

Annual Report of Institutional Progress 2006-07



THE UNIVERSITY OF GEORGIA



The University of Georgia

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Prepared by the Office of Institutional Effectiveness
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[Cover photo shows students from the Honors Program with former President Jimmy Carter during the January 2007 UGA conference commemorating the 30th anniversary of his inauguration.]

University of Georgia Annual Report of Institutional Progress, 2006-07

Section 1 — Annual Progress in Assessing Institutional Effectiveness

Adoption of new/revised student learning outcomes in general education

During AY2006-2007, the University of Georgia adopted and the Board of Regents approved a new General Education Curriculum with revised outcomes for Foundation Courses; Sciences; Quantitative Reasoning; World Languages, Culture, Humanities and the Arts; and Social Sciences. In addition, the University identified a new set of General Education Abilities to be emphasized throughout UGA's undergraduate curriculum. These abilities include specific outcomes for Written Communication, Oral Communication, Computer Literacy, Critical Thinking, and Moral Reasoning. These new and revised learning outcomes respond to recommendations of the UGA Task Force on General Education and Student Learning, which delivered its report in August 2005 after an extensive evaluation of data on the academic performance of undergraduate students at UGA, including results of the National Survey of Student Engagement, forums with constituent groups, and a survey of current literature on general education reform. UGA's Office of the Vice President for Instruction and the faculty Curriculum Committee of the University Council are leading implementation of the new outcomes. Over the next year, all UGA courses will be reviewed for possible inclusion in the new requirements, which will be effective for the first-year class enrolling in fall 2008. Additional measures to assess student attainment of the outcomes are also under review.

Adoption of new/revised outcome measures in administrative and support functions

UGA's Division of Student Affairs (DSA), a campus leader in managing programs through effective outcomes assessment, initiated an assessment training model during AY06-07 to develop new outcome measures and enhance assessment practice in DSA units. The program itself was initiated after DSA assessments conducted in the previous year indicated a need for Student Affairs officers to develop and/or increase competencies in assessment practice and to dedicate time to establishing and measuring outcomes. In this initial phase of the program, representatives from Financial Aid, Housing, University Health Center, Judicial Programs, Disability Resource Center, University Testing, and Rec Sports had release time to attend ten internal workshops on best practices for developing measurable outcomes and identifying appropriate measures of effectiveness. After completion of the workshops, each participant returned to his or her home unit with effort time redirected to apply these skills within the mission and responsibilities of the unit.

Implementation of new methods for assessing learning and/or non-academic outcomes

UGA's Office of the Vice President for Instruction (OVPI), in concert with the Office of Institutional Research, administered the National Survey of Student Engagement (NSSE) during Spring 2007 to a sample of 2,500 first-year students and 2,500 seniors. Results will be evaluated in relation to previous and future administrations of the NSSE for use in making improvements to the academic experience of undergraduate students at UGA.

UGA's Office of the Chief Information Officer/EITS completed its first full year of systematic and comprehensive *Compact Planning* to align campus IT priorities with the University budget and resource allocation process. EITS successfully implemented over 90 percent of an organizational re-alignment in concert with identified needs. The re-alignment included initiatives for improving overall project management and capacity planning, quality assurance, responsiveness, core information and data security, and overall customer support.

The UGA Libraries participated in the latest round of LibQUAL, a national survey measuring service and collection quality. The results from previous participation in 2004 proved very useful and resulted in addressing several issues, including ease of access to electronic resources. Results of the latest round show that the UGA Libraries fare well compared to peers, with improvement in several areas that were of concern in 2004. Faculty and students are most pleased with the quality of service and with instructional services. Two areas of concern are the size and scope of the collection and the quality of the physical space in the Main and Science Libraries. The LibQUAL findings were also an important element of the 2006-2007 evaluation of the libraries under the Administrative and Support Unit Review process.

From 2005 to 2007 the Office of the Vice President for Research (OVPR) piloted a new process for evaluating research centers and institutes. The new process includes a self-study identifying desired outcomes and assessing progress toward them, evaluation of the self-study by a campus review team, a series of focused meetings with relevant constituencies, and a set of management recommendations delivered to the OVPR. The process was productive and efficient for the OVPR and for the units reviewed, including the Georgia Sea Grant Program, the Center for Applied Isotope Studies, the Biomedical and Health Sciences Institute, and the Willson Center for Humanities and Arts. Additional OVPR centers and institutes will undergo similar reviews in the upcoming year.

Throughout 2006-2007, UGA was a primary partner in the initial data-gathering stages of the Partnership for a Prosperous Athens, a community-university partnership to improve the economic well-being and quality of life for citizens of the Athens community. UGA's Fanning Institute, under the direction of the Office of the Vice President for Public Service and Outreach, led the initial participatory process that generated 155 recommendations for strengthening the community. The Partnership, which includes the local government, the school district, the Chamber of Commerce, UGA, and others, is now working to implement the recommendations.

Institutional follow-up as the result of assessment evidence

In response to findings and recommendations from UGA's Task Force on General Education and Student Learning, the OVPI oversaw a number of functional changes during the past year. Among these is an innovative program of cross-disciplinary faculty learning communities organized within the Center for Teaching and Learning to enrich teaching and learning through exploring new terrains in pedagogy, such as Digital Storytelling, Collaborative Learning, Service Learning, and Integrating Qualitative Data Analysis Tools into Research and Teaching. The OVPI also consolidated campus pre-Law and pre-Medical advising into a centralized service in response to an evaluation of student needs for these two functions. The consolidated service will better serve students from all UGA schools and colleges.

In the Division of Student Affairs, functional changes in the final design for the Tate Student Center expansion were based on data collected through focus groups and a formal needs assessment of users of the current Tate Student Center. As a result of these assessments, the final design includes more student meeting rooms and a flexible multi-purpose room. Spaces that were not priorities for students, such as a game room and an art gallery, were eliminated. Additionally, food options will include local/regional vendors, which responds to the stated needs of students and contributes to the University's continuing efforts to engage the local community.

UGA's Comprehensive Program Review Process and Administrative and Support Unit Review Process continue to provide information and recommendations our units use to improve UGA programs. Both processes have formal follow-up mechanisms to assess and track these improvements. Examples of changes documented this year as a result of these reviews include:

- The Chemistry Department implemented changes in faculty recruitment that led to more diverse hiring pools, yielding one female scientist and one African-American scientist among recent hires.
- The School of Environmental Design initiated "teaching circles" of faculty in the Bachelor of Landscape Architecture program that meet each semester to better coordinate and monitor the content and pedagogy of courses.
- The Honors Program implemented a new, comprehensive plan to assess student outcomes in its programs.
- The Sociology Department took steps to invigorate its graduate program, including appointing a Director of Graduate Studies, adopting a 3-year projected course schedule to speed student progress through the program, and implementing new requirements for all graduate students to complete two advanced research seminars and a year-long pro-seminar to enhance professional preparation.

Among the many initiatives in UGA's Office of Finance and Administration (OFA) based on evaluations of customer-service needs, the OFA implemented new programs to improve recruitment of top-flight faculty and administrators, including creation of the Office of Spousal and Partner Employee Assistance (OSPEA) and a new online system to expedite the overall hiring process. The new system allows hiring committees to screen, evaluate, and hire applicants more effectively by reviewing and evaluating documents online.

UGA's Office of the Vice President for Public Service and Outreach participated in a number of initiatives during the year, including the Archway Partnership Project in Moultrie/Colquitt County, which is addressing pressing community issues identified through a year-long data gathering process involving community members and UGA faculty, staff, and students. During this first year, more than 52 faculty members and 23 students joined community-based projects on land-use planning, wastewater capacity, workforce housing, and transportation.

In early 2007, the Office of Institutional Effectiveness (OIE) administered the College BASE Academic Subjects Exam (C-BASE) to a sample of over 600 UGA juniors. This criterion referenced exam measures academic performance in four subject areas—English, Math, Science, and Social Studies—that correspond closely to areas A, C, D, and E of the current USG/UGA core curricula. Results of the exam indicate that UGA students perform extremely well relative to their peers in the national test group, with significantly higher scores in all subject areas except mathematics.

Under the direction of the Office of the Senior Vice President for Finance and Administration, the University submitted as its first customer service project, the booknow[®] program, which enables students to purchase their textbooks online when they register online for classes. This collaboration between the UGA Bookstore and the UGA Registrar's Office, developed in response to USG's customer service initiative, increased fall 2006 textbook sales by 42 percent.

Major findings from self-studies and peer reviews

The Grady College of Journalism and Mass Communication was re-accredited in 2006 by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which found the College in full compliance with all nine professional standards. The ACEJMC peer review team particularly praised the College's performance on Standard 9, Assessment of Learning Outcomes. All programs in the Grady College use multiple measures to assess student performance on defined learning outcomes, including evaluations of capstone projects, internship evaluations, and systematic surveys of seniors, alumni, and professionals.

In a follow-up visit by the National Council for Accreditation of Teacher Education (NCATE), UGA's College of Education was found to be in full compliance with the Council's Standard 2: Unit Assessment, with no areas needing improvement. The NCATE team found the college's assessment system, educational programs, and faculty to be of very high quality.

Response to revised effectiveness-related accreditation requirements

In preparation for UGA's reaffirmation of accreditation in 2010-2011, a number of initiatives are underway to help UGA comply with expectations regarding institutional effectiveness in SACS-COC's new *Principles of Accreditation*. Significantly, these initiatives are helping UGA integrate and streamline functions as we move to a comprehensive electronic environment to accommodate SACS-COC's off-campus compliance process.

For example, to help UGA demonstrate compliance with requirements for faculty qualifications, the Office of Institutional Effectiveness has guided development of an electronic Faculty Credentialing System that cross-checks degrees of faculty with the disciplines in which they teach courses. This system has additional advantages for the University in that it integrates data from several official institutional sources with data from Schools, Colleges, and departments to provide an ongoing planning resource for deans and the Provost.

UGA has also contracted with Digital Measures, Inc. to use its Activity Insight application to track several interrelated sets of data, including reports on faculty activity; reports on assessments of student learning outcomes for general education, undergraduate majors, and graduate programs; and reports on administrative and support unit outcomes. This centralized reporting tool, which will be implemented across campus over the next two years, will lead to improved assessment processes as well as help us demonstrate compliance with SACS-COC expectations for institutional effectiveness.

In response to changes in the requirements of NCATE, UGA's College of Education developed and implemented a Unit Assessment System that aligns program unit, state, and national standards in a conceptual framework for teaching practice. The system provides regular and comprehensive information on applicant qualifications, candidate proficiencies, graduate competencies, unit operations, and program quality. The data is analyzed and used for improvement of programs and unit operations.

The Terry College of Business has developed new college-wide learning outcomes and assessment measures for its BBA program to integrate with outcomes and measures already defined for individual major programs offered in the College. This initiative responds to changing priorities from the College's accrediting agency, the Association for the Advancement of Collegiate Schools for Business.

Overview of activities in 2006-07 and improvements associated with Comprehensive Program Review

UGA's Office of Institutional Effectiveness, in concert with the faculty Program Review and Assessment Committee, conducted reviews of 15 academic units offering 92 degree programs. Improvements associated with these reviews ranged from a facilitated strategic planning process implemented in the Philosophy Department, to curricular improvements in the Early Childhood Education program, to improvements in the delivery of Crop and Soil Science extension programs. Full reports were submitted via USG's CPR process.

Section 2 — Overall Institutional Health

An important measure of institutional health is the quality of students applying and being admitted to UGA. The incoming freshman class in fall 2006 was again among the most diverse and academically talented in the University's history. The number of applications for the freshman class – almost 16,000 – was the highest in the University's history and represented a significant increase from the previous year.

The incoming freshmen had an average high school grade point average of 3.76 and average SAT of 1233, and most of them had taken the most rigorous curriculum available in their high school. Almost 90 percent had enrolled in College Board Advanced Placement classes.

As was true for last year's entering class, approximately 20 percent of the new first-year students were from historically under-represented ethnic and racial groups, compared to 16 percent in fall 2004. The strongest growth was in the number of Hispanic students – with 124 enrolled in fall 2006, up from 90 the previous year. The number of African-American first-year students increased to 377 from 359 in 2005. Both years represent significant growth from the 202 African-American freshmen enrolled in 2004. Race and ethnicity are not considered in selection

for admission, but the admissions office and other units on campus have stepped up efforts to recruit students from under-represented populations.

More than 400 members of the 2006 incoming class enrolled in UGA's nationally recognized Honors Program. These academically superior students had high school GPAs in the 4.0-4.2 range (indicating extra credit for advanced courses) and 50 percent of them scored between 1400 and 1490 on the SAT.

The incoming freshmen came from more than 400 Georgia high schools in 148 counties. Among out-of-state students, the top five states represented are North Carolina, Tennessee, Texas, Virginia and Florida.

UGA's entering freshmen classes generally are targeted to 4,500-5,000 students in an effort to keep total University enrollment at the Athens campus within campus capacity and limits agreed on with the Board of Regents. With a record number of students applying for the freshman class that entered in 2006 – and an even larger number applying for admission in 2007 – managing enrollment is a challenge. A task force appointed by the provost and chaired by the vice president for instruction studied this complex issue throughout the 2006-07 academic year in order to prepare recommendations on enrollment management for the next five years.

Another important measure of institutional health is the ability to attract private support. For the second consecutive year, UGA broke the \$100 million mark in private funds raised, receiving a total of \$106.4 million in gifts and new commitments during the fiscal year that ended June 30, 2007. The total is the second-highest in UGA history, trailing only the record-setting \$108.3 million of the previous year.

Gift receipts came from more than 49,000 contributors. Twenty-two gifts and new commitments were for \$1 million or more, equaling the number of such gifts from the previous year. Giving through the annual fund program set a new record of \$10.2 million, up about 18 percent from the previous year's record of \$8.6 million.

UGA's ongoing Archway to Excellence Campaign exceeded its goal of \$500 million 15 months before the campaign's scheduled end on June 30, 2008. The University is continuing the drive to build endowment, particularly for faculty and student support, and to meet other needs.

UGA's academic and value rankings by *U.S. News & World Report* and other publications continued to be high, despite a slight drop in some rankings. For the first time in several years, UGA slipped out of the top-20 ranking among public universities in the nation in the 2007 edition of the magazine's "Best Colleges" guide. The publication listed UGA as tied for 21st among top public universities and tied for 60th out of 124 institutions overall. (Note: The top-20 ranking was regained in the 2008 edition.)

U.S. News ranked UGA seventh among eight public universities in its "Great Schools, Great Prices" list and 45th among the 50 institutions listed.

The Terry College of Business ranked 18th among undergraduate programs at public business schools and tied for 29th overall. Terry's risk management and insurance program moved up one spot to second nationally; the real estate program, likewise, climbed one spot into a tie for second with the University of Wisconsin-Madison. Only the Wharton School at the University of Pennsylvania ranked higher in those program categories.

Several of UGA's graduate programs again ranked in the top 50 in the edition of "America's Best Graduate Schools" published by *U.S. News* in spring 2007. UGA's College of Education ranked 26th, the School of Law 36th, and the Terry College of Business 46th.

In specialty programs, six UGA graduate education programs again ranked in the top 10: elementary education, vocational/technical education, secondary education, higher education administration, counseling/personnel services, and curriculum/instruction.

The Terry College of Business, ranked 20th among public business schools, was the fifth most selective public graduate program in terms of acceptance rate, at 31.9 percent.

UGA also tied for 58th among Ph.D. programs in the biological sciences. In the biological sciences specialties, ecology/evolutionary biology ranked 10th.

In other rankings, UGA was 10th on *Kiplinger's* 2007 list of the best values among 100 public colleges and universities in America. Schools on the list “combine outstanding economic value with a first-class education,” according to the magazine. More than 500 four-year public colleges and universities were surveyed for the ranking and the top 100 were chosen on the basis of academic quality, cost and financial aid. UGA’s in-state cost was third lowest among the top 10 schools. The magazine also noted that students graduate from UGA with the lowest average debt among the top 10 schools.

UGA’s top legislative priorities during the 2007 session of the Georgia General Assembly included improved salaries for faculty and staff, obtaining funding for expansion of the College of Pharmacy and needed maintenance of campus facilities, and relief from significant increases in the cost of health insurance and utilities. The University also sought state support for a proposal to convert the Navy Supply Corps School property in Athens into a health sciences campus.

Although the regents’ funding formula was not fully funded by the legislature, \$75.6 million was provided for University System institutions based on enrollment increases and related operating expenses. UGA allocated some of the additional funding to add nearly 70 instruction and research positions – some new and some replacing those lost in the budget downturn of recent years.

The budget again provided a merit raise increase pool of 3 percent for faculty and staff effective Jan. 1, 2008. Getting faculty salaries back onto competitive footing with regional and national peers remains a priority. In issuing salary guidelines in April, President Adams also announced that the University will continue its commitment to raising the salaries of lowest-paid employees. As of Jan. 1, 2008 that amount will increase to \$20,000. Five years ago, the lowest-paid salaried employees made \$12,790.

The budget also included \$37.2 million in bond funds for expansion of the College of Pharmacy, with two years of construction expected to begin in fall 2007. The expansion will allow an additional 50-75 pharmacy students to enroll each year, bringing the total class size to 200 and helping remedy a serious deficiency in the number of pharmacists trained in Georgia.

The University of Georgia worked in tandem with the Medical College of Georgia to respond to the state's need for physicians, as Georgia is ranked 38th nationally in the number of practicing physicians per 100,000 in population. With the establishment of the MCG/UGA Medical Education Initiative this past year, these two research institutions began conversations to address this shortfall.

In the wake of the tragic shootings at Virginia Tech in April 2007, UGA created two committees to recommend ways the University can prevent or—if necessary—deal with emergencies or situations that may threaten the safety of students, faculty and staff.

President Michael F. Adams asked the committees to examine UGA plans, protocols, procedures and infrastructure as they relate to emergency preparedness and to psychological services on campus. The committees were to meet over the summer and present reports with recommendations in fall 2007. UGA's plan will be part of the University System effort to develop a plan for handling emergencies at all schools in the system.

Section 3 — Summary of Major Institutional Accomplishments 2006-07

The University landed several significant research awards during 2006-07. The largest of these was a major award announced in June 2007. UGA scientists teamed with researchers at major universities, national research laboratories and industry colleagues to win a bid from the Department of Energy for a \$125 million bioenergy research center that will seek new ways to produce biofuels.

Funded by the Department of Energy's Office of Science, the Bioenergy Science Center is one of three funded from more than 20 proposals. It will employ the interdisciplinary expertise of the team's partners in biology, engineering and agricultural science and commercialization to develop processes for converting plants such as switchgrass and poplar trees into fuels. UGA's portion of the research is funded for \$20 million over five years. The center will be based at the Oak Ridge National Laboratory in Oak Ridge, Tenn., with UGA and its Complex Carbohydrate Research Center serving as an anchor facility.

In addition, the National Institutes of Health awarded UGA a \$7.4 million contract to collaborate with Emory University through its new Regional Center for Excellence for Influenza Research and Surveillance. Emory and UGA will receive a total of \$32.8 million over seven years from the NIH National Institute of Allergy and Infectious Diseases to establish one of six new national influenza centers. Ralph Tripp, Georgia Research Alliance eminent scholar in vaccine development at UGA's College of Veterinary Medicine, will serve as the center's associate director for research.

At UGA, Tripp will work with GRA eminent scholar Egbert Mundt, professor Zhen Fu, and assistant professors Mark Tompkins and Jeff Hogan to explore the genetic factors that allow viruses to spread from animals to humans and related issues. UGA also will offer a training program for D.V.M and Ph.D. students interested in influenza and biocontainment research.

The Georgia Research Alliance has made a \$2.5 million matching commitment over five years in support of the center, which is seen as a significant milestone in furthering the state's national leadership in vaccine and antiviral research and development.

Additionally, UGA-owned property is being considered as the site for the National Bio and Agro-Defense Facility (NABF). In August 2006, Georgia was selected as one of 18 potential sites, and in July 2007 was named one of five states on the short list for the facility, to be built by the U.S. Department of Homeland Security. The NABF will address the federal government's need for research and development space to meet threats from emerging disease pandemics and bio- and agro-terrorism. The other state finalists are Kansas, North Carolina, Texas and Mississippi. The final site will be selected in October 2008.

The major event on campus during 2006-07 was a three-day conference in January to mark the 30th anniversary of Jimmy Carter's inauguration as the 39th president of the United States. The former president and first lady joined Vice President Walter Mondale and other

members of the Carter administration for the event, which also brought a notable roster of government officials, scholars and journalists to campus.

Organized by a faculty member in UGA's School of Public and International Affairs, the goal of the conference was to use the Carter presidency as a springboard for a forward-looking, critical assessment of how lessons learned from that administration can be applied to the nation's current challenges. "The Carter Presidency: Lessons for the 21st Century" explored energy policy, the Middle East, Islamic fundamentalism, environmental concerns and human rights, among other issues.

Hamilton Jordan, who served as Carter's White House chief of staff and is currently a fellow with UGA's Carl Vinson Institute of Government, helped plan the conference, which included a town hall meeting with the Carters and a session with students from the Honors Program, who presented policy recommendations on international and domestic issues.

UGA faculty and students received major national recognitions in 2006-07. Three faculty members – Lawrence Shinkets, William Whitman and Juergen Wiegel – were selected as fellows of the American Association for the Advancement of Science, bringing the total to 15 fellows from UGA in the past five years. Paul Schleyer and Susan Wessler were elected fellows of the American Academy of Arts and Sciences, while Andrew Paterson and Pejman Rohani were awarded Guggenheim Fellowships for their scientific achievements.

Senior Jayanthi Narain was one of 43 recipients of a 2007 Marshall Scholarship, the fourth UGA student since 2003 to win this prestigious award. Deep Shah was among 65 recipients of a 2007 Truman Scholarship, the fourth UGA student in the past five years to win the scholarship for outstanding juniors who plan to pursue public service careers. UGA also was one of only four universities in the nation designated as a Truman Foundation Honors Institution for its support of the scholarship program.

Jessica Bryant and Nithya Natrajan were selected as Goldwater Scholars, one of the most prominent national awards for undergraduates pursuing degrees in engineering, mathematics and science. UGA has had 32 Goldwater Scholars since 1995. Katrin Usifo was one of 14 students selected nationally for the Merage American Dream Fellowship, awarded to academically outstanding immigrant students. This was the second consecutive year a UGA student won the fellowship.

On the academic front, UGA's Institute of Ecology was reorganized to create the nation's first stand-alone school devoted specifically to the study of ecology. The Eugene P. Odum School of Ecology officially began operation on July 1, 2007. Named for the late pioneering UGA professor known as the "father of modern ecology," the school is the university's 16th academic school/college and further cements UGA's reputation as a world-class center for research and teaching on ecological principles and processes. The National Research Council has ranked UGA among the top five institutions in ecological research, and a survey by the Ecological Society of America also tabbed UGA as one of the country's top five universities in ecology. UGA was one of the first universities to offer undergraduate degrees in ecology.

Proposals for new academic programs for UGA's Griffin campus were approved by the Board of Regents in June, after receiving approval in April from the University Council. Three undergraduate programs available as of fall 2007 include a major in general business offered by UGA's Terry College of Business, a major in microbiology offered by UGA's Franklin College of Arts and Sciences, and a major in special education offered by UGA's College of Education.

These are upper-division programs for transfer students or those seeking a second bachelor's degree. A master's degree program in agricultural leadership, to be offered by UGA's College of Agricultural and Environmental Sciences in fall 2007, also was approved. UGA now offers seven undergraduate majors and two graduate degree programs in Griffin. Planning continued for construction of a new Student Learning Center, financed with a special purpose local option sales tax approved in November 2005 by Spalding County voters.

UGA's Graduate School, in partnership with the University of Florida and North Carolina State University, finished a 2 1/2-year project on completion rates of doctoral students, particularly minorities and women, and in February brought together faculty from the three institutions for a conference to share findings and collaborate on ways to improve graduation rates. Funded by a \$200,000 grant awarded in November 2004 by the Council of Graduate Schools, the study was part of the CGS Ph.D. Completion Project, a national initiative aimed at increasing completion of doctoral programs and providing practical models that can be used by graduate schools across the country to retain graduate students. Nationally, more than half of students in doctoral programs do not complete their degrees, despite being academically capable.

During 2006-07, several national searches were conducted for key academic and administrative positions at UGA. Jere Morehead was named vice president for instruction after serving as interim vice president. Five dean searches were successfully concluded with the appointments of Phil Williams as dean of the College of Public Health, Robert Sumichrast as dean of the Terry College of Business, Laura Dunn Jolly as dean of the College of Family and Consumer Sciences, Michael Clutter as dean of the Warnell School of Forestry and Natural Resources, and John Gittleman as dean of the Odum School of Ecology.

Laura Meadows was named associate vice president for economic development, Judith Shaw was named associate provost for international affairs, and Robin Tricoli was appointed associate provost for institutional strategic planning. Tricoli is responsible for evaluating the status of goals and accomplishments under UGA's current 10-year strategic plan, adopted in 2000, and beginning development of a new strategic plan for the period 2010-2020.