

# **Annual Report**

## **Franklin College of Arts and Sciences**



**University of Georgia**

**July 1, 2000 -- June 30, 2001**



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**Annual Report**  
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**Introduction:** The Franklin College of Arts and Sciences is the oldest and largest of the thirteen schools and colleges that make up the University of Georgia. Some 14,000 undergraduate and graduate students are enrolled in our degree programs. In this respect, the College is larger than the Georgia Institute of Technology.

The overarching goal of the Franklin College of Arts and Sciences, along with the University of Georgia itself, is to be ranked by the measurable standards of faculty accomplishments, quality of undergraduate and graduate education, and service to the state, nation and world as one of the eminent institutions of higher education nationally and internationally. Foremost in all our planning, provisions must be made to preserve and nurture the faculty and staff whose accomplishments contribute to this goal. It is of utmost importance that we maintain a core of faculty who push the frontiers of knowledge and creativity across the spectrum of those activities that define an eminent college of arts and sciences. This will ensure that we can provide exposure of our students not only to effective teaching, but also to the excitement of interacting with the people who operate on the frontiers of knowledge and creativity.

At present, the College is made up of some 30 departments and an additional 30 programs, research centers, and international and studies abroad programs. We are the home college of approximately 40 % of the tenure-track as well as non-tenure-track faculty who are directly involved in the fundamental missions of instruction, research, scholarship, creativity, and service that define this University. Our instructional mission accounts for approximately 63% of all the undergraduate credits and 35% of all the graduate credits earned each academic year on this campus.

In addition, the Franklin College accounts for about 53% of all the external research monies awarded to the University, as reckoned by the Office of the Vice President for Research. Each year the College has steadily increased the external research monies it has received, with a slight dip in FY 1995. In addition, our faculty also account for a substantial portion of the monies awarded to the University by the Georgia Research Alliance.

**The Office of the Dean:**

The Office of the Dean of the Franklin College of Arts and Sciences consists of the dean, three associate deans, one assistant dean, an assistant to the dean for budget matters, a director of development, a coordinator of system support, and support staff. The Dean oversees the staff as a whole, supervises recruitment, and directs the general activities of the College. In the past year several significant changes in the staff have occurred. Charlton Lee and Sarah Simpson joined our Development Office after the departure of Robert Ramsey and Meredith Gurley. Paul Bowles and

Sherry Brackett, both with the systems group staff, resigned to take positions elsewhere. Jason Orrill and Michael Brewer joined the systems group office to replace them. Cathy Owen joined the Dean's Office as senior administrative secretary for the Development Office. There were also staff changes in our budget, graduation, and advising offices.

Dean Anderson and the associate deans hold responsibility for a specific set of tasks that include oversight of departments and programs. Robert Anderson oversees the physical and mathematical sciences, the instructional budget, and the Interdisciplinary Studies Program; Clif Pannell, the social sciences, international programs, and summer school budget; Hugh Ruppensburg, the arts and humanities, promotion and tenure, and the equipment budget. Dean Wyatt Anderson coordinates College administration as a whole and oversees the biological sciences and recruitment. Michelle Garfield handles student advising, complaints, and activities. There are, of course, many other duties. An excellent staff of secretaries, advisors, and assistants diligently supports administration of the College. Individual departments and schools within the College are administered by their heads or directors, who exercise autonomy within the constraints of College and University policy. The office of the Dean of Arts and Sciences strives to insure that the College is serving the larger mission of the University of Georgia, and that individual departments and programs within the College have resources and assistance necessary for their instructional, research, and service missions.

The Franklin College has the largest operating and instructional budget of any unit at the University of Georgia. This is not a reflection of the wealth of the College, however, but of its size and of the many responsibilities that it carries. Indeed, the instructional budget is not large enough to cover the instructional needs of the College and its students, and, until this year, the operating budgets of the various departments and programs had not increased in many years. Careful management of resources over the past several years has enabled the College to use wisely the resources it does have, and the Vice President for Academic Affairs has been consistently supportive by providing periodic supplements for instruction, equipment, and other needs. By delaying for one year the replacement of vacancies created by faculty retirements and resignations, the College has been able to use resultant salary savings to provide increased funds for faculty travel and departmental operating, supply, and expense budgets and other purposes. Careful monitoring of budgets at the College level is reinforced by increased emphasis on the importance of efficient budgeting at the departmental and program levels. Budget officer Peggy Peters oversees a highly capable staff in the College budget office that carefully monitors all aspects of the College budget. She is the center of the College's effort to make efficient use of its budget.

## I. Accomplishments:

The College had an extremely successful year in recruitment. With seventy-one positions open for recruitment including vacant Franklin Fellow positions, fifty-two were filled. These included six professorships (including one visiting professorship), four associate professorships, and forty-two assistant professorships. In most cases, departments hired their first-choice candidates as the result of vigorous recruiting and by offering starting salaries at nationally competitive levels. Recruitment for nineteen positions was held over to the next academic year. A list and description of newly recruited faculty is in Appendix A of this report, p. 33.

- Three new Eminent Scholar Professorships have been approved: in Functional Genomics; Global and Tropical Emerging Diseases; and Bioinformatics in Biochemistry.
- With the support of the Yamacraw Initiative, two new assistant professors were appointed in Computer Sciences.
- An instructorship in Drama was converted into an assistant professorship position and used to recruit Antje Ascheid, whose speciality is film studies, significantly adding to the faculty in this area.
- Successfully recruited to fill eight faculty vacancies in the Lamar Dodd School of Art and five in the School of Music.
- Dr. Alan J. Kulikoff, one of the nation's most distinguished scholars in Southern history before the Civil War, and in early American history in general, was successfully recruited for the newly reconfigured Baldwin Professorship in the Humanities. He will join the faculty in fall 2001.
- After reviewing nominees submitted by departments in the arts, a faculty committee recommended and Dean Anderson appointed Professor Art Rosenbaum to the Wheatley Professorship in the Fine Arts. Rosenbaum has been at the University since 1976. For further information see <http://www.franklin.uga.edu/chronicle/articles/rosenbaum.htm>.
- The search for the Helen S. Lanier Distinguished Professorship in English was successful with the appointment of Professor Jed Rasula, a specialist in modern poetry.
- Germanic and Slavic Languages successfully recruited Beatrice Hanssen, a senior professor from Harvard University who will join the University in August 2001. Trained as a comparativist, Dr. Hanssen brings expertise in the area of 19th- and 20th-century literature and culture and modern literary theory.
- Douglas Anderson was appointed to the Sterling-Goodman Professorship in English. See <http://www.franklin.uga.edu/chronicle/articles/anderson1.htm> for more information.

A number of significant changes among department heads occurred during 2000-01:

- Robert Curtis became head of Classics, replacing Richard LaFleur after service as head for twenty-one years.

- Nelson Hilton was appointed head of the English Department, replacing Anne Williams.
- Timothy Hollibaugh became acting head and director of the School of Marine Programs replacing Robert Hodson.
- Dan Kannan became head of the Mathematics Department, replacing Kevin Clancey.
- Edward Larson replaced James Cobb as head of History.
- Don Lowe served as interim director of the School of Music, replacing Richard Graham, who retired at the end of December 2000. Lowe was appointed Director of the School effective July 1, 2001.
- Patricia Miller will replace Pat Del Ray, who retired in July, as Director of the Women's Studies Program. See <http://www.franklin.uga.edu/chronicle/articles/miller.htm> for further information on this appointment.
- Michael Olien will serve as Interim Head of Anthropology, replacing Jim Whitney who retired this year.

The College successfully met the needs of all its departments and students. During 2000-01, counting Honors courses, students occupied 125,788 seats in lower- and upper-division Arts and Sciences courses.

Enrollment figures for the 2001 summer school indicate that the College enrolled 5,387 students, an increase of 1,138 from the previous summer. Overall, enrollments were healthy.

In 2000-01 the College curriculum committee continued to approve new courses and changes to existing courses and degree requirements designed to meet the needs of students on the semester system. Departments and schools submitted 151 course proposals (93 undergraduate proposals; 18 graduate proposals, and 40 split-level proposals) for approval to the Faculty Senate Curriculum Committee. They were in turn submitted to the University Curriculum Committee. The committee also approved a graduate and undergraduate Interdisciplinary Certificate Program in Computer Systems Engineering, a proposal for the establishment of an African Studies Institute, and an Interdisciplinary Certificate Program in Computing. A proposal to revise the College multicultural requirement was brought before the committee. After lengthy discussions and review, the Committee concluded that the current multicultural policy was effective and voted not to accept the proposal to revise the requirement.

Between July 1, 2000, and June 30, 2001, through the Franklin College Outreach Program, 297 lectures or musical or artistic presentations were made by College faculty for an estimated 24,815 citizens of Georgia in 50 of Georgia's counties.

**Residential Learning:** The Franklin College collaborated with other units on campus in a number of initiatives focused on enhancing the academic environment of residential life on campus. These initiatives include the following:

- **Academic Advising in the Dorms:** The Franklin College of Arts and Sciences opened its

first satellite office in Brumby Hall in Fall 1999. An office in Creswell Hall opened in Spring 2000. The offices service all of the Arts and Sciences students who live in these two halls. Academic Advising is a vital service that is required of each student at the University. Our presence in the Residence Halls has enabled us to build on our existing award-winning advising program. Beyond the appointments, walk-ins, and on-call services that we offer in these offices, we also sponsor a Cultural Events Program and a variety of events that are held in the halls.

The Academic Advising office continued its Cultural Events Program with over 100 events posted on our calendar each term. This program provides incentives for students to attend academic and cultural events across campus. Advisors sign up to accompany students to existing performances, lectures and talks, or they organize an event themselves. The Cultural Events Program is an expression of the vision of a liberal arts education. Exposure of students to a variety of disciplines, ideas and ways of thinking, will spark their intellectual curiosity and prepare them to be lifetime learners.

The Franklin College of Arts and Sciences, along with the School of Music, University Housing, and the Office of the Vice President for Instruction sponsored a Student Concert Series for 2000-2001. The series began in October with the performance of the UGA Saxophone Ensemble. There were six performances scheduled for the academic year. These performances bring student musicians to the residence halls to perform. It is a great way of highlighting the wealth of musical talent on our campus.

Our satellite advising offices will continue to offer quality academic advising and innovative programming to enhance the experience of residence hall students. To find out more about our Academic Advising satellite offices, visit our web site at the following address:

<http://www.franklin.uga.edu/saga/data/reshall.htm>. For more information see Appendix C, p. 56.

- **The Franklin Residential College:** The College collaborated during 2000-2001 with Tom Dyer, Vice President for Instruction, and Jim Day, Director of Housing, in planning a residential living community that will be centered in Rutherford Hall. The initiative will open new opportunities for 80 women and 69 men in the Franklin College. Combining on-site faculty with novel opportunities for learning and cultural growth, the FRC has generated considerable interest on campus and in the community. It is founded on the idea that close interaction in a residential setting among students, faculty, and student affairs professionals promotes personal growth and a sharpened awareness of the importance of learning. The Franklin Residential College will bring together students, faculty, and professional staff in a residential setting and provide enhanced opportunities for learning and personal growth through emphases on academic development and shared cultural experiences. Michelle Garfield, assistant dean in the Franklin College of Arts and Sciences, will be the residential dean for the college. She will live in the hall and work with an advisor-in-residence and with student affairs professionals to develop an exciting, supportive atmosphere for students. A group of faculty fellows will be associated with the college and will interact with students on a regular basis through

conversations, discussion groups, and meals. The fellows will work with the students and the residential dean to plan the academic and cultural programs of the college. For a list of the fellows, see Appendix G, p. 77. For further information read the article about the College at <http://www.franklin.uga.edu/chronicle/articles/residentcoll.htm> and visit the Franklin Residential College web site: <http://www.uga.edu/frc/>.

- **The Freshman College:** The Freshman College Summer Experience, which is offered to regularly-admitted freshmen, is a residential experience that takes place during the month of July and incorporates six hours of course work, including a core academic class and a class designed to enhance the transition to college. Participants are exposed to events and programs that introduce the variety of co-curricular options at the University of Georgia. Working with Dr. Tom Dyer, Vice President for Instruction, the Franklin College offered in summer 2001 seven core-level courses as part of the College, housed in Russell Hall.
- **Language Learning Communities:** With support from the College and from Associate Vice President Thomas G. Dyer, the Department of Romance Languages developed a Language Learning Communities that began in Mary Lyndon Hall in the fall of 2000. The Community is initially intended for students in advanced Spanish and Latin and provides an environment where they can study and speak in a community atmosphere. One floor of this residence hall has been made available to students to "live" the language they study. The languages initially targeted are Spanish and French. For the first year, there were 20 students lived in the Spanish wing and 13 in the French. Together with the residents and the faculty coordinators, two Graduate Resident Coordinators plan activities that complement what students learn in the classroom. Even though there is a range of language proficiency among the residents, students are encouraged to communicate with each other in the target language; this is a requirement when they speak to a Graduate Resident Coordinator or to the Faculty Coordinators Diana Ranson (Spanish) and Cathy Jones (French). Planned events during the past year included a weekly informal conversation hour, film screenings and discussion, music, group meals, and invited lectures by faculty and guests. See the Language Learning Community web site at <http://www.rom.uga.edu/langcomm/> for more information. For a *Columns* article about the communities, go to <http://www.uga.edu/columns/001106/front2.html>.

The College continued for a third year in its collaboration with Dr. Tom Dyer and the Office of Instructional Services and Development to administer a Franklin Fellows Teaching Program to enhance teaching at the junior and senior levels in departments with large majors. Franklin Fellows, beginning in fall 1999, were assigned to departments with heavy upper-level undergraduate teaching needs. They were recruited nationally to serve not more than three years at the University. OISD is providing teaching and development seminars for the Fellows, who are urged to play leadership roles in undergraduate teaching at the University. For a more extended description of the program and a list of the Fellows, see Appendix D, p. 56.

**Budget Restructuring:** In response to a mandate to redirect 1% of the College operating budget, the

Dean's Office undertook to restructure the operating budgets of departments and programs. \$783,000 in unused instructional funds were returned by departments and programs to the Dean's Office. These were redirected as permanent operating funds. The University matched these funds with another \$500,000, and the resulting sum was further enhanced with additional funds from the Dean's Office, for a total of \$1,470,776 (\$459,776 of which restored the 1999 budget cut). These funds were assigned as permanent operating funds for programs and departments. Operating budgets in Arts and Sciences had not been increased in decades, and in fact several minor budget cuts over the past decade had reduced permanent operating money available to the College. The addition of \$1,470,776 in permanent funds to operating budgets in the College will significantly stabilize and secure department and program budgets, thereby enhancing the ability of our programs and departments to meet the educational goals of the University.

The Deans' Forum collaboration between Arts and Sciences and the College of Education continued to develop working relationships between these two colleges, supported by funds provided by the two Colleges and by the Vice President for Academic Affairs.

Arts and Sciences and the College of Education faculty collaborated with counterparts from Valdosta State University, Albany State University, and surrounding school districts on a successful proposal to the National Department of Education. The project, entitled "Georgia Systemic Teacher Education Program," intends to reform the early years of teacher education and to improve the overall quality of public school teaching in the state. The project will receive \$878,294 from the Department of Education for the initial phase and a total of \$6.49 million over the five years of the grant. GSTEP will also generate more than \$7 million per year in state and partner donations. Some twenty faculty members from Arts and Sciences are involved in the project. For more information see <http://www.franklin.uga.edu/chronicle/articles/padilla.htm>.

### **Accomplishments in Schools, Departments, and Programs**

The African Studies Program has been approved for Institute status by the Board of Regents.

African Studies has also received a two-year grant of \$160,000 from the U.S. Department of Education (DOE) to strengthen its multi-disciplinary focus in undergraduate African studies. This is the second grant to the unit from the DOE — a \$223,000 grant was received in 2000 to develop Swahili teaching materials for use on the Internet. The latest grant provides funds for developing new courses, visiting scholars, and enhancing the teaching of African languages. Those languages are Swahili, which began in 1988; Yoruba, in 1996; and Zulu, in 1998. See <http://www.uga.edu/news/newsbureau/releases/2001releases/0104/010406africanstudies.html>.

The Department of Anthropology generated new and continuing external funding in grants and contracts in the amount of \$2,411,271. Faculty published three books, fourteen chapters in edited volumes, reports, or monographs, and miscellaneous publications; and eight articles in refereed journals, e.g., *American Journal of Physical Anthropology*, *J. of Pharmaceutical Biology*, *Urban Anthropology*, and *American Anthropologist*.

The Lamar Dodd School of Art hosted its first International Symposium in Cortona, Italy, on May 31

through June 2, 2001. Entitled "2001: A Print Odyssey," the event was attended by more than 250 artists from 15 different countries. The three-day symposium was the first time the University has engaged a diverse international community of participants on its historic and distinguished international campus in the city of Cortona. The symposium focused on contemporary prints and book arts as well as inter-media and electronic works of art and consisted of lectures, exhibitions of print portfolios, performances, installations and panels by leading international experts. Participants from Italy, Germany, France, Puerto Rico, South Africa, Australia and the United States traveled to Cortona to explore the spiritual, technical, geopolitical, social and cultural effects of migration and journey on contemporary art. For more information see

<http://www.franklin.uga.edu/chronicle/articles/cortona2.htm> and  
[http://www.onlineathens.com/stories/053101/ent\\_0531010007.shtml](http://www.onlineathens.com/stories/053101/ent_0531010007.shtml).

On the graduate level the School of Art continues to rank in the 35 top programs nationally and 1st in the Southeast.

Jane Lily (Interior Design, Art) was awarded the International Institute for Advanced Studies in Systems Research and Cybernetics (IIAS) Outstanding Service Award in the fall of 2000.

Gary Noffke (Jewelry, Art) was named to the American Craft Council's College of Fellows.

David Koffman (Digital Media, Art) won a juror's award in the "2nd Metropolis Art Banner Prize," Center for Art and Media Technology, Flash animation Internet exhibition, Karlsruhe, Germany 2001.

Chemistry faculty published 178 research publications and delivered 163 research presentations.

On a per capita basis, the research funding to faculty in Chemistry increased by over 40% in the last year. The total annual research funding in was about \$2.82M (or \$109k per faculty).

The Chemistry Department has initiated an annual program to support summer undergraduate research. Called SURO (Summer Undergraduate Research Opportunities), the summer 2001 edition was coordinated by Richard W. Morrison.

Faculty in Cellular Biology published 54 papers and made 34 presentations. They held a total of \$3,025,440 in external grants.

The A.B. degree program in Classics, with a record number of 110 majors and minors, continues to be one of the very largest and strongest in the United States.

Faculty in Classics published three books and nearly 50 articles. Faculty grants in Classics totaled nearly \$174,000.

Comparative Literature faculty published two authored books, one edited book, and one co-authored book, one book chapter, and 19 articles.

Faculty in Computer Sciences authored or co-authored 92 research articles and gave 31 presentations at professional meetings. They held \$2,202,247 in external grants.

B. Don Massey (Drama) concluded a 26 nation tour compiling stories and creating sculptures and

photographic images for the John Paul II Cultural Center in Washington, D.C., a special permanent exhibit sponsored by the Vatican.

The Institute of Ecology has 50 continuing grants with an aggregate value of \$11,869,891 and thirty new awards for \$1,148,027.

The National Research Council recently ranked the University of Georgia among the top national institutions in research publications for areas of ecology, evolution and behavior. During the past year, faculty, staff, and students of the Institute of Ecology published or had in press over 250 book chapters, books, and peer-reviewed publications. In addition, more than 200 presentations were given at universities and professional meetings.

An endowment fund to create the Methvin Distinguished Professorship in Southern Literature was announced, with the initial donation for its funding made by Gene Methvin, Managing Editor of the *Reader's Digest*, in memory of his wife.

The Geology faculty published 32 peer-reviewed papers and 63 abstracts of presentations given at regional, national, and international conferences--an average of 1.8 papers and 3.5 presentations per faculty member.

Members of the Geology faculty were PIs and/or CoPIs on slightly more than \$3.5 million in current grants from sources outside the University.

Research output for 19 regular faculty in Geography remained at a high level and included 46 reviewed journal articles, 18 book chapters, two books and 75 professional and invited presentations. Faculty in the department have attracted some \$3 million in external funding.

George Brook (Geography) was appointed to the Merle C. Prunty Jr. Professorship, a position created to honor the founding member of the Geography Department.

Grant funding for all active projects in Genetics totaled \$28 million during the past year, an increase of seven million over the previous year.

The 22 faculty in Genetics published 90 articles in journals or edited book volumes in the year 2000 alone. These papers appeared in the best journals in the discipline, such as *Genetics*, *Proceedings of the National Academy of Sciences*, *Virology*, *Journal of Bacteriology*, *Evolution*, *Genetica*, *Molecular and Cellular Biology*, *Journal of Heredity*, *Molecular Biology Evolution*, *Plant Physiology*, *Plant Journal*, and *The Plant Cell*.

The Department of Germanic and Slavic Languages is forming a UGA German Community whose purpose is to consolidate interests in German studies across the campus with the ultimate goal of establishing a German academic and cultural center. The Community will be the primary conduit for relations with other cultural, business, and diplomatic interests in Atlanta and elsewhere in the Southeast (Goethe Institute, German-American Chamber of Commerce, the German Consulate).

Faculty in German list five books and 18 articles published or in press. Dr. Alan Kulikoff (History) was appointed to the Baldwin Professorship in the Humanities. Dr. Kulikoff is one of the nation's most

distinguished scholars in this field and in early American history in general.

History faculty published four major single-authored books, a number of co-authored books and edited and co-edited collections, eleven refereed articles, and numerous chapters in books. In addition, they made approximately fifty invited professional presentations.

The Mathematics Department, celebrating its fiftieth anniversary as a PhD-granting department, received the NSF's VIGRE (Vertically Integrated Graduate Research Education) in the amount of \$481,667 per year for the next five years. This support includes 12 undergraduate students for summer research seminar, four regular postdoctoral associates, and ten graduate students. For more information, see [http://www.franklin.uga.edu/chronicle/articles/math\\_grant.htm](http://www.franklin.uga.edu/chronicle/articles/math_grant.htm).

Dr. Dhandapani Kannan, a senior faculty member in Mathematics, was elected as an Academician member of the Russian Academy of Nonlinear Sciences.

Mathematics received a record \$1,306,409 in external funds awarded to 23 faculty members.

Over 101 Mathematics faculty research papers appeared or were accepted for publication in FY00. Faculty and postdoctoral associates presented their research at over 90 meetings and institutions including 37 presentations to international audiences in foreign countries.

Faculty and students in the Department of Microbiology generated over 60 research publications and book chapters and two patent applications. Faculty delivered more than 25 invited seminars.

Research grant funding in Microbiology increased by more than 20%, pushing the \$3 million mark (preliminary figures totaled \$2.89 million with one month remaining in the fiscal year).

The School of Music and the Franklin College of Arts and Sciences, in cooperation with the Clarke County Classic Center Authority, presented Puccini's grand opera *La Boheme*. Professors Stephanie Pierce and Mark Cedel directed the production. Two performances were given February 16 and 18 to approximately 3,000 patrons. A special school presentation was given to all fifth and seventh grade students of the Clarke County Schools and two pre-performance study sessions were provided for the community by professors David Haas and Dorothea Link. The production of *La Boheme* marks the third consecutive year that a major opera has been presented in a fully staged setting. Of particular significance this year was the formation of the Athena Grand Opera Guild, a community organization formed to foster support for the opera. The Guild, chaired by Marie Mezzatesta Hild, has allowed the University an opportunity to form a strong alliance with the community.

The School of Music hosted the Second International Brass Quintet Competition and Brass Festival. Professor Fred Mills organized the festival that featured seventeen competing brass quintets and performances by five internationally famous brass ensembles including the world renowned German Brass.

Faculty in Philosophy produced 38 publications including one book, 17 journal articles, 13 chapters in books, one article in electronic publication, five book reviews, and one co-authored web text. The faculty made 37 scholarly presentations including 19 at international conferences and scholarly

meetings, nine at national conferences, and nine at regional conferences and other scholarly meetings. Six members of faculty served as Presidents of Professional Societies.

Donald Nute (Philosophy) served as Principal Investigator on six cooperative agreements with the U.S.D.A. Forest Service totaling more than \$310,000. Clark Wolf (Philosophy) served as Principal Investigator on a team that received an NSF grant funded at \$98,399 for two years.

Physics faculty members listed 75 publications as authored or co-authored in refereed journals and 15 invited talks at major national and international conferences and workshops.

Physics faculty had 40 active research grants, awarded to departmental faculty on a competitive basis by external funding agencies. Over \$1,978,000 of total external newly awarded funding creditable to departmental faculty was received during FY01, an increase of 4.5% over the past year. With currently 24 research-budgeted faculty, the Department has thus reached an external funding level of over \$82,000 per faculty.

In Psychology, faculty published 120 scholarly articles, books, and book chapters; counted 93 scholarly articles, books, and book chapters in press, and made 23 international presentations and 136 national & regional presentations.

Faculty in Psychology held 22 external grants exceeding \$15,768,198.

The Clinical Program in Psychology was ranked fifth among APA accredited clinical Programs.

Faculty in Religion published or listed in press three books or edited volumes, 22 articles or book chapters, 20 encyclopedia entries, and 22 reviews, abstracts, or notes.

Romance Languages produced six books (monographs, critical editions and edited volumes) and 37 articles or book chapters, as well as a substantial number of translations, book and film reviews, and other published and electronic works.

Professor Jean-Pierre Piriou (Romance Languages) served as President of the American Association of Teachers of French.

Sociology faculty had 69 publications published or in press: three books, 29 chapters in books, 34 articles in journals, and three book reviews .

Paul Roman, Sociology, continues to bring significant external funding to the University: he currently has over five million dollars of external grants.

Faculty in Speech published a book, an instructor's manual, 22 scholarly articles, seven book chapters, and made 36 conference presentations. The department maintained a high level of external funding from grants (\$215,880) and grant seeking activity (\$4,820,000). Grant funding brought in by the department will exceed \$548,000 for 2001-2002.

The new A.B. degree in Women's Studies now has 22 majors enrolled. Enrollment in the Women's Studies Program (certificates plus majors/minors) for 2000-2001 was 127.

Core faculty in Women's Studies produced five book chapters and 11 refereed articles and made 20 presentations to professional organizations.

Summer 2000 marked the first study abroad semester sponsored by Women's Studies Program and the Department of Romance Languages from May 21 through July 29, 2000 in San José, Costa Rica, with eight students participating. This is a total immersion program in Spanish. All students live with local families. The launching of this program has fulfilled our goal to emphasize the importance of global perspectives to the Women's Studies Program. The second year of the study abroad program in Costa Rica (June 4 through August 10, 2001) has enrolled ten students participating.

### **Awards:**

At an awards luncheon on April 12, the College made awards to faculty in recognition of excellence in teaching and advising and in support of research:

- Two new Sandy Beaver Teaching Professors were named: Sybilla Beckmann-Kazez (Mathematics) and Marcus Fechheimer (Cellular Biology).
- Marcus Fechheimer (Cellular Biology) also received the CURO Excellence in Undergraduate Mentoring Award.
- Five faculty received Sandy Beaver Awards for Excellence in Teaching: Malcolm Adams (Mathematics), Jose B. Alvarez (Romance Languages), Alexandra A. Brewis (Anthropology), Bonnie J. Dow (Speech Communication), and Jean F. Martin (Music).
- M. G. Michael Awards for Research were given to Claudio Saunt (History) and Elizabeth Wright (Romance Languages).
- Outstanding Advisor Awards were presented to Randy Hammond (Psychology—faculty advisor) and Sarah Ford (Arts and Science Advising—staff/professional advising).

For more information, see <http://www.franklin.uga.edu/chronicle/articles/beavers01.htm>.

Three faculty members were named Distinguished Research Professor, an honor reserved for scholars whose work is recognized by international leaders in the discipline to be at the highest levels of creativity: Donald M. Kurtz (Chemistry), William W. Stueck (History), and Richard D. Winfield (Philosophy). Continuance of the Title of Distinguished Research Professor was awarded to Michael W. Adams (Biochemistry and Molecular Biology), Paul Roman (Sociology), and Judith L. Meyer (Ecology).

J. David Puett (Biochemistry and Molecular Biology) was named Regents Professor.

Edward A. Azoff (Mathematics) received the Meigs Award for Excellence in Teaching, the highest award for teaching given at the University.

Reuben May (Sociology) received the Richard B. Russell Award for Undergraduate Teaching.

Five faculty received the 2000-01 Lothar Tresp Outstanding Honors Professor Award: Ronald L.

Bogue (Comparative Literature); Celeste M. Condit (Speech Communication), Christine A. Franklin (Statistics), Robert R. Harris (Classics), and Loris Magnani (Physics). With this award Professor Harris earned Honoratus Professor status since he has now received the Lothar Tresp Outstanding Honors Professor five times in his academic career.

Bryant Simon (History) received the J. Hatten Howard III Teaching Award from the Honors Program.

Valery Alexeev (Mathematics), Karen S. Calhoun (Psychology), Andrew Herod (Geography), Michael H. Kernis (Psychology), and Janet Westpheling (Genetics) were awarded Creative Research Medals by the Research Foundation.

Creative Research Awards were given to Edward Larson (History) who received the Albert Christ-Janer Award. Chor Pang Lo (Geography) received the William A. Owens Award, and Richard Meagher (Genetics) received the Lamar Dodd Award.

Five faculty were selected by the Office of Instructional Support & Development as Lilly Teaching Fellows: Timothy Dore (Chemistry), Joseph C. Hermanowicz (Sociology), Asen Kirin (Art), James D. Lauderdale (Cellular Biology), and Elizabeth R. Wright (Romance Languages).

CHA Research Fellowships were awarded to Michelle Ballif (English), Marlyse Baptista (English), Brian Henry (English), Sujata Iyengar (English), Chana Kai Lee (History), Susan Mattern-Parks (History), Diane Batts Morrow (History), Richard Menke (English), Douglas Northrop (History), and Elizabeth Wright (Romance Languages).

State of the Arts Conference Grants:

- David P. Landau (Physics) – “Challenges in Computational Statistical Physics in the 21<sup>st</sup> Century” (\$10,000)
- Carmon Colangelo and R. G. Brown, III (Art) – “Cortona International Symposium: A Print Odyssey 2001” (\$16,000)
- Elgene O. Box (Geography) – “The Big Unknowns in Global Change: Climate, Biotic, Human Systems” (\$15,000)
- Rodney Mauricio (Genetics) – “Genetics of Adaptation” (\$16,900)

Dr. Ted Gragson (Anthropology) received a Fulbright Teaching/Research Fellowship in Paraguay.

Anthropology Faculty received prestigious awards for the quality of their work. In Fall 2000 Dr. Brent Berlin received the Academy of Traditional Medicine’s Martín de la Cruz Prize during the XIV International Congress of Traditional Medicine. This award recognizes his contributions to the field of medical ethnobiology. Dr. Berlin also received the 2001 Distinguished Alumnus of the College of Arts and Sciences, University of Oklahoma.

Stephen Scheer (Art) received a Guggenheim Fellowship for 2001-2002. For further information see <http://www.franklin.uga.edu/chronicle/articles/scheer.htm>.

Chuck Platter (Classics) received a Fulbright grant for study at the University of Lisbon in Portugal in the spring of 2002. See <http://www.franklin.uga.edu/chronicle/articles/platter.htm> for further information.

Doug Anderson (English) held a Guggenheim Research Fellowship for the 2000-01 academic year.

Don McCreary (English) received a Fulbright Fellowship for study and research in Hungary. For further information see <http://www.franklin.uga.edu/chronicle/articles/mccreary.htm>.

An essay by Tricia Lootens (English) won the prize from the Keats-Shelley Association of America for the best essay of the year on a Romantic topic awarded. For further information see <http://www.franklin.uga.edu/chronicle/articles/lootens.htm>.

Richard Menke (English) won the Schachterle Prize from the Society for Literature and Science for the best essay by an untenured scholar.

David Gants (English) won a Mellon Grant for a year's research at the Newberry Library in Chicago as well as five other grants supporting his research on the Jacobean book.

Steve Holland (Geology) received the prestigious James Lee Wilson Award for Excellence in Sedimentary Geology by a Young Scientist (presented by SEPM – The Society for Sedimentary Geology). This international award is granted to one individual per year.

John Avise (Genetics) was selected as a Fellow of the American Ornithological Union and was named a Council Member of the International Society for Biochemical Systematics.

Michael Arnold (Genetics) received the Distinguished Merit Award from the Society for Louisiana Irises.

Edward J. Larson, Russell Professor of History and Law at the University of Georgia, was named holder of the prestigious John Adams Chair in American Studies for 2001 by the Fulbright Program. He spent the spring semester teaching at the University of Leiden in Holland. For more information see <http://www.franklin.uga.edu/chronicle/articles/larson.htm>.

Inge DiBella (Germanic and Slavic) won the American Association of Teachers of German (AATG) award, for the language educator's leadership program.

Professor William Graham (Mathematics) held a prestigious Sloan Foundation Fellowship. This is the sixth Sloan Fellowship in the history of the mathematics department. Sloan Research Fellowships are offered to enhance the careers of very best young faculty in science and technology. More than 26 Nobel Laureates were once Sloan Fellows. Other members of the Math faculty who have received the award are Valery Alexeev, Bob Rumely, Andrew Granville, Jim Cantrell, and Henry Edwards.

The Red Coat Marching Band in the School of Music received the Sousa Foundation Sudler Trophy, a national award that recognizes a collegiate marching band whose record of excellence has extended over a period of several years. See <http://www.uga.edu/columns/001009/campnews.html>.

The National Federation of Music Clubs selected the School of Music as the first place winner of the

American Music Award of Merit for the School's outstanding presentations and promotion of music by American composers.

The African-American Choral Ensemble under the direction of Professor Gregory Broughton received the 2001 Pedro Zamora Horizon Award for their commitment to Diversity.

Professor Roy Grant was presented the Lifetime Achievement Award by the American Music Therapy Association.

Professor Frank Harrison (Philosophy) has been selected to be a J. William Fulbright Senior Scholar in Germany.

Randolph Clarke held a George A. and Eliza Gardner Howard Foundation Fellowship.

Emeritus Research Professor Abraham Tesser (Psychology) received the Donald Campbell Award for distinguished contributions to Social Psychology at the annual meeting of the Society for Personality and Social Psychology.

Professor José Luis Gómez-Martínez (Romance Languages) was elected “Membro Correspondente da Academia Brasileira de Filosofia.” His web site, Proyecto Ensayo Hispánico, was awarded the “Premio Diseño / Contenido” by El literonauta. Hipertextos literarios (<http://www.literonauta.com/confra/lovnuev.html>), and the “Certificado de Calidad: DobleU.com” (<http://www.dobleu.com/>).

For her biography of Fannie Lou Hamer, Chana Kai Lee (Women's Studies and History) received the Willie Lee Rose prize for the best book in Southern history written by a woman from the Southern Historical Association of Women Historians.

**Development:** FY 2000 contributions (gifts and new pledges) to the Franklin College of Arts and Sciences through the University of Georgia Foundation and direct gifts to the University amounted to \$ 6.7 million, an increase of over \$2.5 million comparable to FY99 figures. This total includes an in-kind gift value of \$850,000 for a super computer from IBM to the Center for Computational Quantum Chemistry and a \$750,000 gift from Barbara and Sanford Orkin to the Center for Tropical and Emerging Global Diseases for an eminent scholar chair which is eligible for GRA matching funds. Cellular biology received over \$280,000 from the American Cancer Society, \$30,000 from the American Heart Association, and \$53,900 from an anonymous donor.

The political science department benefitted from gifts of \$120,000; \$100,000; \$40,000; and \$30,000 from the W. Alton Jones Foundation, The Carnegie Corporation of New York, the Ford Foundation, and Ploughshares Fund respectively. The math department received a gift of \$50,000 from Gayle Ball to create the B.J. Ball Student Scholarship Fund in memory of her husband.

The Hamilton Holmes Professorship received over \$125,000 in funding from several sources including the Loidans Foundation, chaired by Bob Edge, and the Holmes family to complete the \$250,000 minimum required for a professorship. A search is underway for an outstanding scholar to fill this position. The agreement creating the Bob Golembiewski Professorship in Political Science was

finalized, and the position has been filled. Several donors set up estate gifts to the College including John Beaver who plans to add \$500,000 to the Sandy Beaver Awards.

Buddy and Lucy Allen contributed over \$32,000 in support of both the Cortona Program and the ARCO Chamber Orchestra, while Mr. and Mrs Joseph C. Frierson contributed over \$16,000 to the Lamar Dodd School of Art in support of the John and Marilyn Kehoe Scholarship and the Cortona Program. The donation of a Lamar Dodd painting valued in excess of \$42,000 from Annie Laurie Dodd, coupled with the Allens' and the Friersons' support of the Cortona program, resulted in matching support from the office of the Vice President for External Affairs which made it possible for the Lamar Dodd School of Art to acquire, renovate, and open the Severini School in Cortona, Italy. The School of Art also hired a development officer to assist with raising funds for programming and equipment needs for the proposed new \$37 million art school building.

Both the Museum of Natural History and the Opera Studies Program have successfully started boards of advisors whose primary functions are to aid in future fund-raising efforts. Alumnus and Hollywood actor, producer, and film maker Monte Markham is working with the development team to raise funds to endow a professorship in drama in memory of former department head Leighton Ballew. Other major fund-raising efforts include the William Prokasy Professorship for the Arts, support for the Franklin Fellows Program, support for study-abroad scholarships, and efforts to secure partial funding for the building needs of the Center for Tropical and Emerging Global Diseases and the Georgia Museum of Natural History.

FY2000 represents the inaugural year of the Franklin College of Arts and Sciences annual phonathon. Of the 5000 prospects called, over 2000 responded with pledges totaling \$118,000. The phonathon was completed in June and gifts are continuing to be received. Over 60 charter University Partners made gifts benefitting both the College and the University through the President's *Venture Fund*. The departments of speech communication, history, and the African Studies program were recipients of start up funding from the *Venture Fund* to initiate new programs. Over 9,200 alumni of the Franklin College contributed over \$3.5 million in gifts to all academic and athletic programs and unrestricted needs of the University in FY2000.

See <http://www.franklin.uga.edu/chronicle/fall00/awards.htm> for more information on development activities in the College. For information on public relations, see Progress in Strategic Planning, Theme 5b, Public Information, below, (p. 56).

## **II. Progress in Strategic Planning:**

By the end of the next decade, the Franklin College hopes to accomplish the following goals: achieve national recognition for the quality of our undergraduate programs, which will be noted for their attention to the individual needs and interests of students, excellence of teaching, currency of content, and innovative use of technology. We will double the number of faculty who belong to the National Academy of Sciences and the American Academy Academic of Arts and Sciences. We will reinforce and enhance existing areas of strength in the College and will raise the quality of all our departments. We will double revenue generated by external grants and other sources of funding. We will be recognized for our programs in the arts and humanities. Our computer science programs will produce graduates at all levels capable of meeting job market demands in technology and related fields. Our faculty in genetics, genomics, and the biosciences will play a leading role in the burgeoning areas of molecular biology and biotechnology. We will have established significant links with the Medical College of Georgia, and perhaps other medical institutions, through the role our departments play in the biomedical initiatives of the University. The College of Arts and Sciences will have played a major part in elevating the University to membership in the American Association of Universities and to broadened recognition as one of the leading institutes of higher education.

This proposed plan would require a continuing budget of \$4,014,692 from the College of Arts and Sciences and of \$2,986,250 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. Major external funding will be necessary to provide new buildings for environmental studies and the Center for Tropical and Emerging Global Diseases as well as renovations for Marine Sciences and the Sapelo Marine Institute. The Center for Advanced Creative Exploration will require significant new outside funding.

In general, the College of Arts and Sciences has funded many of its initiatives through redirection of internal funds. Although many of these initiatives have lacked in excitement and glamour, they have had the effect of strengthening the College and its programs and thus the University as a whole. Over the past seven years the College has redirected some \$1.75 million to create computer support positions for departments and schools. These positions play an important role in supporting faculty research and instruction. The College has also funded more than \$1.5 million in networking costs. On a yearly basis, the College has redirected funds to provide updated equipment, especially computers, for our instructional labs and classrooms, which contain more than 1300 computers. We have also sought to provide updated computing equipment to faculty and to departmental staff. Redirected funds enabled the rebuilding of the Department of Anthropology into a unit focused on ecological anthropology. New instructional and research labs were provided to the department, along with new faculty lines. Redirected funds also provided support for Arts and Sciences-sponsored international programs, including Asian Studies, the Center for Latin American and Caribbean Studies, and African Studies, as well as for such study-abroad programs as those in Oxford, Avignon, Switzerland, Japan, and the

exchange relationship with the University of Rostok in the former East Germany. We intend to continue this steady investment in the necessary needs of the College, but we will also seek to redirect funds, where possible, to assist in the strengthening of many of the projects listed in our plan: they include the Center for New Music, Creative Writing, Computer Art and Animation, new language programs, the expansion of Computer Sciences, the biomedical initiative, and other projects.

Despite its large size, the College of Arts and Sciences has been the home of the departments and schools that have provided the foundation of the University of Georgia's growing reputation. Programs in Marine Sciences, Ecology, biotechnology, Public Administration, Political Science, History, English, Art, and Music have all developed national recognition in one way or another, especially in the last ten years. These are programs the state can be proud to have built at the University. Arts and Sciences intends to continue providing steady support for these and other units so that the success they have achieved can be sustained and cultivated further. Our vision for the future is one of steady growth and improvement made possible by careful support and enhancement of existing programs and by the creation of new programs, or the reorganization of existing ones where appropriate. In the past the University could afford to build in only a few selected areas. But if we are to achieve maturity as a University we need a high level of quality in all our programs, and at the same time we must build in selected areas of strength. Our reputation as a University depends on high quality and distinction in all of our programs. None should be allowed to languish.

The areas of emphasis listed below do not include existing projects or initiatives that require no new funding. The College of Arts and Sciences has undertaken over the past decade to build a broad range of quality programs. All of these programs are important, and we intend to continue supporting them. Our efforts to improve and build programs across the College are based in part on our observation that the most highly regarded colleges and universities in the nation are recognized for the diversity and quality of a wide spectrum of educational programs.

The Strategic Plan for the Franklin College of Arts and Sciences offers the following themes, which are listed with corresponding strategic directions in the University's Strategic Plan:

1. Excellence in Undergraduate Teaching [Strategic Direction 1: Building the New Learning Environment]
  - a. International Programs [Strategic Direction 3: Competing in a Global Economy]
  - b. Lower-Division Language Teaching [Strategic Direction 3: Competing in a Global Economy]
  - c. Residential Learning [Strategic Direction 1: Building the New Learning Environment]
2. National Leadership in the Arts and Humanities [Strategic Direction 2: Research Investment]
  - a. Institute for Advanced Creative Exploration [Strategic Direction 2: Research Investment]
  - b. PAVAC II and III [Strategic Direction 2: Research Investment]
3. Biomedical Research and Environmental Studies [Strategic Direction 2: Research Investment]
  - a. Center for Tropical and Emerging Global Diseases [Strategic Direction 2: Research Investment]
  - b. School of Marine Programs

4. Workforce Development in Computing and Mathematical Sciences [Strategic Direction 2: Research Investment]
5. Outreach and Development [Corresponds with all 3 Strategic Directions]
6. Administration and Information Technology [[Strategic Direction 1: Building the New Learning Environment; Strategic Direction 2: Research Investment]
7. Diversity [Corresponds with all 3 Strategic Directions]

See <http://www.franklin.uga.edu/dstaff/hruppers/strategicplan2000.htm> for further information and for links to a full and abbreviated versions of our Strategic Plan.

**Theme 1: Excellence in Undergraduate Teaching [Strategic Direction 1: Building the New Learning Environment].** A major focus for in this area has been the Residential Learning Initiative, which has included Advising in the Residence Halls, the Franklin Residential College, and the Language Learning Communities. Refer to pp. 4 and 56 of this report for detailed information.

The Vice President for Academic Affairs funded more than \$300,000 in equipment needs for the College, much of which was devoted to instructional equipment. The College funded \$810,087 in equipment needs during FY00, mainly for instruction. Thus a total of \$1,110,087 in equipment funds was allocated. In addition, the College added \$2,479,234 in supplemental funds to existing operating, supply, and expense budgets of its departments and colleges. These supplements significantly enhance the ability of units in the College to support instruction and research. Finally, the College provided \$628,068 in travel support to faculty. This support is intended to encourage faculty to travel to national and international conferences to present research findings and to meet with colleagues from other institutions. The total for supplemental funding in the 2000 fiscal year was \$3,974,600.

The freshman seminar program, developed to expose new students to the academic and research interests of senior faculty at the University, continued in its fourth year. Some 136 seminars were offered in 2000-2001, with 115 seminars scheduled for 2001-2002, plus 13 seminars taught in the Freshman College. See <http://www.franklin.uga.edu/freshsem.htm> for a list of seminars and faculty in this program.

A Writing-Intensive Program, developed to encourage and enhance the use of writing in upper-level undergraduate courses, also continued through its fourth year. A review in the 2000-2001 academic year was conducted to determine the possibility of permanent funding for the WIP program. The review report recommended strongly in favor of permanent funding. See Appendix E, p. 67.

The Mathematics Department introduced innovative new courses:

- “Arithmetic and Problem Solving” – MATH 5001/7001. This is the first of three courses being developed by Professor Sybilla Beckmann Kazez as part of a comprehensive mathematics content program for Early Childhood Education majors. The importance of these developments cannot be overemphasized. Beginning with the 2001 academic year, the Regents have mandated that every

Elementary Childhood Education major receive instruction in 9-12 hours of mathematics. Professor Beckmann Kazez is developing a thoughtful program in mathematics tailored to the needs of elementary school teachers. The second course in the program, MATH 5002/7002, was taught in the Spring 2001 semester and the program will be fully implemented in the 2001-2002 academic year. The department is currently trying to obtain additional faculty lines to cover the new upper-division mathematics seats resulting from this initiative. As part of the Regents' mandates, Professor Elliot Gootman is also developing an additional 5000/7000 MATH course for middle school teachers. The 7000 level versions of these mathematics courses will be offered to in-service K-8 teachers as components of new M.Ed. programs.

- "Mathematics and Music" MATH 4760/6760. This course is intended for undergraduates (math majors, music majors, and others) interested in the mathematical aspects of music.
- "Discrete Mathematics for Biology" MATH 2600. This course is especially developed to support the 'Fungal Genomics' program at UGA.

### **Theme 1: Excellence in Undergraduate Teaching--International programs [Strategic Direction 3: Competing in a Global Economy].**

**Study Abroad:** The academic year 2000-2001 saw continued progress in the development and expansion of international programs in the Franklin College. Long established study abroad programs such as Cortona flourished with 134 summer students (includes Maymester), 92 during the year, and various workshops and symposia that bring alumni and others to the program. Franklin at Oxford (80 summer students) and the Rome Classics Program (25 students) also experienced continued success in presenting outstanding academic and cultural programs to UGA and students from other institutions. All three operated at optimum capacity given the constraints of facilities and the goals of their programs. Cortona and Oxford are now operating year-round, while Rome continues its summer schedule.

Perhaps the most exciting new event was the opening of a study abroad program co-sponsored with the Terry College of Business, UGA in Spain, a program that concentrates on Spanish language and business. This program, directed by Prof. Jose Alvarez from the Department of Romance Languages, reached capacity in its first year of operation with 42 students in Valencia and 17 in Cadiz. By all accounts the program was extremely well run and is off to an outstanding start. The plan is to expand it to a year-round operation and allow growth as facilities permit. For more information see <http://www.franklin.uga.edu/chronicle/articles/dodson.htm> and <http://www.uga.edu/oie/saspain.htm>.

Other programs continue to do well. These range from the popular Verona program that enrolled 80 students in summer, 2001; Avignon which had 38 students and is now expanding into a year-round program and has enrolled 16 students for fall, 2001; to a small Fine Arts program in Kyoto that had 8 students and a social sciences program there as well that enrolled 7 students in its first year; Ecology and Women's Studies in Costa Rica with 30 and 8 students respectively; a new program in Ghana with 13 students and a continuing program in Tanzania, now in its third year, that enrolled 18 students. The Drama program operated for the second summer in London with 12 students, and Romance Languages initiated a new program in Brazil (Niteroi) that enrolled 18. A small program continued in

Hungary with 4 students. The total enrollment in these College programs was 661, although this may not accurately count students enrolled in all semesters.

One of the most encouraging signs is that while some of these programs have suffered growing pains and difficulties in the past, many of the problems have been addressed, and the academic and logistical issues have shown steady improvement in several cases. The College continues to monitor all programs carefully to identify and address any problems and to work with program directors toward improvement.

### **International and Area Studies Institutes, Centers, and Programs:**

Significant new developments have occurred in several of the international and area studies programs. Noteworthy was the transformation of the African Studies Program to the Institute of African Studies with formal approval from the Board of Regents. This unit was awarded its second major external grant from the U.S. Office of Education, a two-year \$160,000.00 grant to support African languages and area studies.

A new University-wide Institute for European Studies was also approved, and the Franklin College is a major supporter of this initiative. This new Institute will be located in Avignon, although the plan is to have satellite centers in various locations in middle and west Europe.

The Center for Latin American and Caribbean Studies continued its energetic and dynamic activities with a series of cultural as well as academic and research programs. Dr. Fausto Sarmiento was offered a tenure-track position and was made the Director of the Center. The Center underwent a review, and is now seeking to expand its linkages with traditional academic areas in addition to its active service and research related activities.

The Center for Asian Studies has focused much of its recent attention on South Asia, and the Hindi language is now being offered. Exploratory efforts are also underway to establish a new study abroad program in India. A new faculty member was hired to direct the Chinese language and literature program, and a search is underway for a new Chinese historian.

The Center for International Trade and Security had a remarkable year and extended its outstanding scholarly and research work on the serious problems of arms control and weapons proliferation. It has garnered much new external funding for its activities including a major endowment gift to support its extraordinary work that has received so much national and international recognition and respect. New space has been allocated, and the exposure and profile of the Center—based on its important work as seen in its publications, reports, conferences, and other venues—brings much kudos and positive publicity to the University and College.

The Center for the Study of Global Issues (GLOBIS) continues its certificate program and other activities including the oversight of two study abroad programs (Verona and Kyoto social sciences). The Verona program is planning to extend to a spring program, while the Kyoto programs expects to enlarge its enrollment substantially over the next two years.

(Note: Both of the two Centers described above are slated to transfer to the recently approved School

of Public and International Affairs–SPIA–once it begins operation sometime during the next academic year.)

**Theme 1: Multidisciplinary Programs [Strategic Direction 1: Building the New Learning Environment].** The Interdisciplinary Studies Program (IDS) program continues to be a success. In 2000-01 a semester average of 59 students were enrolled in IDS majors. The majority were enrolled in Computer Animation/Digital Media (the largest IDS major) and in Scientific/Medical Illustration. Six students are majoring in Marine Sciences through IDS, while another three students are majoring in different areas of International Study. In all, the IDS program awarded 20 degrees in the previous year (2 in Summer 00, 7 in Fall 00, and 11 in Spring 01). A total of 61 faculty serve on interdisciplinary studies advisory committees. A new program now available through IDS offers an AB degree in Digital Media and Japanese Language and Culture.

**Theme 2: National Leadership in the Arts and Humanities [Strategic Direction 2: Research Investment].** The College provided additional support for Art, Music, and Drama: \$195,517 in supplementary equipment and \$280,840 in supplementary operating expenses. In addition, the College provided \$103,795 for faculty travel. For the Humanities, the College provided \$151,539 in supplementary equipment funding and \$375,373 in supplementary operating expenses. The College supplied its portion (\$26,000 for FY00) of the fifth and final payment towards the purchase cost for Steinway pianos in the School of Music. (Arts and Sciences, the President's Office, and the Vice President for Academic Affairs collaborated in a five-year plan to fund the purchase of these pianos). The Dean's Office also collaborated with the Classics Center to provide support for the production of *La Boheme*.

**Institute for Advanced Creative Exploration [Strategic Direction 2: Research Investment]:** The College and the Vice President in Academic Affairs collaborated in providing funding for a Institute for Advanced Creative Exploration, which will encourage interdisciplinary projects and other endeavors in the arts. The first-year budget supported preliminary planning and the development of a web site. In April the Institute held a collaborative summit, with a keynote address by Jaron Lanier, creator of virtual reality. Performances and exhibits by faculty and students in fine arts were featured, along with symposium discussions with invited participants from across the nation. See <http://www.franklin.uga.edu/chronicle/articles/lanier.htm> for further information.

**New endowed professorships [Strategic Direction 2: Research Investment]:** The Baldwin Professorship in the Humanities was named for the University's first president, Abraham Baldwin. Its first occupant was William McFeely in History, and it has been vacant since his retirement in 1997. As a result of the booming economy during the late 1990s, the endowment doubled, and Tom Dyer proposed splitting the professorship to the officials at the University of Georgia Foundation. The proposal was approved, and the result is a Baldwin Professorship in the Humanities and a Wheatley Professorship in the Fine Arts. The latter is named in honor of Charles Wheatley, the founder and owner of Americus Engineering and Construction Company, as well as Wheatley Realty Company. He provided the unrestricted endowment that was used to create the original Baldwin Professorship.

- In a competition with other departments in the Humanities, History emerged with the best proposal

and was authorized to search for a historian in Southern History prior to the Civil War. Dr. Alan Kulikoff, one of the Nation's most distinguished scholars in this field and in early American history in general, was successfully recruited for the position. He will join the faculty in fall 2001. (See Theme 1), p. 18.

- The Wheatley Professorship was intended for a deserving faculty member in the Fine Arts during the 2000-01 academic year. After reviewing nominees submitted by Fine Arts departments, a committee recommended and Dean Anderson appointed Professor Art Rosenbaum to the position. Rosenbaum has been at the University since 1976. See Theme 1, p. 18. For more information, also see <http://www.franklin.uga.edu/chronicle/articles/rosenbaum.htm>.

After evaluating nine nominees from the English Department, a faculty committee recommended Douglas Anderson's appointment as the first Sterling-Goodman Professor in English. Professor Anderson's field is early American literature; he joined the University in 1990. For further information see <http://www.franklin.uga.edu/chronicle/articles/anderson1.htm>.

The College also undertook a number of initiatives that by strengthening the Arts and Humanities will address Directions 1 and 3 of the University Strategic Plan in the Arts and Humanities. The College took the following steps to support and strengthen the School of Music:

- Authorized and supported successful recruitment of five new positions: Flute Performance, Choral and Conducting, Music Theory and Composition, String and Orchestral Music Education, and Clarinet. Recruitment in Music Therapy was authorized but was unsuccessful. The department will recruit for this position in 2001 and has hired a temporary faculty member to meet needs in this area for the 2001-02 academic year.
- Authorized for the 2000-01 academic year recruitment in three new positions, including a position jointly shared with Women's Studies.
- Provided support for the production of *La Boheme* at the Classic Center in collaboration with the office of the Vice President for Academic Affairs and the Classic Center.
- Provided \$99,000 for faculty computers, instructional and performance equipment, and lab maintenance, and \$27,000 in annual payment for Steinway pianos.

The College also took the following step to support and strengthen the Lamar Dodd School of Art:

- Authorized and supported successful recruitment of eight positions in Drawing and Painting (two), Sculpture, Digital Media, Art History (with an emphasis on Asia), Art Education (two), and Photography/Digital Media. Two of these appointments, at the associate professor level, required extra funding.

Also in support of the arts and humanities, the College undertook the following:

- Created a new assistant professor position in film to be housed in Drama. The department successfully recruited its first-choice candidate for the position, and she will join the faculty in August 2001. The faculty in film has now achieved the critical mass considered necessary to

support a major, and work on a proposal for a major is in progress.

- Funded lecture programs in Comparative Literature, Drama, Germanic and Slavic Languages, Music, and Religion.
- Along with Physical Plant and the Vice President for Academic Affairs, collaborated in funding renovation of space in Gilbert Hall for occupancy by the Linguistics Program. Renovations were completed in June 2001, and Linguistics now occupies the new space. The College funded \$40,000 of this project and provided \$20,000 to Linguistics for furniture and other expenses related to the move. In addition, the College funded an upgrade of the Administrative Secretary position in Linguistics to full-time status.
- Continued support for *Literary Imagination*, edited by Sallie Spence in the Classics Department. In addition, the College completed the first year of its collaboration with the English Department and the Center for Humanities and Arts to support the literary journal *Verse*: its editor, Brian Henry, is a new assistant professor in creative writing in English. The College also provided continued support for *Ethics and the Environment*, edited by Victoria Davion in Philosophy. *Ethics and the Environment*, published by Indiana University Press, provides an interdisciplinary forum for theoretical and practical articles, discussions, reviews, comments, and book reviews in the broad area encompassed by environmental ethics.
- Provided a permanent operating budget, staff support, and TA positions to an enhanced creative writing program housed in English.
- Using graduate tuition differential funds, the College continues to allocate additional teaching assistantship positions to departments seeking to build graduate programs and meet instructional needs. Departments that have received additional support include Linguistics, Classics, Religion, Art, and Music, Comparative Literature, and Creative Writing. The TAs in Art provide much needed support to large lecture classes in Art History and Art Appreciation.

### **Theme 3: Biomedical Research and Environmental Studies [Strategic Direction 2: Research Investment]**

Three new Eminent Scholar Professorships have been approved:

- The Giles/GRA Eminent Scholar in Functional Genomics;
- The Orkin GRA Eminent Scholar in Global and Tropical Emerging Diseases; and the
- GRA/Regents Eminent Scholar in Bioinformatics in Biochemistry.

Genetics and Biochemistry are currently searching for these Eminent Scholar positions. The Orkin/GRA Eminent Scholar in Emerging Diseases will be recruited in a year or two once space is available, probably in the new Coverdell Building.

The College has successfully recruited two new bioinformaticists, one in Statistics and the other for the Center for Tropical and Emerging Global Diseases.

Arts and Sciences and the School of Veterinary Medicine are continuing to develop the Center for Tropical and Emerging Diseases, under the leadership of Rick Tarleton in Cellular Biology. Two new faculty positions have been hired to support the center. In 2001-2002 a Director will be recruited. The Center (CTEGD) is a cross-college, interdisciplinary center established to support and promote the development of research, service and educational programs related to tropical and emerging diseases. The research focus of the Center includes the immunology, cell biology, biochemistry and molecular biology of protozoan and metazoan parasites, and the biology of vectors of infectious agents. See the CTEGD web site: <http://www.uga.edu/ctegd/>.

Faculty in Arts and Sciences and other units on campus collaborated to form a proposal for a College of the Environment. This proposal was recommended by the Faculty Senate and the University Council and has now been approved by the Board of Regents. See the following address for further information: [http://www.onlineathens.com/stories/080901/uga\\_0809010048.shtml](http://www.onlineathens.com/stories/080901/uga_0809010048.shtml)

The Paul D. Coverdell Center for the Biomedical and Health Sciences will be the university's signature building for education, research, and the creation of new technology relating to the biomedical and health sciences. Located centrally among other life sciences buildings at the intersection of D. W. Brooks Drive and Carlton Street on UGA's south campus, it will have approximately 90,000 square feet of assignable space. This \$40 million biomedical research facility will be funded jointly by the federal government (\$10 million), the state government (\$10 million), and private donations (\$20 million). For further information, see <http://www.uga.edu/news/newsbureau/releases/2001releases/0107/010717coverdell.html>.

A proposal for a new Center for Bioinformatics is being developed and will be presented to the University Council for approval during the fall of 2001.

The new Institute for Biomedical and Health Sciences has been approved by the Regents. The Biomedical Institute will help link UGA researchers with similar interests; seek to increase external funding for biomedical research at UGA; and develop interdisciplinary graduate programs in biomedical and health sciences. Currently more than 300 UGA faculty are involved in biomedical research ranging from the cellular and molecular biology of cancer to genomics to human behavior to medical communication. The Biomedical Institute will serve as an administrative structure to strengthen existing programs and expand into additional areas of research. The recently announced Paul D. Coverdell Building will serve as home to the Biomedical Institute. For further information see <http://www.uga.edu/news/newsbureau/releases/2001releases/0105/010501biohealthinst.html>.

The departments of Chemistry and Biochemistry and the Complex Carbohydrate Research Center are involved in a massive genomics program financed by a \$24 million dollar NIH grant. B. C. Wang, an internationally respected biochemist, is the lead investigator for the Southeast Collaboratory for Structural Genomics, which will analyze part of the human genome and the entire genomes of two representative organisms—the roundworm *Caenorhabditis elegans* and its more primitive microbial ancestor *Pyrococcus furiosus*. See <http://www.franklin.uga.edu/chronicle/articles/wang.htm> for further

information.

#### **Theme 4: Workforce Development in Computing and Mathematical Sciences [Strategic Direction 2: Research Investment]**

New faculty members Ben Bishop and Khaleed Chandra were hired as part of the state's Yamacraw initiative. This initiative has provided strong support this past year for additional faculty positions, staff positions, and facilities in Computer Sciences and has as well prompted new curriculum development. Professor Rasheed is associated with the Artificial Intelligence Center and brings additional strength to the burgeoning engineering movement on campus.

In cooperation with the Management Information Systems Department in the Terry College and the New Media Institute, Computer Sciences completed an initial prototype year of the Master's of Internet Technology degree program. The Regents approved the Master of Internet Technology degree in May 2001. It became effective on May 18, 2001. In cooperation with the Terry College Computer Sciences department will teach three courses for the MIT program during 2001-2002.

A new undergraduate degree program "Mathematics with Computer Science" has been approved at the University level. Professor Mitchell Rothstein is leading the development of this program in consultation with the Computer Sciences Department. Math offered the course MATH 3610 "Theoretical Computer Science" for the first time in 2000-2001. More computational courses such as signal processing, control theory, and dynamic systems are under development.

After receiving approval from the Franklin College Faculty Senate and the University Council Curriculum Committee, an Interdisciplinary Certificate in Computing became effective on March 9, 2001.

A proposal for a Graduate Interdisciplinary Certificate Program in Computer Systems Engineering was approved by the Franklin College Faculty Senate in April 2001 and forwarded to the Graduate School for approval.

The Mathematics Department was successful in obtaining a five-year, \$2.34 million dollar NSF grant to support graduate and post-doctoral education in Mathematics. Some 26 other top schools in the country have been awarded grants through the program, which is called "Grants for Vertical Integration of Research and Education in the Mathematical Science," or VIGRE. The money will primarily fund more research time for graduate students, increased research opportunities for undergraduates, and more postdoctoral fellowships for the department. Virtually the entire mathematics department will be involved with the new program. The first VIGRE Fellows will join the University this fall and will greatly augment the research and teaching capabilities of the Mathematics Department.

#### **Theme 5: Outreach and Development [All Three Strategic Directions]**

**Development:** This year has been a successful one for the College's fund-raising effort, with a significant increase in contributions received over the previous year. Total contributions for the year amounted to \$ 6.7 million an increase of over \$2.5 million from the previous year. The endowment for

the Holmes Professorship was concluded, and recruitment to fill this position will begin in the fall of 2001.

**Public Information:** The College's Public Information Officer, Phil Williams, has written and placed in state and national publications more than eighty-five stories on research and instructional accomplishments in the College. Many of these stories can be found on the College web site at <http://www.franklin.uga.edu/chronicle/news.htm>. He has worked with the Development Officers to create the College's first major alumni newsletter, *The Franklin Chronicle*, which is mailed to 15,000 College graduates. The *Chronicle* is in its third year, and thus far seven issues have appeared. The web version of the newsletter is at <http://www.franklin.uga.edu/chronicle/index.htm>. In 2001-2002, Williams will convert the *Franklin Chronicle* into a magazine that will appear in October and May of each year.

**Franklin College Public Outreach Program:** Between July 1, 2000, and June 30, 2001, 297 lectures or musical or artistic presentations were made by College faculty for an estimated 24,815 citizens of Georgia in 50 of Georgia's counties.

**Theme 6: Administrative and Information Technology [Strategic Direction 1: Building the New Learning Environment; Strategic Direction 2: Research Investment].** The College invested significant sums of money in computer equipment across the College during the past year and provided permanent salary funds to create new positions and strengthen existing ones. When possible this was done on a cost-sharing basis. Significant investments were made in an extensive series of networking projects. With the use of the new technology fee funds, the College implemented a three-year replacement cycle for instructional lab computers. The following steps were taken to strengthen the computer infrastructure in the College and to enhance the administration of computer support:

- Funds to enhance or create computer support positions were provided to Biology, Biological Sciences, English, Geology, Marine Sciences, Music, Religion, and Romance Languages. The total cost to the College was \$175,737.
- Major networking projects were funded in Joe Brown Hall for Comparative Literature and Germanic and Slavic Languages, in LeConte for History, in Life Sciences, Marine Sciences, Microbiology, New College, the Franklin Residential College, and Speech. The College invested funds in the creation of a wireless network for Herty Field and in Rutherford Hall. Networking equipment for Geology, Geography, Philosophy, Physics, Russell Hall (rooms for study and teaching), and for Baldwin Hall was also purchased. The cost for these initiatives was \$697,015.
- Technology Fee funds in the amount of \$979,000 were allocated to departments to upgrade instructional classroom and lab computing equipment, and \$125,170 were allocated to upgrade other kinds of instructional classroom equipment. More information, and a link to a list of the allocations made, can be found at <http://www.franklin.uga.edu/fcsg/computing/techfee.htm>.
- More than \$1,180,899 of computer equipment for instructional and administrative computing needs were funded using monies generated from within the College and support provided by the Vice President for Academic Affairs.

- As a different form of support, the College created a new temporary, part-time position to provide web design and development services to departments, centers and programs on a partial cost-recovery basis. Jason Orrill accepted this position and started work on November 1, 2000.
- In February 2001 the Systems Group began to offer computer support to new clients in Candler Hall, including the Avignon Program, European Studies, South Asian Studies, Asian Studies, African Studies, African American Studies, *Womanist Theory and Research*, and Latin American Caribbean Studies. The Systems Group is also supporting the new Brumby Hall advising office.
- With the addition of a full-time application developer to the Systems Group, New College moved from a decentralized computer support model to a centralized support model. In January of 2001, Michael Brewer accepted this new position and joined the Systems Group as a Systems Support Specialist IV. The Systems Group now offers a full range of information technology support services to clients in New College.

Proposals from Art, Cellular Biology, Chemistry, Microbiology, Music, and Psychology received \$404,000 in Learning Technologies Grants from the Office of Instructional Development. (See Appendix F, p. 76).

Thirty-six of the 297 presentations for the Franklin College Outreach Program were delivered using distance-learning technology (GSAMS).

Much of the equipment purchased with funds listed above provided classrooms and instructional labs with technology that enables students and faculty to take advantage of the most up-to-date developments in teaching and learning methods.

**Theme 7: Cultural diversity [All Three Strategic Directions].** The College multicultural requirement, part of the broader University diversity requirement, continues to work efficiently. Because a large number of College courses with multicultural content (approximately 69) satisfy basic core-level requirements, students can meet this requirement without having to take extra courses. To satisfy the College diversity requirement students must take at least one course focused on one or more American minority groups: African American, Asian American, Native American, or Hispanic American.

The College has added several African American professors to the faculty in the last year. Religion and African American Studies jointly recruited Carolyn Medine to an Associate Professorship; she joined the faculty in January 2001. Political Science and African American Studies appointed Gizachew Tiruneh effective August 2000. Valerie Babb, recruited during the 1998-99 academic year, joined University faculty as a Professor of English and African American Studies in fall 2000.

In the Lamar Dodd School of Art, two African Americans were recruited to the drawing and painting faculty: Joe Norman (Associate Professor) and Ratcliffe Bailey (Assistant Professor).

The College has authorized recruitment in the Department of History for a position in African History. This position will play a significant role in the African Studies Program. In addition, the College is collaborating with Religion and the Vice President for Academic Affairs in an effort to bring a noted Native American scholar to the department.

Despite a diligent effort by Sociology, African American Studies, the Dean's Office, and the Vice President for Academic Affairs, an effort to bring a nationally known professor to the University as the first occupant of the Hamilton Holmes Professorship failed late in the year. The position has been reconfigured, and departments will be invited to submit nominations for the professorship to a search committee in the fall of 2001. See Appendix H: Hamilton Holmes Professorship, p. 78.

[See Appendix B: Diversity Initiatives of the Franklin College of Arts and Sciences, p. 53]

### III. Progress in assessing unit effectiveness:

A. New or revised outcomes:

#### Advising & Graduation 2001

The number of students cleared for graduation by the Graduation Certification Office in Arts and Sciences increased slightly during the past year. The rise that occurred between 1997-1999 was perhaps attributable to the semester conversion. During this time students who were nearing the end of their degree program made an extra effort to complete their course work before the conversion, or at least during its first year of implementation. Since that time we have had a more moderate, but steady rise in the number of students cleared for graduation, as the following chart reflects:

#### Arts and Sciences Students Cleared for Graduation, by Year and Academic Term

	2000-01	1999-00	1998-99	1997-98	1996-97
Summer	318	300	400	332	291
Fall	518	577	526	353	341
Winter	--	--	--	254	349
Spring	1017	939	1049	950	853
TOTAL	1853	1816	1975	1989	1834

In 2001, the Advising Office conducted its sixth annual survey of freshman and sophomore students who are advised by professional advisors in the lower division. Four of the twenty-five questions asked pertain to the competence and human relations skills of the individual academic advisors. 90.4% of the students rated their advisor in the top two categories of the scale. 92.2% of the students said that they were treated well by the advising staff.

B. Implementation of new methods for assessing learning and/or administration:

NA

### C. Implementation of program or process change:

**Enrollment Management:** The School of Art successfully served over 950 undergraduate and 90 graduate art majors this year and provided approximately 7,000 seats in studio art and art history. The freshman class and new transfers in art numbered over 300 students of which 220 passed the portfolio review. The portfolio and enrollment management process has worked well to improve the overall learning environment and quality of our programs. Last year 217 applicants applied for admittance into the graduate study here and for Cortona. Of these 120 students applied for graduate degree programs for 31 positions. The School of Art awarded 13 of the incoming students assistantships.

**Freshman Seminars:** In conjunction with the Honors Program, the College offered to incoming freshmen some 136 one-hour academic credit seminars taught by senior tenure-track faculty in the 2000-2001 academic year. These seminars introduce new students to senior faculty and to the intellectual and academic life of the university. All tenured or tenure-track faculty at the University were invited to offer seminars. Student evaluations expressed strong enthusiasm for the seminars. Deciding how to involve more faculty in the program continues to be a crucial issue.

**The Writing-Intensive Program (WIP)**, designed to encourage faculty to include writing components in upper-level courses, continued in its fourth year. The program is directed by Michelle Ballif, an associate professor in English. She recruits and trains graduate teaching assistants in basic instructional writing skills and assigns them to faculty whose proposals for writing-intensive courses have been approved by a committee of faculty. These TAs assist in the grading of written work and other assignments, thereby enabling faculty to assign and grade writing assignments. The first four years of the program went well. A fifth year of the program has been funded by Arts and Sciences and VPAA. A recent review of the program recommended that funding be made permanent. See Appendix E, p. 67. Also see the WIP web site at <http://parallel.park.uga.edu/~wip/home.html>.

**Non-Western Languages:** The College is continuing expansion of non-western language programs. The African language Yoruba was taught for a fourth year, and funding by Arts and Sciences and Education allowed the second year of new courses in Zulu. A new Korean language sequence in Comparative Literature is healthy and developing in a promising way. Plans for a new language sequence in Hindi were completed and the language was offered for the first time in the fall of 2000. In fall 2001-2002, the College will implement a new sequence in Vietnamese, also in Comparative Literature. The College is working to devise a coherent and reasonable approach to building our offerings in non-Western languages.

### D. Evidence of improvement in specific areas:

See sections 3A, 3B, and 3C.

In the 2000-2001 academic year, our third year on the semester system, the College met all enrollment demands.

Summer 2001 witnessed new growth in enrollment and expansion of special programs such as the Maymester, Freshman College, In-service, and Study Abroad. Enrollment of undergraduates in the

Franklin College for summer semester 2001 increased by 123 students for a total of 4,318, a gain of 2.9%. Credit hours generated for all courses, not including In-service and Studies Abroad, increased by 1,331, a gain of 3.7%. Instructional and administrative costs grew by approximately \$66,500, an increase of 4.8%.

When In-Service hours are included and added to the College total, the number of credit hours generated increased by 2,249, a gain of 6%. The average cost per credit hour with In-Service hours included was \$59.434 for the summer of 2001.

The Vice President for Instruction provided additional funding for summer programs in the Franklin College in summer 2001. Specifically, \$55,402 was added to support the new "Freshman College." Arts and Sciences proposed seven courses for the Freshman College, and these enrolled a total of 261 students for a total of 783 credit hours. The Vice President for Academic Affairs also provided an additional \$50,000 to add to the summer schedule several core courses in high enrollment areas.

Enrollments in the Maymester courses increased remarkably from 2000 with a total Maymester enrollment in 2001 of 1,103 undergraduates, an increase of 318 (41%) over the 2000 enrollment. The Colleges of Education and Business also had large Maymester increases in their enrollments. Graduate enrollments in Maymester courses declined slightly from the previous summer. Overall, enrollment in the University summer semester 2001 increased by 819 students over the previous summer, and credit hours generated also increased substantially.

Based on the experience of the summer of 2001, the Franklin College will continue to offer a broad and diverse set of course offerings on various summer schedules to include additional new offerings in the Maymester. While continuing to focus on the basic, core courses at the 1000 and 2000 level, we will also work with departments to ensure that a reasonable number and variety of upper division and graduate courses are included to provide opportunities for all students. We will continue to work with colleagues in the Office of the Vice President of Instruction on new programs such as the Freshman College that appear poised for new growth.

#### **IV. Overall Health of the Unit:**

**Operating Budget:** In general, the financial health of the College is good. Although we will continue to need to work carefully and cautiously to serve the needs of students and the University, we are confident of our ability to provide an excellent education for our students. Every year the College converts a sizable amount of salary savings into operating expenses to meet the needs of departments for supplies and expenses, travel expenses, and hourly personnel salaries. The College generates additional operating funds by holding faculty lines vacant for at least a year after they become open. The availability of these supplementary funds therefore depends on the number of vacant positions in any given year. Even with these supplementary funds, the fraction of the College's total budget devoted to operating expenses is only about 5% of the state funds allocated to Arts and Sciences. Departments strain to operate within these support funds, and many departments in the sciences complain that they must devote overhead funds returned from grants to basic operational expenses, rather than to enrichment of research programs.

A major difficulty faced by the College in 1999-2000 was a 1% budget cut at the end of the 1999 fiscal year that resulted from a redirection mandate from the state government. As a result the College had to cut its departmental operating budgets and faculty travel budget to make up the deficit. In 2000-2001 the College took advantage of a mandate from the higher administration to redirect 1% of its funds. Unused instructional money, with significant matching funds provided by the University, were redirected to create permanent operating budgets for departments and programs, thereby restoring the funds cut the year before and enhancing departmental resources.

A source of concern for the College and for faculty has been support for research. Adequate start-up funding is a crucial element in successful recruitment of science faculty. Dean Anderson, Acting Vice President for Research Gordhan Patel, and Provost Holbrook have worked to provide adequate start-up funding to insure that top-level candidates are recruited successfully.

**Recruitment:** In recent years, the College has recruited between 35 and 40 new faculty members each year, all but a few at the level of assistant professor. In 2000-2001 the College recruited for some 71 positions, mostly at the assistant professor level. The College provides nationally competitive starting salaries and has as a result been successful in hiring its top choices in most recruitment efforts. The impressive quality of new faculty augurs well for the future of UGA.

**Program Development:** The University's status as a research university rests on the reputation of its academic programs, and in particular its strengths in research and graduate education. Program development in recent years has focused on an array of programs in the fine arts, history, non-Western languages, anthropology, ecology, marine sciences, structural biology in the biological sciences and chemistry, and genomics in biological sciences and in computer sciences. Program development is a central issue for the College and is one of the primary concerns of our Strategic Plan. In the next few years, the College will focus on the incorporation of technology into the fine arts through the Institute for Advanced Creative Exploration. It will seek to expand teaching in non-Western languages and related area studies. We will build in the areas of computer animation, creative writing, genomics and structural biology, biomedical research, computational and mathematical sciences, and the application of molecular biological methods in the environmental sciences. Developing many of these programs will require coordination across departments in the College and with other units of the University. The positions that will be needed for program development will come from several sources: vacancies freed by retirement or resignation of faculty members; positions added for program development; and positions added to meet enrollment increases. Funding will be sought through every reasonable means, at every administrative level, and through external grants and fund-raising.

**Instruction:** As the University grows towards a target enrollment of 32,500 students, the pressure to provide adequate instruction, particularly at the undergraduate level, has grown. Enrollment management is a difficult issue for the College. At present, the College is successfully providing an adequate number of seats for lower-division core courses. In the upper division, however, some departments, including Computer Sciences, the School of Art, Speech Communication, and History, have difficulty meeting the demand for seats from majors and other students. The School of Art has adopted a portfolio review procedure to control its enrollment pressures. The College, working with

the higher administration, has provided additional instructional resources for Computer Sciences, Speech, and History. It will probably never be possible to offer unlimited access to all majors in the College, but we will definitely need to expand our offerings as the student body grows. To do this, we will need additional instructional resources. The College needs to continue program development in order to build the profile of its research programs, and at the same time must provide additional class sections for a growing student body. This balancing of needs in the face of limited resources is a major issue for the College, but one we are prepared to meet.

As the University has grown in size, it has become easier for students to feel lost and anonymous. Large classes in introductory subjects make this problem worse for beginning students. Freshman Seminars provide one way of trying to give beginning students meaningful contact with faculty members. The College needs to devise additional ways to enhance contact between faculty and students. Some possibilities are an increased number of small seminars for freshmen and sophomores; an increased use of directed studies and independent research projects; service learning opportunities; senior theses; mentoring programs; and internships.

**International Studies:** International programs in the Franklin College are thriving—new programs are being added all the time, and more and more students and faculty are involved. This is seen especially in the growth and expansion of study abroad programs. It is also seen in the work of international and area studies institutes, centers, and programs on campus through their teaching, research, and other academic programs such as visiting speakers, cultural programs, and related conferences. Certainly students and faculty have enhanced opportunities to participate in and to initiate international programs, activities, and involvements through teaching, research, and learning.

Two weaknesses, however, continue to impede development of the international programs. One is the issue of adequate space for the programs both on campus and abroad; this was discussed above.

The second weakness is the absence of faculty in key academic areas such as the politics of modern China and Latin America, the history of south Asia, and the political economy and commerce of Pacific Asia, Latin America, and Africa. All may be viewed as strategic areas for future development, yet they must vie in departments as new areas of development when vacancies occur. New faculty additions in these academic areas would do much to help prepare our students for future careers in a global economy and increasingly diverse world society and polity. The absence of such scholarly expertise must be viewed as a serious academic lacuna at the University of Georgia.

**Interdisciplinary Studies:** A number of interdepartmental and cross-disciplinary studies programs have developed within the College: African American Studies; Women's Studies; Linguistics; and Criminal Justice. In addition, the College offers an interdisciplinary studies program that allows qualified students to design an individual major, or to participate in one of several cross-departmental programs such as scientific illustration and computer animation. These programs represent the expanding edges of knowledge and offer unusual opportunities for students. The College has emphasized the value of interdisciplinary study of all kinds but needs to expand such opportunities for undergraduate students.

**Development:** The College conducts an intensive development effort to raise funds for endowed

professorships, visiting artists and researchers, scholarships, and departmental discretionary funds. Our development program is beginning to gain significant momentum, and is enjoying increasing success. We publish a newsletter to promote awareness of the College among alumni. FY 2000 contributions (gifts and new pledges) to the Franklin College of Arts and Sciences through the University of Georgia Foundation and direct gifts to the University amounted to \$6.7 million, an increase of over \$2.5 million comparable to FY99 figures.

The College collaborates with the Office of the Vice President for Public Service and Outreach in an outreach program of talks given by Arts and Sciences faculty to schools, clubs, and organizations across the state, and also in supporting the Museum of Natural History. The outreach program has been successful and we need to find additional support to meet the growing number of requests for talks from groups throughout the state. The Museum needs additional support to develop its role as campus center for research and teaching in systematics, and to build a stronger outreach program to the state.

This report has been prepared by the Office of the Dean, Franklin College of Arts and Sciences: Wyatt Anderson (Dean), Robert Anderson (Associate Dean), Hugh Ruppensburg (Associate Dean), Clif Pannell (Associate Dean), Michelle Garfield (Assistant Dean), Peggy Peters (Budget Officer), Judy Lewis (Development Officer), Phil Williams (Public Information Officer), Christine Miller (Systems Group Coordinator), Kellie Borders, Barbara Carlson, Jean Crabtree, Kristen Griffin, and Vicky Smith.

August 15, 2001

## **Appendix A: New Arts and Sciences Faculty Recruited during 2000-2001:**

### **School of Art**

**Imi Hwangbo** [Associate Professor]

**M.F.A - Stanford University**

**Area - Sculpture**

Imi Hwangbo has been appointed as Associate Professor in the Lamar Dodd School of Art where she will teach undergraduate and graduate sculpture. Imi received her M.F.A. in sculpture from Stanford University in 1991 and her BA in visual studies from Dartmouth College in 1989. Since 1995 she has been an assistant professor and head of the sculpture program at the University of Louisville in Kentucky. She also served as the coordinator of the 3D Foundation and BFA programs there. Before going to Louisville, Ms. Hwangbo taught at Colby College and at Montgomery College in Maryland. Her exhibition record includes two major traveling solo shows: "New Work" at the Art Academy of Cincinnati and the Kiang Gallery in Atlanta; and "The Waiting Chamber" at the Artemisia Gallery in Chicago and Gallery 10 in Washington, D.C. Her work has been shown in group exhibitions in places as diverse as the Alternative Museum and the Asian American Arts Centre, both in New York, the Korean Cultural Center in Los Angeles, the Painted Bride Art Center in Philadelphia, and SPACES in Cleveland, among others. She has received prestigious grants and residencies, including residencies at Yaddo, in Saratoga, the American Academy in Rome, and at the Camargo Foundation in Cassis (France) supported by the Warhol Foundation. Her work has been discussed in such important publications as Art Papers, Dialogue, and Sculpture Magazine.

**Joseph Norman** [Associate Professor]

**M.F.A - University of Cincinnati**

**Area - Drawing**

Joseph Norman has been appointed as Associate Professor in the Lamar Dodd School of Art where he will teach undergraduate and graduate Painting and Drawing. Joseph Norman received his M.F.A. in drawing from the University of Cincinnati; he also holds an M.A. in art education from the University of Illinois and a BS in art education from the University of Arkansas. Since 1991 Mr. Norman has taught foundation drawing at the Rhode Island School of Design. In this same period he has been a visiting artist in such diverse places as the Haystack Mountain School of Crafts on Deer Isle, Maine, Cornell University, Syracuse University, Brown, and the Tamrind Institute in Albuquerque, New Mexico. His solo shows have been seen in the Museum of Fine Arts, Boston, the Museo de Arte, San Jose, Costa Rica, and the University at Buffalo Art Gallery among others. His group exhibitions are even more varied and extensive, including the Museum of Art at the Rhode Island School of Design, the World Gallery in New York and South Beach Miami, and the Redfern Gallery in London. The collections that own his paintings include, to list just a few, the Museum of Modern Art in New York, the Corcoran Gallery in Washington, D.C. the National Museum of American Art, the Pennsylvania Academy of Fine Arts, and the Fogg Museum of Art at Harvard.

**Haewon Kim** [Assistant Professor]

**Ph.D., to be awarded May 2001 - University of Pennsylvania**

**Area - Art History**

Dr. Haewon Kim, newly appointed assistant professor, defended her dissertation, "Unnatural Mountains: Meaning of Buddhist Landscape in Precious Rain Bianziang in Mogao Cave 321," in May 2001. Her degree is from what is arguably the finest graduate program in Asian art history in this country, the University of Pennsylvania. Her experience as a teacher includes college-level courses in Chinese and Japanese Arts, Chinese Archeology and Art, as well as three years of Korean language instruction at UPenn (her native language is Korean). Dr. Kim is virtually unique among young art historians of Asian art because of her command of the requisite languages; these include classical and modern Chinese, Japanese, and Korean, as well as French and German. With these skills she is able to study texts and documents unavailable to scholars with less linguistic preparation. Her knowledge of Korean, Japanese, Chinese, and Buddhist art represents the broadest range of academic preparation possible in this field.

**Radcliffe Bailey** [Assistant Professor]

**BFA, Atlanta College of Art, 1991**

**Area - Painting and Drawing**

Mr. Radcliffe Bailey, newly appointed assistant professor, received his BFA from the Atlanta College of Art in 1991. Since that date he has been producing and exhibiting work across the country. For an artist of his age he has a truly remarkable exhibition record. In the last nine years he has had nine solo exhibitions in Chicago, New York, Alabama, North Carolina, Kansas and Georgia. His group exhibitions are even more numerous and diverse, including venues in California, Texas, and Connecticut (to cite just a few). Mr. Bailey's work has been the subject of lively discussion: he has been written about in *Artforum*, the *New York Times*, *Flash Art*, *Art in America*, *African American Art*, *New York Arts Magazine*, *ARTnews*, and countless other publications of equal prominence. A selected list of nationally prominent collections with his work includes the Art Institute of Chicago, Corcoran Gallery of Art, Metropolitan Museum of Art, the Smithsonian Institute, and the Harvard University Art Collection. Mr. Bailey's art is nationally (and now internationally) recognized as among the most important artists of his generation.

**Pamela Taylor** [Assistant Professor]

**Ph.D., Pennsylvania State University, 1999**

**Area - Art Education**

Pamela Taylor, newly appointed assistant professor, received her Ph.D. in Art Education from Pennsylvania State University in 1999 and her M.S. in art education from Radford University last year.

Since 1997 she has been an assistant professor of art education at Radford University. Her previous professional experience covers an extraordinary range of activities, all of which are appropriate to her role as a professor of art education: she has worked as an artist and graphic designer, an art teacher, an editor, and an evaluator for the Getty Center for Education in the Arts. Dr. Taylor's experience as a teacher is amply matched by her work as an artist and curator. She shows regularly and has been active as a curator of both student and professional artists' exhibitions. Equally significant have been her community outreach projects; these programs are done in conjunction with her teaching, adding immeasurably to the student teachers' experiences and skills. Dr. Taylor's publications are extensive; her most recent work has focused on the application of hypertext in the development of classroom curriculum. This research has important repercussions both for her teaching and for her future role in the development of new and more flexible art education training.

**Richard Siegesmund** [Assistant Professor]

**Ph.D., Stanford University, 2000**

**Area - Art Education**

Richard Siegesmund, newly appointed assistant professor, received his Ph.D. in curriculum and teacher education from Stanford University in 2000. Besides an M.A. in art education, Dr. Siegesmund also has an M.F.A. in painting and printmaking (University of Hawaii, Manoa) as well as a B.A. in studio art (Trinity College, Hartford, CT). For eighteen years he was active as museum administrator; in this capacity he served as director of the Fabric Workshop in Philadelphia, the deputy director for curatorial affairs at the San Francisco Museum of Modern Art, the associate director for the Washington Project for the Arts, and as one of the directors of on the Pennsylvania Council on the Arts. His work experience and research have been concentrated in the development and evaluation of art programs for young students, including one program specifically aimed at troubled youth. Together these different experiences bring a particular and extremely important focus to his work as an art educator.

**Michael Oliveri** [Assistant Professor]

**MFA, UCLA, 1995**

**Area - Digital Media**

Mr. Michael Oliveri, newly appointed assistant professor, received his M.F.A. in new genre and multimedia from the UCLA in 1995 and his B.F.A. in sculpture from the San Francisco Art Institute. He also has an associate degree in electronics. Because digital media is, relatively speaking, a new media for artists, Mr. Oliveri's resume represents an interesting mix of experiences: he has worked as a shop foreman in the fabrication and design of metal furniture, as the creative director for a web site company, as a FX designer for commercial films, as a designer for sunwear fashion, for Disney Art as a designer for parades, park displays, and floats, as a web designer, as an art director for commercial films, and a production designer for the Slamdance Film Festival. Each of these skills has important application in the School of Art B.F.A. program. Indeed, many of them have been employed in his own

teaching: Mr. Oliveri has taught at Florida State University as an assistant professor and an USC and Orange Coast College as an adjunct professor. His exhibition record is remarkably strong for a "new media:" he has exhibited internationally and nationally. Some of his more important venues include the Havana Biennial, UCLA in Santa Monica, CA, Project Box in LA, the San Francisco Art Institute, and Brea Municipal Gallery.

**Michael Marshall** [Assistant Professor]

**MFA, Arizona State University, 2000**

**Area - Photography**

Mr. Michael Marshall, newly appointed assistant professor, received his M.F.A. in photography from Arizona State University in Tempe last year. Before beginning graduate school he did a year in the certificate residency program at the prestigious Maine Photographic Workshop in Rockport, Maine. Mr. Marshall double-majored at Kenyon College where he graduated summa cum laude in physics and studio arts in 1993. In the years between his college graduation and his most recent position as a visiting assistant professor at Arizona State, Mr. Marshall has worked as an exhibition curator, a workshop instructor in Rockport and for the Sante Fe Photographic Workshop, as a lab and darkroom manager, and as a lab technician. He is currently working with a group of artists on an ongoing multi-media collaborative project entitled Third View. In just a few years Mr. Marshall has exhibited his work both nationally and internationally; he has shown in Frankfurt, Germany and in Salzburg, Austria, as well as in New York, Maine, Louisiana, Ohio and Arizona. Just last year he showed in the Group Digital Exhibition of the Southern Graphics Arts Council.

### **Biochemistry and Molecular Biology Department**

**William N. Lanzilotta** [Assistant Professor]

**Ph.D., Utah State University**

**Area – Structural Biology**

Dr. William Lanzilotta, newly appointed assistant professor, specializes in elucidating important structure-function relationships in biochemical processes using x-ray crystallography, spectroscopy, and metabolic engineering. Following his doctoral study at Utah State University, he received postdoctoral training at the University of California, Irvine and then joined Genencor International where he worked in protein production using metabolic pathway engineering. His research is broad in scope and addresses the molecular aspects of several systems including isoprenoid synthesis, hydrogen sensing, nickel transport, nitrification, and heme oxygenase as a scaffold for chemical/protein engineering. This work impacts on many aspects of biochemistry, microbiology, structural biology, and biotechnology, and has the potential for the development of new classes of drugs. Dr. Lanzilotta's expertise in biophysical methods such as x-ray crystallography and molecular spectroscopy, coupled with his interest in biochemical processes, both complements and extends the programs in the Department of Biochemistry & Molecular Biology, the Division of Biological Sciences, and the Franklin College of

Arts & Sciences in structural biology, metalloproteins, microbial physiology, and biotechnology.

### **Biochemistry & Molecular Biology**

**Walter K. Schmidt, Jr.** [Assistant Professor]

**Ph.D., University of California, Berkeley**

**Area – Molecular Biology**

Dr. Schmidt, newly appointed assistant professor, specializes in elucidating the role of proteolysis in cellular function. His doctoral work was at the University of California, Berkeley, followed by postdoctoral training at The Johns Hopkins University. Using yeast as a model experimental organism, Dr. Schmidt studies the molecular mechanisms by which the proteins Ax11p and Ste23p generate a prenylated a-factor mating pheromone. Members of a large family of metalloproteases that exist in humans and other organisms, these homologs represent the M16 family of proteases. Dr. Schmidt's immediate research goals include characterization of: the proteolytic properties and cellular role of Ax11p, the cellular role of Ste23p and identification of novel substrates, and a mammalian pheromone-like biogenesis pathway. Since proteolysis is essential for many cellular processes such as development, signaling, and apoptosis, to mention but a few, it has a role in many disease processes such as Alzheimers, HIV, and cancer. The process of prenylation is a fundamental step in tumorigenesis, and inhibitors of prenylation are currently being evaluated for their therapeutic efficacy. Dr. Schmidt adds a critical dimension to the faculty of the Department of Biochemistry & Molecular Biology, the Division of Biological Sciences, and the Franklin College of Arts & Sciences engaged in research in metalloproteins, protein structure and function, fungal biology, and molecular medicine, particularly basic research in cancer biology.

### **Division of Biological Sciences**

**Peggy Brickman**, [Assistant Professor]

**Ph.D., University of California-Berkeley**

**Area - Biology Education**

Dr. Peggy Brickman, newly appointed assistant professor, received her Ph.D. from the University of California-Berkeley. She has taught for the last five years in the Franklin College Division of Biological Sciences, most recently as a lecturer. She teaches BIOLOGY 1103-general biology for non-science majors-a difficult course to teach. She has received the highest student evaluations of any faculty member in the Division of Biological Sciences. In recognition of her teaching excellence, she has been given a Sandy Beaver Teaching Award. She is highly skilled in the use of instructional technology in teaching and is an expert in the use of Web-CT. Her area of expertise is biology education.

**Norris Armstrong** [Assistant Professor]

**Ph.D., Duke University**

## **Area - Biology Education**

Dr. Norris Armstrong, newly appointed assistant professor, received his Ph.D. from Duke University and postdoctoral research at the University of California-Berkeley and University of North Carolina-Chapel Hill. He has been a visiting Assistant Professor at Carleton College, a premier liberal arts college and taught courses in introductory biology and other undergraduate biology courses. As part of the interview process, he presented lectures in general biology and was found to be an excellent teacher with strong positive interactions with our undergraduates. His area of expertise is biology education.

## **Botany Department**

**Shu-mei Chang** [Assistant Professor]

**Ph.D., Duke University**

**Area - Plant Reproductive Biology**

Dr. Shu-mei Chang, newly appointed assistant professor, received her B.S. and M.S. degrees from National Taiwan University in Taipei. This is the leading University in Taiwan. She received her Ph.D. degree from Duke University, and she received a Sigma Xi grant to support her dissertation research. She has done postdoctoral research at Duke University (1997-99) and at the University of Minnesota (1999-present).

Dr. Chang's research expertise is in the area of plant reproductive biology. She has already published significant results in good research journals on floral traits and how they affect mating behavior of plants. She uses a variety of approaches, from morphology to molecular genetics, in her work. We believe that Dr. Chang will become a leader in the field of plant reproductive biology because of her proven ability to apply rigorous experimental techniques to the study of important general questions in plant population biology.

**Robert Kuzoff** [Assistant Professor]

**Ph.D., Washington State University, 1998**

**Area - Taxonomist/Systematist/Evolutionary Biology**

Dr. Robert Kuzoff, newly appointed assistant professor, has two undergraduate degrees from the University of Idaho, one in Philosophy and one in Bacteriology. He has a Ph.D. in Botany (1998) from Washington State University, where he received training with Drs. Doug Soltis and Larry Hufford, two world leaders in plant taxonomy and evolutionary biology. His doctoral research was supported by a National Science Foundation Doctoral Dissertation Improvement Grant, and he was elected a member of the Sigma Xi honorary society. He received the prestigious Katherine Esau postdoctoral fellowship to fund his postdoctoral research at the University of California Davis (1998-present). Dr. Kuzoff's research interest is the control of developmental pathways in plants, and the genetic control of

morphological characters. He is an expert in plant taxonomy, phylogeny, and plant morphology, and has mastered the molecular genetic and genomic techniques necessary to attack classical problems in a modern way. He has already made significant contributions by cloning genes important in floral morphology, and we are confident he will become a world leader in his field.

### **Cellular Biology Department**

**Scott Dougan** [Assistant Professor]

**Ph.D., Rockefeller University**

**Area - Developmental Biology**

Dr. Scott Dougan, newly appointed assistant professor, specializes in developmental biology. He has emerged as a respected molecular biologist through excellent graduate work at Rockefeller University and productive post-doctoral training at Stanford University. He studies the fundamental question of how cells differentiate according to their relative position in the embryo, generating a highly reproducible pattern of cell fates. Specialized groups of cells set aside during development control the gene expression and morphogenetic programs of neighboring cells to generate the final body plan. Dr. Dougan employs molecular and genetic approaches to unravel these pathways using the zebrafish; embryos of this model organism develop rapidly and are transparent, facilitating embryological observation and manipulations. Significantly, syndromes such as juvenile polyposis, adenomatous polyposis coli, and nevoid basal cell carcinoma often are associated with disturbances in such signaling pathways. His work to understand how these signals operate during normal development is a necessary step towards learning how their aberrant function results in tumor formation. Dr. Dougan fits exceptionally well into a small, but growing, group of developmental biologists in the Department of Cellular Biology, as well as the College's Division of Biological Sciences.

### **Comparative Literature Department**

**Karen Elizabeth Myhre** [Assistant Professor]

**Ph.D., University of California at Berkeley, 1998**

**Area - Comparative Literature and Language Pedagogy**

Dr. Karen Elizabeth Myhre, newly appointed Assistant Professor of Comparative Literature, received a Ph.D. in East Asian Languages from University of California at Berkeley in 1998. Since then she has been a Visiting Professor of Chinese at Swarthmore College, the University of Pennsylvania, and Grinnell College. While a graduate student at Berkeley, she was an advanced research fellow at Peking University. Previously she had studied for a year at Taiwan University in Taipei. Dr. Myhre has been the recipient of some eleven grants awarded by Berkeley, Grinnell, Swarthmore, the National Center Library in Taipei, and the Committee for Scholarly Communication with China. She has published four articles and reviews and presented some twenty papers.

### **Computer Science Department**

**Maria Hybinette** [Assistant Profesosr]  
**Ph.D., Georgia Institute of Technology, 1994**  
**Area - Databases, Graphics or Theory**

Dr. Maria Hybinette, newly appointed assistant professor, received a B.S. in Mathematics and Computer Science in 1991 from Emory University, and M.S. and Ph.D. in Computer Science from Georgia Institute of Technology in 1994 and 2000 respectively. Dr. Hybinette's research interests include parallel and distributed computing, high-performance interactive computing environments, parallel applications, and quality of service. She has already published a number of papers in reputable computer science journals and conference proceedings. We look forward to Dr. Hybinette's collaboration with our departmental experiments in parallel and distributed computing systems and campus wide researchers in complex computing and large-scale simulation.

**Scott Watterson** [Assistant Professor]  
**Ph.D. to be awarded in August 2001 by University of New Hampshire**  
**Area - Operating Systems or Wireless**

Mr. Scott Watterson, newly appointed assistant professor, received B.S. degrees in Computer Science and Mathematics in 1994, both from University of New Hampshire. He expects to be awarded a Ph.D. degree in Computer Science in August 2001. Mr. Watterson's primary research is focused on binary optimization. This includes developing techniques for better understanding execution profiles and new approaches for compiler optimization. His other areas of interest include low-power computing, dynamic code generation, compression and performance monitoring. Mr. Watterson has seven publications in reputable conference proceedings. We look forward to Mr. Watterson's continued productive investigation into the fundamentals of computing (improving the software/hardware interface in the most basic ways) investigations that will potentially benefit every computer user. Additionally, his involvement with the Yamacraw activity will lend an immediate constructive context for his work.

**Ismailcem Budak** [Assistant Professor]  
**Ph.D., Middle East Technical University, Ankara, Turkey, 1998**  
**Area - Network of Embedded Systems**

Dr. Ismailcem Budak Arpinar received B.S., M.S., and Ph.D. degrees in Computer Engineering in 1991, 1993, and 1998 respectively; all degrees were awarded by Middle East Technical University (Ankara, Turkey). Dr. Arpinar's research interests include database management systems, distributed computing and information systems, work-flow management, and electronic marketplace architectures. He has published his research findings in a number of reputable international journals and conference proceedings. Dr. Arpinar has contributed to research grants and contracts at the University of Georgia where he has been since 1998 as Post-Doctoral Research Associate. We look forward to Dr. Arpinar's continued collaboration with our departmental database and workflow group, to which he is already a significant contributor. Additionally, his involvement with the Yamacraw activity will help him

to interact with a dedicated group of researchers in basic application areas.

### **Center for Tropical and Emerging Diseases and Genetics Department**

**Jessica Kissinger** [Assistant Professor]

**Ph.D., Indiana University, 1995**

**Area - Bioinformaticist**

Dr. Jessica C. Kissinger has been recruited by the Center for Tropical and Emerging Global Diseases and will be appointed in the Department of Genetics at UGA. Dr. Kissinger received her A.B. (cum laude) for the University of Chicago in 1989 and her Ph.D. in Molecular, Cellular and Developmental Biology from Indiana University in 1995. She held postdoctoral positions at the National Institutes of Health, the Centro de Pesquisas René Rachou - FIOCRUZ, in Belo Horizonte, Brazil and the University of Pennsylvania, where she is currently a lecturer in Computational Biology. Dr. Kissinger's primary training is in the areas of molecular evolution/systematics and bioinformatics/genomics and she plans to use comparative genomic approaches (e.g. comparing the genes, genomes and genome structures of related organisms) to address issues relevant to the evolution and biology of the Apicomplexa. The Apicomplexa include such important pathogens as *Plasmodium* sp. (the agent of malaria), *Toxoplasma gondii* and *Cryptosporidium* (common opportunistic pathogens in HIV infection), and *Eimeria* (major causes of morbidity and weight loss in the poultry and cattle industries). By studying the Apicomplexa in particular, she hopes to be able to learn about the mechanisms and patterns of eukaryotic genome evolution, parasite genome evolution, the biology of endosymbiosis and horizontal gene transfer. Dr. Kissinger has been a major contributor to the discovery of a plant-like plastid organelle in *Plasmodium* and has been intimately involved in the design and implementation of the *Plasmodium falciparum* genome resource, PlasmoDB.

### **Drama Department**

**Antje Ascheid** [Assistant Professor]

**Ph.D., New York University**

**Area - Film Studies**

Dr. Antje Ascheid, newly appointed Assistant Professor of Drama, has a rich international background, having studied first at the Freie Universität in Berlin, then at the Central Saint Martin's School of Art and Design in London (B.A. Degree), then at New York University (M.A. and Ph.D. Degrees). Her dissertation has won awards and is now scheduled for publication with Temple University Press. She also has a chapter in a forthcoming book on popular German cinema with Wayne State University Press. She also has two articles in referred scholarly journals and two other articles. She has been very active in presenting papers for meetings of national scholarly organizations. In addition to her scholarly work, she has practical experience in film production. Her speciality is in the history, theory and production of film.

### **Institute of Ecology**

**Pej Rohani** [Assistant Professor]

**Ph.D., Imperial College, University of London, 1995**

**Area - Disease Ecologist**

Dr. Pej Rohani, newly appointed assistant professor, is currently a Royal Society Research Fellow at Cambridge University in England. He has 28 publications, many in such prestigious journals as *American Naturalist*, *Proceedings of the Royal Society of London*, *Journal of Theoretical Biology*, and *Science*. He has a well-funded research program and is frequently invited to give seminars at major symposia and at other institutions. He has given seminars in nine countries. One of his areas of research is the population ecology of disease vectors and pathogens. We believe that he will provide a good intellectual link between ecology and the biomedical initiative. I believe that he had a job offer from the University of Washington.

**Rebecca Irwin, Plant Population Ecology** [Assistant Professor]

**Ph.D., University of Vermont, 2000**

**Area - Plant Population Ecology**

Dr. Rebecca Irwin is an National Science Foundation Post-Doctoral Associate in the Center for Population Biology at the University of California, Davis. The ecology program at UCD is ranked number one in the nation by the National Research Council. She has eight publications, all in top-ranked journals of her field. She has an active research program funded through the National Science Foundation. She uses some of the techniques from molecular genetics in her research and we believe that she will strengthen ties between ecology and the departments of genetics and botany. She turned down an offer from the University of Tennessee to accept the UGA offer.

### **English Department**

**Jed Rasula** [Professor]

**Ph.D - University of California**

**Area -**

Jed Rasula, newly appointed Helen S. Lanier Distinguished Professor of English, has a multi-disciplinary background, with a doctoral degree from the History of Consciousness Program at the University of California at Santa Cruz, and a B. A. from the Independent Majors Program at Indiana University. He began his teaching career at Pomona College in Claremont, California, and taught at Queen's University in Ontario, Canada from 1990-2001. He is the author of a widely discussed book on the canonization of modern American poetry, *The American Poetry Wax Museum: Reality Effects 1940-1990* (1996), and co-editor, with Steve McCaffery, of *Imagining Language* (1998), an anthology of three millennia of linguistic speculation that has won international acclaim. Books in press are *This Compost:*

*Ecological Imperatives in American Poetry* and *Syncopations: American Poetry Since 1975*.

Works in progress include a study of modernist fiction, and an anthology of visual poetry of the European avant-garde in the early twentieth century. Over a hundred publications in journals address topics ranging from jazz and architecture to philosophy and psychology, poetry and fiction. Dr. Rasula is author of two books of poetry, *Tabula Rasula* (1986) and the forthcoming *Sigillation's Detour*. He was founding editor of the poetry magazine *Wch Way* (1975-1986), and served on the editorial board of *Sulfur* (1981-2000). Prior to entering the teaching profession, Dr. Rasula hosted a radio program in Los Angeles, worked in film and television, and served as a consultant to a psychiatrist, among other occupations. Such varied professional experiences have served Dr. Rasula well in his academic work, which is decidedly interdisciplinary.

**Aidan Wasley** [Assistant Professor]

**Ph.D., Yale**

**Area - Modern British Poetry**

Dr. Aidan Wasley, newly appointed assistant professor has a A.B. from Princeton and a Ph.D. from Yale. He has a number of articles forthcoming or published in highly regarded venues such as *Raritan Quarterly*. In 1999-2000 he was Writer-in-Residence at the James Merrill House, Stonington, Connecticut. While a student at Yale, he was awarded a Whiting Fellowship, the Chauncey Brewster Tinker Fellowship, and an Andrew W. Mellon Pre-Dissertation Fellowship. As an undergraduate at Princeton, he was awarded a Princeton-in-Asia Fellowship, which took him to Japan for a year. While there, he published over thirty feature articles in *The Japan Times* (an English-language newspaper). His specialty is in twentieth-century British poetry.

### **Geography Department /Women's Studies Program**

**Caroline Desbiens** [Assistant Professor]

**Ph.D., to be completed in September 2001, The University of British Columbia**

**Area - Economic and Social Geography**

Ms. Caroline Desbiens is a joint appointment with Women's Studies. She comes to us from one of the premier Geography departments in North America, The University of British Columbia in Vancouver. She will finish her Ph.D. in September, but has already published two reviewed articles in important journals, has three other publications and she has presented twelve professional papers at meetings. Ms. Desbiens has received research grants from the National Research Council of Canada and the Killam Foundation, and she held a Canada-U.S. Fulbright Scholarship. She has extensive teaching experience.

### **Germanic Slavic Languages Department**

**Beatrice Hanssen** [Professor]

**PhD 1992, Johns Hopkins University**

**Area: Modern German Literature and Theory**

Dr Beatrice Hanssen is one of the rising stars in the field of German literary studies. Since taking her PhD in 1992 in Comparative Literature at Johns Hopkins, she has taught in the German Department at Harvard; she was promoted there to Associate Professor of German in 1997. Her primary role in the UGA Department of Germanic and Slavic Languages will be to offer courses at both the undergraduate and graduate levels on literary cultural topics of broad intellectual interest in the fields of German and Comparative Studies, focusing especially on questions that require a high degree of theoretical reflection. Dr Hanssen, with her two major books, her widely read studies, and the international demand for her as a lecturer, has already made a significant impact on her field. Her scholarship covers many high-visibility topics in the post-modernist intellectual enterprise, including Benjamin, Foucault, Adorno, Kafka, Heidegger; post-structuralism, critical theory, feminist theory, cultural ethics, Jewish culture in the post-Wall period, among others.

**Maria Rubins** [Assistant Professor]

**Ph.D., Brown University, 1998**

**Area - Russian Studies**

Dr. Maria Rubins (native Russian, American citizen), newly appointed assistant. Professor of Slavic Languages. She is a 1998 Brown University PhD with specialties in Russian, French, and Czech languages and cultures. Our department considered her the outstanding candidate nationally out of the fourteen whom we targeted as the best of some one hundred applicants. Dr. Rubins already has published a book in addition to many journal articles and is already well respected nationally --and has a growing international reputation -- as attested by her numerous invitations to present her work at leading national conferences. She is an outstanding teacher, as her post-doc year at Rice University demonstrated. She will help us realize our goal to build a secondary program in Czech language and culture, including film.

**History Department**

**Allan Kulikoff** [Professor]

**Ph.D., Brandeis University**

**Area - Historian of slavery and colonial America**

Allan Kulikoff, the newly appointed Abraham Baldwin Professor of the Humanities, will join the History Department this fall. A distinguished historian of slavery and colonial America, he is the author of the award-winning *Tobacco and Slaves: the Development of Southern Cultures in the Chesapeake, 1680-1800* (1986), as well as *the Agrarian Origins of American Capitalism* (1992), and *from British Peasants to Colonial American Farmers* (2000). Kulikoff earned his PhD at Brandeis University in 1976, and has spent his career teaching at Princeton University and Northern

Illinois University.

**Timothy Dale Cleaveland** [Assistant Professor]

**Ph.D., Northwestern University (1995)**

**Area - African History**

Dr. Timothy Dale Cleaveland, newly appointed assistant professor, African history, received his Ph.D. from Northwestern in 1995. He most recently held a tenure-track position at the University of Florida. He is a specialist in Saharan history, has published in the *American Historical Review*, the premier journal in our discipline, and has a book coming out with the Greenwood/Heinemann Press entitled *Becoming Walata: A History of Saharan Social Formation and Transformation*.

### **Marine Sciences Department**

Adrian Burd [Assistant Professor]

Ph.D., University of Sussex

Area – Biological Oceanography

Assistant Professor Adrian Burd is the newest addition to the Department of Marine Sciences. Dr. Burd was educated in the United Kingdom, attending the University of Cambridge and University College in London, and receiving his Ph.D. from the University of Sussex. Most recently, he worked as an Assistant Research Scientist at Texas A&M University. Dr. Burd has several active research areas which center around the development of mathematical and computer models to understand the interactions between biological, mathematical and chemical components in marine ecosystems. His particular area of expertise is small scale physical/biological processes that act on a global scales. Dr. Burd has worked most recently on linking particle aggregation and flux to biological activity, processes that have significant consequences for understanding and modeling oceanic contributions to global carbon dynamics. The goal of his research efforts is to provide realistic parameterizations of small-scale processes in biological oceanographic mode

### **Mathematics Department**

Daniel K. Nakano [Associate Professor]

Ph.D.: Yale University, 1990.

Research Interest: Representation/cohomology theory of Lie algebras and algebraic groups.

Dr. Daniel K. Nakano, newly appointed associate professor, received his A.B. (1986), M.S. (1988), M.Phil. (1989), and Ph.D. (1990) all from the Yale University. He held a prestigious NSF Postdoctoral Fellowship during 1992-95 years. He was an Associate Professor at the Utah State University when we hired him. He was recognized, at the Utah State University, as the 'Researcher of the Year' for 1999-2000. Since 1992, he has been receiving research grants from NSF. David

Hemmer, a new NSF Postdoctoral Fellow, has come to UGA to work with Dan Nakano. Dan can collaborate with two of our Research Professors, Jon Carlson and Dave Benson, and also with other algebraists in the department.

**Akos Magyar** [Assistant Professor]

**Ph.D., Princeton University, 1995**

**Area - Harmonic Analysis and Fourier Analysis, Analytic Number Theory, and Partial Differential Equations**

Dr. Akos Magyar, newly appointed assistant professor, received his Ph.D. from the Princeton University in 1995. He stayed at the Princeton's Institute for Advanced Study for a year. He was the H. Bateman Research Instructor at California Institution of Technology between 1996 and 1998, and is currently at the University of Wisconsin at Madison as Van Vleck Assistant Professor. He currently holds an NSF research grant. Dr. Magyar's interdisciplinary research is such that he can collaborate with harmonic analysis group, number theory group, and partial differential equations group in our Math Department.

**Matthew Baker** [Assistant Professor]

**Ph.D., University of California at Berkeley, 1999**

**Area - Arithmetic Geometry in Number Theory**

Dr. Matthew Baker, newly appointed assistant professor, received his Ph.D. from the University of California at Berkeley in 1999. As a student, Matt received NDSEG Graduate Fellowship from the Department of Defense (1995-98) and a Sloan Dissertation Fellowship (1998-99). He went to Harvard in 1999 with an NSF postdoctoral fellowship. Before coming to the University, he was Benjamin Pierce Assistant Professor at Harvard.

### Microbiology Department

**Joy Doran Peterson** [Assistant Professor]

**Ph.D., University of Florida**

**Area - Fermentation Biotechnology**

Dr. Joy Doran Peterson, newly appointed assistant professor, comes here from Central Michigan University, where she has been an Assistant Professor in the Department of Biology since 1995. She earned her Ph.D. from the University of Florida with Dr. Lonnie Ingram (who was recently elected into the National Academy of Sciences). Dr. Peterson has established an outstanding record as a researcher and an instructor at Central Michigan University, where she received a Research Professorship Award, an Excellence in Teaching Award, and the Provost's Award for Outstanding Research and Creative Activity. Her research program focuses on fermentation biotechnology, and in particular, the utilization of fungal enzymes in recombinant *Escherichia coli* for the conversion of

cellulose from agricultural biomass to ethanol. Her experience in bioethanol production strengthens significantly our representation in the industrial side of microbiology while providing an important bridge between agriculture, biotechnology, and the engineering initiative on this campus. With energy availability gaining considerable attention now, hers is a particularly timely hire for the University.

**Eric Stabb** [Assistant Professor]  
**Ph.D., University of Wisconsin, Madison**  
**Area - Physiology**

Dr. Eric Stabb, newly appointed assistant professor, earned his B.S. and Ph.D. degrees from the University of Wisconsin-Madison. As a Howard Hughes Medical Institute Predoctoral Fellow he studied mechanisms of antibiotic resistance in bacteria, having eight patents awarded based on his dissertation research. Dr. Stabb joined the laboratory of Dr. Edward Ruby at the University of Hawaii for postdoctoral training in animal-microbial symbioses, focusing on the light organ symbiosis between the luminescent bacterium *Vibrio fischeri* and squid. Dr. Stabb received a National Institutes of Health Postdoctoral National Research Service Award for this work. The modeling of such symbioses has enormous significance to public health. The most familiar example is symbiotic relationships in infectious diseases, but microbial flora also contribute to normal host development. Furthermore, the presence or absence of particular microbial symbionts has been implicated with increased or decreased incidence of certain types of cancer. Model systems such as the *V. fischeri* / squid interaction help elucidate the signaling between the human host and its natural microbiota. Finally, totally unrelated to his scientific background but nevertheless noteworthy, Dr. Stabb was an NCAA Division I All-American in Track and Field at the University of Wisconsin.

### **School of Music**

**Mitos Andaya** [Assistant Professor]  
**DMA, University of Kansas, expected August 2001**  
**Area - Choral and Conducting**

Ms. Mitos Andaya, newly appointed assistant professor, will complete her DMA in Choral Conducting from the University of Kansas in August, 2001. Her MM (with honors) is also from UK (GPA: 4.00) and her BME from the University of Northern Colorado. Her dissertation will be a ground breaking investigation into the choral style of contemporary Scottish composer, James MacMillan -- specifically his *Seven Last Words from the Cross*, which received an impressive lecture/recital performance from Ms. Andaya last year. Besides graduate teaching assistant work at UK and UNC, she has taught at the University of Natal, Durban, South Africa, and the University of Adelaide, South Australia. In these latter two positions she specialized in vocal jazz and improvisation. She is a published arranger/composer, a singer, and teacher of conducting and music education.

**Adrian Childs** [Assistant Professor]

**Ph.D., University of Chicago**  
**Area - Music Theory and Composition**

Dr. Adrian Childs holds the Ph.D. in Music Composition with a minor in music theory from the University of Chicago. He has received numerous prizes for his compositions including the ASCAP Foundation/Morton Gould Award in 1998 for "Open Architecture," and he has an article published in the *Journal of Music Theory*. Dr. Childs has served as Visiting Lecturer at the University of Illinois at Urbana-Champaign and at the University of Wisconsin at Madison.

**D. Ray McClellan** [Assistant Professor]  
**DMA, Julliard School**  
**Area - Clarinet**

Dr. D. Ray McClellan holds the Doctor of Musical Arts, Master of Music, and Bachelor of Music in clarinet performance from the Julliard School (New York). From 1992-97, he was a member of and soloist with "The President's Own" United States Marine Band. His academic career includes appointments at Nyack College (New York), Henderson State University (Arkansas), and James Madison University. Dr. McClellan has an extensive record of performances as a soloist and chamber musician. He is an outstanding addition to the faculty and a person with great potential to become recognized as one of the leading teachers and clarinet performers in the country.

**Angela Jones-Reus** [Assistant Professor]  
**Master of Music, Julliard School**  
**Area - Flute Performance**

Ms. Angela Jones-Reus holds the Master of Music in Flute Performance from the Julliard School (New York) and the bachelor of Music in Flute Performance from the North Carolina School of the Arts; additionally, she has studied with some of the leading teachers in the world. She brings to the University of Georgia a rich background of professional playing experience including holding the principal flutist position with the Stuttgart Philharmonic Orchestra and Chamber Orchestra from 1992-2000. During her tenure with the Stuttgart Orchestra, she appeared on over 40 recordings by the orchestra. She also performed with several other orchestras in Europe and in concert with such leading flutists as Jean-Pierre Rampal, Julius Baker, and Eugenia Zukermann. Ms. Jones-Reus has a successful record as a teacher and as a presenter of master classes. She brings great distinction to the University of Georgia.

**Clint Taylor** [Assistant Professor]  
**Ph.D., University of North Carolina-Greensboro, August 2001**  
**Area - String/Orchestra Music Education**

Dr. Clint Taylor will receive the Ph.D. in music education in August from the University of North Carolina-Greensboro. His areas of expertise are string pedagogy and literature and conducting. He is an experienced teacher and conductor of youth symphonies and has held positions in Charlotte, Winston-Salem, and Greensboro, North Carolina. His research interests are in the areas of string education and pedagogy, and it is our belief that he will become a national leader in these areas. Mr. Taylor's maturity and experience will be an asset to the School of Music and the University of Georgia.

### **Psychology Department**

**Zachary Estes** [Assistant Professor]  
**Ph.D., Princeton University, May 2001**  
**Area - Cognitive Psychology**

Dr. Zachary Estes, newly appointed assistant professor, earned his Ph.D. from Princeton University in the area of Cognitive Psychology in May, 2001. His primary research focuses on the psychological science of language and representation, and his methodology is an integrative Cognitive Science approach, incorporating research from other disciplines such as linguistics and philosophy. During his graduate training, he was a Visiting Scholar at the City University in London, and he held an NSF graduate research fellowship from 1997-2000. His research has won him a number of university and regional awards in his discipline. He has already published two articles as first author in the top journal in his field, *Memory and Cognition*, and he has several other papers either in press or under review. Professor James Hampton at the City University of London described Dr. Estes as “the smartest and most creative doctoral student I have ever met” and counts him “amongst the most exciting prospects in the future of research in my area of cognition.” Professor Sam Glucksberg at Princeton commented that Dr. Estes is “. . . a first-rate classroom teacher and . . . a talented, enthusiastic, and committed scientist.”

### **Religion Department**

**Glenn Wallis** [Assistant Professor]  
**Ph.D., Harvard University, 1999**  
**Area - South Asian Religions**

Dr. Glenn Wallis, newly appointed assistant professor, specializes in South Asian Religion(s), including Buddhist Studies. He holds a Ph.D. (1999) and an M.A. (1994) from Harvard University, where he specialized in Sanskrit and Indian Studies. He has also done study at Georg-August University, Gottingen, Germany, and at Free University in Berlin. He holds a B.A. (1984) in Philosophy from Temple University. Dr. Wallis has taught a host of courses in Indian and South Asian religion, including courses in Hinduism and Buddhism, and brings needed pedagogical strength to the department with his teaching experience in Sanskrit, religious ethics, and world religions. He has taught full-time, part-time, and served as a teaching fellow at a number of institutions: Harvard University

(teaching fellow, 1992-1996), Rhode Island School of Design (adjunct assistant professor, 1998-1999), Brown University (visiting assistant professor, 1996-1998), and most recently Bowdoin College (visiting assistant professor, 1999-2001). Dr. Wallis has a forthcoming book, a review article, a submitted article, and three translations (two from German and one from French). He has made national and international scholarly presentations. His language skills are in classical Sanskrit, Buddhist Hybrid Sanskrit, Classical Tibetan, Pali, German, and French.

### **Romance Languages Department**

**Dana Bultman** [Assistant Professor]  
**Ph.D., University of Wisconsin, Madison**  
**Area - Hispanic Poetry**

Dr. Bultman, newly appointed assistant professor, has a Ph.D. in Comparative Literature from the U. of Wisconsin-Madison, one of the best universities in the U.S. for this particular field. Her research interests include Golden-Age Spanish Literature, Feminism(s), Lyric Poetry, Poststructuralist Theories of Language, Genre Theory, and Early Modern Cultural Studies. She already has two articles in press with prestigious journals, and another two are under consideration. She has also presented seven conference papers at national and international venues. Her research clearly shows great promise. Dr. Bultman has considerable teaching experience, both as a graduate student at the University of Wisconsin and as a Visiting Assistant Professor at the University of Iowa. She has also taught English in Spain.

### **Sociology Department**

**Ronald L. Simons** [Professor]  
**Ph.D., Florida State University, 1974**  
**Post-Doctoral Fellow, University of Wisconsin 1974-75**  
**Area - Domestic Violence, Deviant and Criminal Behavior, Adolescent Problems**

Dr. Simons will be on leave from the University this year while he is the Director of the Institute for Social and Behavioral Research at Iowa State University. Dr. Simons is an expert in domestic and family violence, deviant behavior, and adolescent conduct problems. His research has received significant external support from the National Institute on Drug Abuse and the National Institute of Mental Health. He was recently awarded funding for a \$6 million project. He has published over 75 scholarly papers and book chapters, authored two books, and presented many papers to professional audiences. He is active in teaching as well as in research and has been nominated for teaching awards.

**Thomas D. Beamish** [Assistant Professor]  
**Ph.D., University of California, Santa Barbara, 1999**

### **Area - Sociology of Work and Organizations**

Dr. Thomas D. Beamish, newly appointed assistant professor, received his Ph.D. in 1999 from the University of California - Santa Barbara. This past year he was a Post-doctoral fellow and Research Associate in the Technology, Energy, & Society Program at the University of California-Davis. He has a book, *Silent Spill: The Organization of Industrial Crisis*, forthcoming this year from MIT Press. He has also published in several scholarly journals. We believe that he will excel in classroom instruction as well as in research. His area of specialty is in the areas of complex organizations and environmental sociology.

**Linda A. Renzulli** [Assistant Professor]  
**Ph.D., University of North Carolina, Chapel Hill, 2001**  
**Area - Inequality and Gender**

Dr. Linda A. Renzulli, newly appointed assistant professor, received her Ph.D. in 2001 from the University of North Carolina-Chapel Hill. She has published essays in scholarly journals and edited volumes, and has worked with the most renowned scholars in the area. She has teaching experience, and by all reports is an excellent instructor.

**David A. Smilde** [Assistant Professor]  
**Ph.D., University of Chicago, 2000**  
**Area - Sociological Theory and Culture**

Dr. David A. Smilde, newly appointed assistant professor, received his Ph.D. in 2000 from the University of Chicago. This past year he has worked as an assistant professor in the Centro de Estudios de Desarrollo at the Universidad Central de Venezuela. He has published in scholarly journals and edited volumes. He has teaching experience, and evidences all the characteristics of an excellent teacher. He works in the areas of theory, sociology of culture, and sociology of religion (cross-cultural).

### **Speech Communication Department**

J. Kevin Barge [Associate Professor]  
 Ph.D. University of Kansas, 1986  
 Interpersonal Communication

J. Kevin Barge is a newly hired Associate Professor of Speech Communication. Professor Barge received his Ph.D. from the University of Kansas in 1986. He came to UGA from Baylor University. Professor Barge is a nationally recognized scholar in the areas of organizational communication and small group communication. He has authored or edited three books, and has authored several articles published in strong journals such as *Communication Theory*, *Communication Studies*, and

*Management Communication Quarterly*. He is a past editor of *Communication Studies* and is President-elect of the Central States Communication Association.

**Jennifer Samp** [Assistant Professor]  
**Ph.D., University of Wisconsin, 1999**  
**Area - Interpersonal Communications**

Dr. Jennifer Samp, newly appointed assistant professor, received her Ph.D. from the University of Wisconsin in 1999. The University of Wisconsin is ranked in the top quartile among graduate programs in Communication in the most recent program evaluations conducted by the National Communication Association. She has been in a tenure-track position at the University of Oklahoma for two years. Dr. Samp has published several journal articles in journals such as *Communication Research* and *Journal of Social and Personal Relationships*. Jennifer Samp is among the best young scholars in the nation studying communication in personal relationships. Her research focuses on problematic events in relationships. She also has considerable expertise in conflict resolution.

### **Statistics Department**

**Paul Schliekelman** [Assistant Professor]  
**Ph.D., North Carolina State University**  
**Area: Statistical Genomics**

Dr. Paul Schliekelman, newly appointed assistant professor, specializes in statistical genomics. His Ph.D. dissertation contains important work on the dynamics of biological control systems using transgenic organisms. His major area of interest is the analysis of complex genetic systems and he is particularly interested in developing methodology for global patterns in the genetic component of diseases. He has received postdoctoral training at the department of integrative biology, University of California, Berkeley. Dr. Schliekelman has worked on various topics including statistical modeling of inheritance of complex diseases, estimation of the number of loci underlying a disease, integrating information on multiple relatives into estimates, "competing risks" techniques, etc. He has also studied the impact of infectious diseases such as HIV on population demography in Africa and natural selection on HIV/AIDS-resistant alleles. Dr. Schliekelman will fit in quite well with the University's and the departmental new initiatives in developing interdisciplinary research in genomics, health sciences and other bio-medical related areas. He is well positioned to provide statistical expertise to scientists in these areas in addition to developing his own research in statistical genomics.

### **Women's Studies**

**Patricia Miller** [Director and Professor]  
**Ph.D., University of Minnesota, 1970.**

**Area: Cognitive development, theories of development, and gender**

Patricia Miller is the author or co-author of four books, including *Theories of Developmental Psychology*, which is now in its fourth edition. She was co-editor of *Toward a Feminist Developmental Psychology* (2000). Miller serves on the editorial boards of two major journals—the *Psychological Bulletin* and the *Journal of Experimental Child Psychology*. Since the mid-1980s she has been active in the Women's Studies Program and the Center for Women's Studies and Gender Research at the University of Florida, and served on the executive committee for many years. At Florida, she was promoted to full professor in 1986 and served as associate dean of the College of Liberal Arts and Sciences from 1995-1999. In 1999-2000, she was a visiting scholar in the department of psychology at Emory University. Miller is a fellow of the American Psychological Association and has received research grants from the National Institutes of Health and the National Science Foundation for her work. She also received a teaching award at the University of Florida.

## **Appendix B: Diversity Initiatives of the Franklin College of Arts and Sciences**

The Franklin College of Arts and Sciences has developed a set of active and aggressive policies to promote cultural diversity in its academic programs, its faculty, and its students. These policies serve to meet the goals of Theme Three of the Strategic Plan of the University.

Specifically the College has done the following over the last seven years:

### **Academic Programs**

The College has promoted the growth of a strong program in African-American Studies which has culminated in the creation of a major in African-American Studies. This new major involves faculty and course offerings in a number of departments including Drama, English, History, Music, Political Science, Psychology, Romance Languages, Sociology, and Speech.

A related development has also been the creation of a program in African Studies as a logical academic complement to the program in African-American Studies. The African Studies Program has developed courses in three African languages (Swahili, Yoruba, and Zulu). It also includes a variety of related area studies courses in geography, history, comparative literature, and a core course on the people and places of Africa shared among five departments (Anthropology, Geography, History, Political Science, and Sociology).

Eight years ago, the faculty of Arts and Sciences, acting through its Faculty Senate, voted to require all majors in Arts and Sciences to complete a course in multicultural diversity. Students must take a course focused on scholarly considerations of one of four American minority groups: African-American; Hispanic-American; Asian-American; or Native American. Fifty-nine courses now fulfill this requirement in a variety of disciplines within the College, and these count toward basic core requirements or in academic majors, so that students may complete the multicultural requirement without adding to their graduation requirements. In this way we have substantially enriched our curriculum related to cultural, ethnic, religious, and racial diversity.

### **Faculty Appointments**

The Franklin College has adopted an aggressive approach toward hiring a diverse faculty. In the College's guidelines for recruitment are the following statements:

“The College requires that all faculty search committees actively and aggressively pursue recruitment of minorities and women. The Department Head is responsible for ensuring that the search is conducted in compliance with the University's Affirmative Action/Equal Opportunity guidelines. The AA/EEO Office must approve each job advertisement before it is published or circulated. In addition to the statement that the University is an AA/EEO institution, the ad should include a sentence such as, “We encourage applications from minorities and women.”

The Department Head asking to recruit must provide the following information to the Dean:

- A. scholarly area in which recruitment is desired;

- B. need for the position;
- C. possibilities of hiring minority and women faculty based on the national pool;
- D. courses to be taught by the new faculty;
- E. probable starting salary;
- F. estimated start up costs; and
- G. space needs, including any renovation costs.”

In parallel with the enrichment and growth of our academic programs, the College has been very successful in recruiting minority faculty during recent years. Success has been achieved in several ways. The Vice President for Academic Affairs has had in place special funding for new faculty lines used when excellent African-American candidates were available. Since 1992, the College has used this program to make a number of African-American hires, including several senior hires as associate or full professor.

For example, in 1995, four African/African-Americans were hired in the College out of a total of 39 positions filled, and there were also several Asians. In the following year, nine of 41 new hires were filled by African-Americans, and three Asians were also hired; nearly 30% of new hires that year were minority candidates. In 1997, three African-Americans, three Asians, and one Hispanic were hired out of a total College pool of 36 new hires. In 1998, out of 36 successful recruitment efforts, the College hired three new African/African-Americans, two Asians, and two Hispanics. The recruitment which occurred during the 1998-99 academic year resulted in the addition of 4 new African Americans to the faculty, two assistant professors, one associate professor, and one full professor. 1999-2000 recruitment added another two African American faculty, as did recruitment in 2000-2001.

Two senior administrators in the College, Lyndon Goodley, Director of Animal Resources, and Michelle Garfield, Assistant Dean, are also African American.

An additional enrichment for the College faculty and academic program has been the hiring of visiting faculty for periods of a few weeks up to a few months. Again, the Office of the Vice President for Academic Affairs provided funding for visiting minority faculty, and the College took advantage of this program. During the last eight years, the College brought in nine minority faculty, all African-Americans, to serve as visiting faculty. In one case, within the School of Art, the visiting faculty member was invited to apply for a position and was hired on a tenure-track basis. In all cases the departments have benefitted from having these minority faculty in the program to enrich the course offerings and to provide additional viewpoints to students and faculty colleagues.

### **Efforts to Attract Minority Students**

On the student front, our effort has been to appeal to a larger student clientele through making key faculty appointments and to encourage minority faculty members to develop academic program structures and curricula that will appeal to minority students. Programs at the University of Georgia in African-American Studies and in Women's Studies are administratively housed in the College of Arts

and Sciences, and both of these programs have built student interest in the broad array of programs dealing with African-American Studies and Women's Studies. Another example is the Department of Speech Communication, which has developed considerable strength in African-American communication and now has a critical mass of three African-American faculty members (out of a faculty of 14) who serve as credible and effective role models to attract majors and other minority students to departmental courses and program. This program in Speech Communication provides a good example of what may well be the most effective means of developing academic programs that incorporate minority concerns within an academic discipline.

### **Conclusion**

The Franklin College has been devoted for some years to a proactive and aggressive policy to diversify its academic programs and its faculty and student body. In the early and mid-1990s the College was able to utilize directed searches that were specifically designed to yield highly qualified African-American faculty appointments. With the recent uncertainty associated with challenges to affirmative action laws and programs, the College has modified its approach in accordance with the changing legal climate in higher education. An increasing emphasis is placed on proactive recruitment of minority faculty within the usual search process. In some instances, the availability of particularly attractive candidates leads to "target of opportunity hires." University programs in African-American Studies and Women's Studies have developed within Arts and Sciences, and these two programs have built broad student programs that have attracted a number of minority students. The multicultural course requirement voted into place by the College's Faculty Senate some years ago serves to assure that every major in Arts and Sciences will take at least one course that deals in a substantial way with one of the major American minority cultures: African-American; Asian-American; Hispanic-American; and Native American. The combined effect of the many new minority faculty hires and the multicultural course requirement in Arts and Sciences has been more diverse academic programs. We expect to continue recruiting excellent minority faculty candidates while maintaining appeal to a strong minority student body. The Franklin College will maintain its commitment to diverse academic programs, faculty, and students.

**Appendix C: Residence Hall Advising**

See <http://www.franklin.uga.edu/dstaff/hruppers/rh2001.pdf>.

**Appendix D: Franklin Teaching Fellows Program**The Franklin College of Arts and Sciences, in cooperation with the Institute of Higher Education has established in 1999 a postdoctoral teaching fellowship program designed to attract recently graduated Ph.D.s to the University. Their responsibilities be undergraduate teaching, with some release time for scholarship and for professional development as teachers. The initial appointments were made in the following departments of the College of Arts and Sciences: Art, Chemistry, Classics, Drama, History, Mathematics, Philosophy, and Political Science. Additional appointments in Geography and Music were made in the program's second year.

The University continues to face the challenge of providing high-quality instruction in many undergraduate programs. Much of the extra demand for instructional has been filled by temporary instructors hired on a section-by-section basis during orientation to meet student demand. In recent years, it has become evident that the pool of qualified temporary instructors is limited.

The Franklin Teaching Fellows Program was created to provide highly qualified temporary instructors who are fully integrated into the University community. Franklin Teaching Fellows are appointed as temporary assistant professors. Initial appointments are renewable for up to two additional years. Franklin Teaching Fellows are recruited nationally on the basis of the quality of their doctoral preparation and their potential to become excellent teachers. They are full participants in the life of their departments.

Franklin Teaching Fellows are distinguished from most of the University's present cohort of temporary instructors by national selection, the requirement to carry out scholarly activities, and the possibility of up to three years of employment based on performance. Doctoral graduates of the University of Georgia are not eligible for the program.

Franklin Teaching Fellows also take part in a systematic program of instructional development that parallels the Governor's Teaching Fellows program. An objective of this aspect of the program is to emphasize the enhancement of instructional skills just as a traditional postdoctoral fellowship emphasizes the development of research skills. During a typical academic year the Franklin Fellows are exposed to many of the same experiences enjoyed by GTF participants. They assist in the integration of advanced technology into their teaching, including the design and construction of Web pages, and the use of streaming audio and video. In addition, they benefit from University-pioneered techniques in peer evaluation, mentoring by senior faculty, and team building. They also learn sophisticated approaches to syllabus construction and the development of teaching portfolios. Franklin Teaching Fellows are exposed to issues concerning academic honesty, international students, and the management of large classrooms, including the dynamics of working with teaching assistants. A fundamental objective is to present teaching as a form of scholarship. Where the requirements of their discipline make it feasible, Franklin Teaching Fellows are invited to conduct their classes in Meigs Hall and benefit from the teaching emphasis given that building. Completion and successful performance in the instructional development aspect of the program will result in an appropriate certification, leading, we believe, to increased professional opportunities for the Franklin Teaching Fellows.

## Conclusion

This forward-looking program gives the University of Georgia national visibility for emphasizing the instructional development of young scholars and for placing a high premium upon undergraduate instruction. It also connects young scholars and the strong programs they represent to many outstanding departments in the Franklin College of Arts and Sciences. Few institutions are positioned to undertake such an effort, because few have such extensive experience in all phases of faculty and instructional development. Competition for Franklin Teaching Fellows is conducted on a nationwide basis. Recruitment is carried out by the departments, but each year all vacant positions will be advertised as a group to produce maximum effect upon the national pool from which we will recruit the successful candidates.

### 1999 –2000 Franklin Fellows

Romita Ray – Art

Julianne Braun – Chemistry

Phillip Thibodeau – Classics

Laura Edmundson – Drama

John Moser – History

Judith Houck – History

Ko Honda – Mathematics

Andrew W. Lamb – Philosophy

Stephen Hill – Political Science

Beth Warner – Political Science

### 2000-2001 Franklin Fellows

Lisa D. Freiman – Art

Julianne Braun – Chemistry

Pete Smith\* – Chemistry

Phillip Thibodeau – Classics

Roger Freeman – Drama

Naresh Kumar\*\* – Geography

John Moser – History

Christopher Warren – History

James Solazzo – Mathematics

David Romines\*\*\* – Music

Andrew W. Lamb – Philosophy

Stephen Hill – Political Science

Beth Warner – Political Science

**Appendix E: Report on the Writing-Intensive Program**

## Appendix F: Learning Technologies Grants in Arts and Sciences, 2000-2001

<b>Project Director / Title</b>	<b>Amount</b>
Butch Atwood (Chemistry)	\$60,700
<i>Expansion and Improvement of Computerized Testing in Chemistry, Mathematics, and the College of Veterinary Medicine</i>	
Leonard Ball (School of Music)	\$98,500
<i>The Music Technology Education Center, MuTEC</i>	
Adam Goodie, et al. (Psychology)	\$74,000
<i>A Pilot Program on Intra-Campus, Large-Class Distance Learning About Animals in Research: Making the Best Use of Limited-Access Research Facilities</i>	
Charles Keith (Cellular Biology)	\$42,400
<i>Student Microscopic Publishing Facility</i>	
Kurtz (Microbiology)	\$7,900
<i>Converting Introductory Microbiology to a Web-based Course</i>	
Rocky Sapp (Art)	\$98,500
<i>Freeform: Haptic Computer Interface for Sculptors</i>	
Delores Wenzel (Cellular Biology)	\$22,000
<i>Development of a Digital Image Archive for Human Anatomy and Physiology</i>	
Total Funded:	\$404,000

**Appendix G: Faculty Fellows of the Franklin Residential College**

Melissa Harshman	ART
Joe Crim	CBIO
Charles Platter	CLAS
Eileen Kramer	CSCI
Freda Scott Giles	DRAM
Barry Palevitz	ECOL
Hugh Ruppensburg	ENGL
Clif Pannell	GEOG
Wyatt Anderson	GENE
Rodney Mauricio	GENE
Max Reinhart	GERM
Thomas Dyer	HIST
Jean Martin	MUSI
Sandy Martin	RELI
Noel Fallows	ROML
Bonnie Dow	SPCM

**Appendix H: Hamilton Holmes Professorship** [memo to department heads]

The Dean's Office is making successful recruitment of the Hamilton Holmes Professorship a top priority for the 2001-2002 academic year. We therefore enlist you as a department head in this effort. The Franklin College of Arts and Sciences recently completed a successful fund-raising effort to create a new endowed professorship in honor of the late Dr. Hamilton Holmes, one of the first two African American graduates of the University of Georgia. The Hamilton Holmes Professorship will be used to bring an outstanding teacher and scholar to join the faculty of a department in the College. It will have an academic-year salary of \$100,000 plus a support account.

Recruitment will be conducted on a target of opportunity basis. Department heads should work with faculty in an aggressive and proactive effort to identify suitable candidates. Such individuals should be outstanding researchers and teachers in their fields, full professors with established national and international reputations who have a real interest in coming to the University of Georgia. Your nomination dossier should include a full vita, the names of four to six references, and evidence that the candidate is interested in the Holmes Professorship. It should also contain a statement from the department head explaining the impact of the proposed recruitment on instructional and research programs in your department, and especially on your department's strategic goals and the strategic plan of the College. The nomination deadline will be November 1, 2001. Each department, school, or program may nominate up to two candidates. The Hamilton Holmes Professorship will be a new position in the College and will not be built on an existing or future vacant position.

In addition, we will invite faculty to submit directly to the search committee the credentials of individuals who meet the criteria presented above. The committee will review these nominations and forward suitable candidates to departments for consideration. We will use every possible means to identify candidates for this position.

Nominations will be reviewed by a committee of senior faculty chaired by Vice President for Instruction Thomas G. Dyer. The most outstanding nominees will be invited to campus for interviews by the nominating department and the search committee. After the candidates are interviewed, the search committee will recommend a ranked list of candidates to the Dean.

July 25, 2001