |
| CURO Symposium Participation | 11 | 12 | 20 |

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|--|------------------|--------------|--------------|
|--|------------------|--------------|--------------|

Essentiality

| | | | |
|------------------------------|--------|---|-----|
| 1 Diversity Rates | | | |
| Faculty | 13/113 | | 14 |
| Undergraduate students | 181 | | 173 |
| Graduate students | 23 | | 20 |
| 2 International Students | | | |
| Undergraduate students | 44 | | 44 |
| Graduate students | 30 | | 35 |
| 3 Study Abroad | | | |
| Lamar Dodd School of Art | | Studies Abroad in Cortona, Cuba, Japan, West African and Costa Rica | |
| Hugh Hodgson School of Music | | UGA Study Abroad Program in Alessandria | |
| 4 See "Demand" above. | | | |

Note: Most numerical data were obtained from the Office of Institutional Research
 Departmental information was obtained from departmental reports
 External funding data obtained from the Office of the Vice President for Research

Franklin College of Arts and Sciences
Humanities Division
Institution Level Performance Measures for Program Planning

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---------------------------------------|-------------------------|---------------------|---------------------|
| <u>Demand</u> | | | |
| Note: Tenured/Tenure-track faculty | 174 | 175 | 195 |
| Non-tenure-track faculty | 13 | 24 | 25 |
| 1 Number of Students Enrolled FY 2005 | 51,524 | 51,600 | 53,000 |
| 2 <u>Credit Hours</u> (FY 2005) | | | |
| Lower division | 104,683 | 105,000 | 105,000 |
| Upper division | 41,535 | 41,700 | 44,000 |
| Graduate | 9,711 | 9,800 | 14,000 |
| Total | 155,929 | 156,500 | 163,000 |
| 3 <u>Degrees Conferred</u> (FY 2005) | | | |
| Bachelors | 413 | 415 | 430 |
| Masters | 9 | 9 | 10 |
| Doctoral | 35 | 35 | 40 |
| 4 <u>Majors</u> (Fall 2004) | | | |
| Undergraduate | 2,206 | 2,200 | 2,300 |
| Graduate | 284 | 285 | 300 |

Quality

1 Major Awards to Undergraduates
Classics

Germanic and Slavic Languages
History

2 Andrew Mellon Fellowships in Humanistic Studies, NSF Study Award
American Inst of Archaeology Distinguished Lecturer
Goldwater Scholar, 2 Fulbright Fellows
Andrew Mellon Marshall, Fulbright, James Madison Fellowships

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---|-------------------------|---|---------------------|
| Philosophy Religion | | 2 Recent Rhodes Scholars Fulbright Fellow | |
| 2 Phi Beta Kappa initiates | 73 | 80 | 90 |
| 3 Major Awards to Faculty Classics | | Fulbright Scholar, Andrew Mellon Fellowship | |
| English History 4 Professional School Placements | | 2 Schomberg Scholars, 1 Bloomfield Fellowship at Harvard 1 Pulitzer Prize, 1 McArthur Award, NSF Award, Fulbright Awards, 2 book awards Anecdotal evidence from departments indicates that graduates are successful in finding suitable employment and admission to graduate programs. | |
| 5 Program Reviews Classics, 2002 Comparative Literature, 2002 English, 2006 Germanic and Slavic Languages, 2006 History, 2002 Philosophy, 2007 Religion, 2003 Romance Languages, 2001 | | | |
| <u>Productivity</u> | | | |
| 1 Faculty | | | |
| Books | 56 | 55 | 58 |
| Articles | 265 | 250 | 275 |
| Presentations | 279 | 285 | 300 |
| Academic Unit External Funding (\$) | \$1,005,085 | \$1,000,000 | \$1,300,000 |
| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |

2 Student

See Degrees Conferred (FY 2005)

| | | | |
|------------------------------|----|----|----|
| CURO Symposium Participation | 16 | 18 | 30 |
|------------------------------|----|----|----|

Essentiality

1 Diversity Rates

| | | | |
|------------------------|-----|-----|-----|
| Faculty | 23 | 25 | 30 |
| Undergraduate students | 251 | 321 | 350 |
| Graduate students | 42 | 45 | 60 |

2 International Students

| | | | |
|------------------------|----|----|----|
| Undergraduate students | 59 | 58 | 60 |
| Graduate students | 68 | 73 | 75 |

3 Study Abroad

| | |
|-------------------------------|---|
| Classics | Study Abroad in Rome |
| Comparative Literature | Study Abroad in Tanzania |
| English | UGA at Oxford |
| Germanic and Slavic Languages | UGA in Erlangen |
| Religion | Study Abroad in Morocco, Europe (France/Switzerland), Vietnam (under development) |
| Romance Languages | Study Abroad in France and Spain (several programs) |

4 See "Demand" above.

Note: Most numerical data were obtained from the Office of Institutional Research
Departmental information was obtained from departmental reports
External funding data obtained from the Office of the Vice President for Research

**Franklin College of Arts and Sciences
Mathematical and Physical Sciences Division
Institution Level Performance Measures for Program Planning^a**

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---|-------------------------|---------------------|---------------------|
| <u>Demand</u> | | | |
| Note: # of Tenured & Tenure-Track Faculty | 137 (Fall 04) | 136 (Fall 05) | 155 |
| # of Not-on-Tenure Track Faculty | 70 | 71 | 70 |
| 1. <u>Number of Students Enrolled FY 2005</u> | 42,065 | 42,100 | 43,000 |
| 2. <u>Credit Hours (FY 2005)</u> | | | |
| Lower division | 82,111 | 82,200 | 84,000 |
| Upper division | 10,413 | 10,400 | 11,000 |
| Graduate | 15,152 | 15,200 | 16,000 |
| Total: | 107,676 | 107,800 | 111,000 |
| 3. <u>Degrees Conferred (FY 2005)</u> | | | |
| Bachelors | 127 | 130 | 140 |
| Masters | 83 | 83 | 90 |
| Doctoral | 36 | 36 | 40 |
| 4. <u>Majors (Fall 2004)</u> | | | |
| Undergraduate | 755 | 675 | 775 |
| Graduate | 453 | 488 | 510 |

Quality

1. Major Awards to Undergraduates (FY 05) 8 Phi Beta Kappa initiates

2. Major Awards to Faculty Chemistry
Member of the US National Academy of Sciences; 3 Fellows of AAAS; 2 NSF Career Awards; Presidential Young Investigator; German Presidential Medal of Honor

**Franklin College of Arts and Sciences
Mathematical and Physical Sciences Division
Institution Level Performance Measures for Program Planning^a**

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|-----------------------|--|---------------------|---------------------|
| Computer Science | IEEE Fellow; William F. Rockwell, Jr. Medal; Fulbright Scholar | | |
| Geology | Charles Schuchert Award | | |
| Mathematics | 3 Sloan Fellows | | |
| Physics and Astronomy | 5 Fellows of the American Physical Society; 2 Fulbright Senior Scholar; Fellow of the AAAS | | |
| Statistics | 2 Fellows of the American Statistical Association; Fellow of AAAS | | |
| | | | |
| 3 | <u>Professional School Placements</u> | | |
| | Medical, Dental, Osteopathic Schools | 5 | 6 |
| | | 6 | 7 |
| | | | |
| | <u>Productivity</u> | | |
| 1 | <u>Faculty</u> | | |
| | Peer Reviewed Articles/Books | 456 | 450 |
| | Invited & Contributed Presentations | 491 | 475 |
| | Academic Unit External Funding (\$) | 9,234,651 | 8,500,000 |
| | | | 10,000,000 |
| 2. | <u>Student</u> | | |
| | See Degrees Conferred (FY 2005) | | |
| | CURO Symposium Participation | 17 | 18 |
| | | | 25 |
| | | | |
| | <u>Essentiality</u> | | |
| 1. | <u>Diversity</u> | | |
| | Minority Tenured & Tenure Track Faculty | 27 | 28 |
| | Minority Undergraduate Students | 147 | 150 |
| | Minority Graduate Students | 80 | 74 |
| | | | 33 |
| | | | 175 |
| | | | 90 |
| 2. | <u>International Students</u> | | |

**Franklin College of Arts and Sciences
Mathematical and Physical Sciences Division
Institution Level Performance Measures for Program Planning^a**

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---------------|-------------------------|---------------------|---------------------|
| Undergraduate | 47 | 43 | 50 |
| Graduate | 286 | 263 | 275 |

3. See Demand

^aMost numerical data were obtained from the Office of Institutional Research.

Franklin College of Arts and Sciences
Social and Behavioral Sciences Division
Institution Level Performance Measures for Program Planning

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|---|-------------------------|---------------------|---------------------|
| <u>Demand</u> | | | |
| Tenured & Tenure-Track Faculty | 107 | 105 | 126 |
| Not-on-Tenure Track Faculty | 29 | 35 | 35 |
| 1 Number of Students Enrolled FY05 | 32,109 | 33,000 | 36,000 |
| 2 <u>Credit Hours</u> (FY05) | | | |
| Lower division | 55,914 | 56,000 | 62,000 |
| Upper division | 31,927 | 32,000 | 38,000 |
| Graduate | 8,364 | 8,400 | 9,000 |
| 3 <u>Degrees Conferred</u> (FY05) | | | |
| Bachelors | 713 | 725 | 740 |
| Masters | 37 | 40 | 42 |
| Doctoral | 41 | 40 | 42 |
| 4 <u>Majors</u> (Fall 2004) | | | |
| Undergraduate | 2,303 | 2,493 | 2,670 |
| Graduate | 2,002 | 2,187 | 2,350 |
| | 301 | 306 | 320 |
| <u>Quality</u> | | | |
| 1 Major Awards to Undergraduates | | | |
| Phi Beta Kappa initiates | 50 | 50 | 50 |
| 2 Participants in the CURO Program | | | |
| | 18 | 20 | 23 |
| 3 Graduate Student Acceptance Rate (%) | | | |
| | 13 | 12 | 11 |

| | FY 2005 Baseline | FY 2006 Goal | FY 2009 Goal |
|--|-------------------------|---------------------|---------------------|
| <u>Productivity</u> | | | |
| 1 <u>Faculty</u> | | | |
| Books | 15 | 15 | 16 |
| Articles and Book Chapters | 311 | 315 | 330 |
| Academic Unit External Funding (\$) | 5,025,671 | 6,000,000 | 8,000,000 |
| 2 <u>Student</u> | | | |
| Undergraduate Degrees Conferred (FY05) | 713 | 725 | 740 |
| Graduate Degrees Conferred (FY05) | 78 | 80 | 84 |
| CURO Symposium Participation | 18 | 20 | 23 |
| <u>Essentiality</u> | | | |
| 1 <u>Faculty Diversity (Tenure-track faculty)</u> | | | |
| No. Asian | 4 | 5 | 8 |
| No. African American | 4 | 5 | 7 |
| No. Hispanic | 0 | 1 | 2 |
| No. American Indian | 2 | 2 | 2 |
| 2 <u>Undergraduate Majors Diversity</u> | | | |
| No. Asian | 75 | 80 | 90 |
| No. African American | 135 | 140 | 150 |
| No. Hispanic | 30 | 32 | 38 |
| No. American Indian | 2 | 2 | 4 |
| No. mixed race | 53 | 56 | 60 |
| No. international | 57 | 55 | 70 |
| 3 <u>Graduate Student Diversity</u> | | | |
| No. Asian | 7 | 9 | 15 |
| No. African American | 14 | 16 | 20 |
| No. Hispanic | 8 | 8 | 11 |
| No. American Indian | 2 | 2 | 2 |
| No. mixed race | 8 | 8 | 12 |
| No. international | 41 | 40 | 60 |