

State of The University Address

January 9, 2003

Good afternoon, and thank you for joining me in the Chapel today. As president of the University of Georgia, I am required to make an annual report to the Council on the state of the university. As we begin the year 2003 and mark the 218th anniversary of our charter, I can report to you that the state of the university is strong despite a number of external factors which give rise to a prudent sense of concern.

A colleague of mine, John A. White, Chancellor of the University of Arkansas, began a similar address by quoting the opening line of Dickens' *A Tale of Two Cities*: "It was the best of times; it was the worst of times."

(I might add here that on the night of the SEC Championship game in Atlanta last month, it was the best of times for the Bulldogs and the worst of times for the Razorbacks!)

These are the best and worst of times for the University of Georgia as well. Let me dispense with the worst of times and then spend my time with you on the best.

Over the past 15 months, we have faced a round of budget cuts that now threaten to impact our core missions of teaching, research and service:

In October 2001, the state Office of Planning and Budget ordered all state agencies to reduce the FY 2002 budgets by 2.5 percent and to implement a 5 percent cut in the FY 2003 budgets.

In February 2002, our budget was reduced by an additional 0.86 percent, bringing the total cut to 5.86 percent, or some \$33 million. Additionally, funding for our Major Repair and Renovation budget was reduced from \$13.7 million in FY 2002 to \$5.7 million in FY 2003, a 58 percent cut.

In April 2002, we were instructed to withhold FY 2003 expenditures in the amount of 1 percent, and in August of 2002, that figure was increased by 2 percent, for a total of 3 percent, bringing the effective budget cut to 8.86 percent.

On November 13, we learned of a 2 percent cut in our FY04 budget, a cut which for the first time includes instruction.

In toto, the state portion of our budget is now 9.52 percent less than it was one year ago; the functional reality is that we are

operating this year with some \$40.3 million less than we had when we began the year.

Through astute budgeting and careful planning, we have survived to this point. This university owes a tremendous debt of gratitude to its faculty, staff and administrators for the ingenuity, collegiality and spirit with which you have handled this challenge. I am yet again proud to be a part of this team.

We are clearly at the point now where further cuts in state support for the University of Georgia could imperil the remarkable progress that has been made here over the past five-and-a-half years. I fully understand that this is a time for leadership and that universities like ours have to be more productive and efficient. Our Chancellor, Thomas Meredith, has told the University System presidents that anyone can lead in the good times, but that true leadership rises to the challenge of difficult times. I believe that the University of Georgia plays that leadership role for our sister institutions in this state. They look to us for direction; they follow our lead.

There can be no debating that the University System is the jewel in the crown of the public education system in Georgia.

While I have publicly supported efforts to enhance the K-12 system, from our own partnership with the Clarke County schools to statewide efforts to raise the level of educational achievement – and will continue to do so – we must make every effort, working with both appointed and elected officials, to ensure that higher education is not damaged by neglect while we focus on the areas of weakness.

We are at a critical stage, due to the challenges we face in revenue, that demands an increase in support in the next cycle. If that funding cannot come from the state, then it will have to derive from those whom we serve. The greatest mistake we could make, as one of America's top public universities, is not to seek and secure the resources to maintain and advance the quality of the University of Georgia.

Quality has been the guiding principle of our budgeting decisions, and quality will continue to guide our planning.

I cannot – and will not – preside over a diminution of quality at America's first

State of The University Address

January 9, 2003

publicly chartered university. The people of Georgia would not stand for that, and I will fight in every way to make sure that it does not happen.

Having said that, let me also be clear about our responsibility in these difficult times. We must continue to produce our way through these financial obstacles, as we have done over the past few years, to make these the best of times.

External funding for research has increased by almost 54 percent over the past three fiscal years, with particularly significant increases in funding from the National Institutes of Health and the National Science Foundation. During the fiscal year which ended June 30, 2002, UGA faculty were awarded a number of significant grants to support a range of research initiatives:

- Leonard Poon and the Gerontology Center received \$7.5 million from the National Institute on Aging to continue research on the physical and mental functioning of centenarians;
- The National Science Foundation awarded three grants totaling \$8.7 million to Andrew Paterson, Lee Pratt and Peggy Ozias-Akins for work in plant genetics;
- Our Complex Carbohydrate Research Center was selected as one of four sites for a National Institutes of Health nuclear magnetic resonance facility, and with it comes a \$4.3 million grant to establish a southeast collaborative in high-field biomolecular nuclear magnetic resonance imaging;
- Our Veterinary Diagnostic Laboratory System was awarded \$2 million by the United States Department of Agriculture to become part of a national network to prepare a response to outbreaks of exotic animal diseases; and
- Paul Roman received \$7.3 million from the National Institutes of Health to study the effectiveness of alcohol and drug treatment programs.

The momentum is continuing; in October, Pat Wilson and a team of faculty in the

College of Education were notified of a \$10.3 million grant to create a national Center for Proficiency in Teaching Mathematics, an area of obvious interest for the state of Georgia.

I want to commend our faculty for the quality of their proposals. The reputation of UGA's research agenda and researchers is rapidly rising, and the result is that we are obtaining funding that would have gone elsewhere five years ago. I also want to acknowledge the role that Gordhan Patel, Regina Smith and their colleagues in the Office of the Vice President for Research have played in our success.

The assistance they offer to faculty in the grant-writing and administration process allows the researchers to focus on seeking answers and creating new knowledge.

Perhaps most noteworthy is the fact that during the steepest downturn in the U.S. economy in decades, we recorded the best fund-raising year in our history. Gifts and pledges to the University of Georgia totaled \$62.7 million. I am deeply humbled by the commitment to this institution shown by our alumni, friends and supporters, for during a time in which each dollar became a little more precious, they chose to demonstrate their support for the University of Georgia with more than mere words. Such good news does not happen by accident, and I want to acknowledge the work of Dr. Steve Wrigley and the entire development staff.

We cannot, however, rest on these laurels. Just as we expect more of our students as their overall quality continues to rise, so must we also count on increased support from our alumni, supporters and friends. The need for external support at this institution has never been greater. One of the lessons we are learning during this budget challenge is that our endowment is not sufficient to cushion the sting of the cuts we have absorbed. An increase in the availability of unrestricted funds is also essential if we are to maintain our pursuit of excellence in difficult times. We are in need of annual gifts, of major gifts for buildings and programs, and deferred gifts for endowment strength.

The sort of success we have enjoyed in research funding and private support is what I've come to expect from this team and what I count on for the future. The successes we've had over the past five years, as recorded in

State of The University Address

January 9, 2003

the President's Annual Report, are not my successes, but our successes. The complexity and magnitude and breadth and depth of this institution require that we have good people in place in every position and that those people work in harmony toward a common set of goals. The recognition that the University of Georgia has received – most notably a third consecutive U.S. News and World Report top-20 ranking among public research universities – is the result of that campus-wide cooperative effort.

There were other successes and accomplishments last year that support my enthusiasm. The freshman class which enrolled in the fall was the best-qualified ever to walk this campus. With enrollment having reached our cap, the pressure to enroll at the University of Georgia is pushing each year's admission standard upward. As I tell parents every chance I have, the decision to attend the University of Georgia is best made in the eighth grade, by committing to the most rigorous high-school curriculum available.

Within a span of three days last month, we received notification of another UGA Rhodes Scholar, Adam Cureton, our 19th and the fourth in eight years, and our first Marshall Scholar in four decades, Josh Woodruff.

Earlier in the year, two UGA students were named to the second class of Gates-Cambridge Scholars, bringing our total to three in the first two years of that honor. For the second year in a row, four of our students, the maximum at any university, were named Goldwater Scholars in mathematics, science and engineering. The list of national and international accolades for students at the University of Georgia grows longer each year. Our students are proving that they can compete – and win – with the best that America has to offer.

In December, we awarded an honorary degree to Donald Hollowell, one of the unsung heroes of the civil rights movement in America.

Judge Hollowell served as the attorney for Charlayne Hunter and Hamilton Holmes, the first two African-American students to enroll at the University of Georgia, and spoke eloquently and movingly that day about those events and what an honorary degree from UGA meant to him. Two years ago, we

commemorated that historic moment by naming the Academic Building where they registered in their honor. Today, we gather 42 years to the day after those two brave young people walked through the Arch and changed our history for the better, and again we turn our attention to the challenges we face and the opportunities we have to make this a better university.

Our efforts to sustain the momentum we have enjoyed in minority student recruitment have received national praise and have been cited as a model for other universities in such publications as *The Oregonian*, *The Christian Science Monitor*, *The Washington Post* and *The New York Times*. Perception is catching up with the reality that we are aggressively and effectively identifying, recruiting and enrolling minority students at the University of Georgia.

We began offering upper-level undergraduate courses at the Gwinnett University Center; lower-level courses are offered by Georgia Perimeter College. These will be the first UGA degrees to be delivered at a location other than Athens in many years. Having degree programs in Gwinnett County offers a number of advantages for us.

First, it allows us to serve the population of one of America's fastest growing counties. Second, it increases our presence in the Atlanta metro area. Third, it allows us to generate additional credit hours without further straining the infrastructure of this campus. I believe that we will look back in 20 years and see our involvement with the Gwinnett Center as one of the best moves UGA has ever made.

Our public service and outreach programs continued to provide the link between this institution and the people of her home state.

Public service contracts and grants totaled more than \$55.7 million in FY2002, and efforts such as the Study on Persistent Poverty in the South, the Latino Initiatives, the work of the Small Business Development Center and the Community Leadership Initiative through the Fanning Institute show that our impact is increasing and diversifying in the 21st century.

The Chronicle of Higher Education recognized our technology transfer program as one of America's best. We ranked eighth in

State of The University Address

January 9, 2003

the number of start-up companies formed as a result of UGA research and sixth in the effectiveness of our licensing and option procedures. In total, we have identified 75 companies as UGA start-ups, dating back to On-Line Instrument Systems in 1974. Since 1994, we have seen at least four new start-up companies grow from UGA research each year.

Our research is making its way to the marketplace where it can have the greatest impact on the lives of Georgians, both in the quality of their lives and the economic health of the state.

We moved into 12th place on the ranking of students participating in study abroad, a critical factor in preparing our students for life in the global economy. We have also seen a 65 percent increase in the number of students minoring in a foreign language since 1997, an indication that our students are preparing themselves for success in the 21st century by complementing their major areas of study with a fluency in language.

Campus construction has caused its share of annoyances and disruptions, but it is important to recognize that these projects are meeting pressing institutional needs. The Student Learning Center, when it opens later this year, will offer a state-of-the-art electronic library and some 2,400 new classroom seats. It may very well become the one UGA building in which virtually every student will spend significant amounts of time. In cooperation with the Athens-Clarke County government, we have improved the safety and appearance of the Baldwin Street corridor through the center of campus. The new East Campus Village parking deck is part of the first residential complex at UGA in more than three decades and construction on the residence halls and dining hall is under way.

The Center for Applied Genetic Technologies is operational now, with the Georgia Biobusiness Center located there for the purpose of developing businesses from our research. Nearby, the new facility for the Complex Carbohydrate Research Center, at 124,000 square feet, is under construction.

By all indicators – our own internal impressions and observations, external rankings and honors, student quality, teaching, research and service – this is a

university on the move. We must not stop moving; the momentum we have built in the past five years must continue. I don't recall much of my college physics, but I do remember a paraphrase of Newton's first law of motion: An object in motion tends to stay in motion unless acted upon by external forces.

This university is in motion and moving in the right direction; it is up to all of us to keep it moving.

In addition to the accomplishments of this university, however, we live in a broader world, and one of the responsibilities of an educator is to help students understand and adapt to that broader world – to prepare them to be citizens of a greater world. Last year, in this same address, I spoke to you about how the events of September 11, 2001 had caused me to pause and ask some hard questions about my own personal relationship to that larger world. Within the past year I, like many of you, have been led to think a great deal, both personally and professionally, about the continued apparent decline in American ethics.

We've all read the stories of what has happened last year at Enron and Adelphia and Tyco, at Global Crossing and WorldCom, and we've all been disturbed by those stories.

In my deliberations about this I've come to the conclusion that it is not enough for a leading university to curse the darkness. Simply to point out the errors of other's ways without committing to a course of action that prevents such conduct in the future is not only shortsighted, it violates our mission to educate and to serve. I want to see a greater focus here, both programmatically and personally, on how we comport ourselves ethically. I want this institution to provide ethical leadership.

In saying that, I know we are set up for second-guessing and I make no claim that this university or its president is a paragon of virtue. But as Michelangelo said, "The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it."

We have done a number of things in the past year that deserve mention. I am especially pleased at the success of our academic honesty policy, "A Culture of Honesty." With the implementation of a new

State of The University Address

January 9, 2003

policy and set of procedures in the year 2000, the average amount of time to resolve a charge has been reduced dramatically – from 92 days in 1999 to seven days in the spring of 2002.

Both faculty and students, it appears, were ready for a process that allowed for quick, fair, consistent and – perhaps most importantly – educational resolution of such charges. Given that we generate almost 400,000 credit hours per semester and have very few violations, it is clear that the vast majority of our students take this responsibility very seriously.

I am reminded of the story of four young men in an accounting class who went away for a weekend hunting trip before an exam on Monday. The hunting was so good, and they were having such a good time, that they did not leave the campsite in time to arrive on campus for the test. Nervously, they decided to tell their professor that they had suffered a flat tire on their return, ask for mercy and plead for the opportunity to take the exam during a makeup period.

The professor, a woman of both compassion and wisdom, agreed to allow the young men to take a makeup exam. She met them in the classroom at the appointed time, distributed the exam booklets and sat at her desk.

The young men opened the exam booklets to find this first question: Which tire?

The consequences of academic dishonesty are many and varied, as those young men discovered.

Since August of 2001, the staff in the office of the Vice President for Instruction has made almost 70 presentations to more than 10,000 faculty, staff and graduate teaching assistants on the mechanics of the process for reporting suspected violations of the academic honesty policy. The UGA model of facilitated discussion is being widely praised by other institutions and our staff has been asked to help implement such a process on other campuses. This is an area where we have taken on a leadership role.

I am also pleased with the ethics of one of our most high-profile programs, the football team. Late in the season, the Atlanta Journal-Constitution published a story about the commitment of this team, under the

leadership of Mark Richt, to a high standard of personal and team behavior.

Meeting each day, the players talk about language, morality and decision-making. They have, as a group, recognized their role as very public representatives of all of us at the University of Georgia, and they have taken that responsibility seriously. For that reason, I would have considered this season a success if the record were 8-4 or even 4-8 instead of 13-1.

I have spent much time in the past year or so thinking about the ethical environment outside the bounds of this campus. In many ways, the impact of September 11, 2001 lingers, like the aftershock of a major earthquake or the death of a dear friend. It was an event that shapes the modern American consciousness and remains part of the context of our lives.

But more troubling to me than the attack on America by external forces is what we seem to be doing to ourselves, particularly in the area of corporate and business ethics. As educators of the next generation of American leaders with an historic commitment to public service, we ought to be very much concerned with both the environment our students will enter when they leave the University of Georgia and their ability to improve that environment.

The Josephson Institute of Ethics conducts an annual survey of American high school students, and the results this year are troubling. The institute surveyed 12,000 students and found that 74 percent admitted to cheating on an exam at least once in the previous year; that's up from 61 percent in 1992.

The percentage who admitted to stealing an item from a store rose from 31 percent to 38 percent. The number who admitted to lying to their parents rose from 83 percent to 93 percent; the number who admitted to lying to teachers rose from 69 percent to 83 percent.

The institute also attempts to measure the cynicism of young people by soliciting a response to this phrase: "A person has to lie or cheat sometimes in order to succeed." In just two years, from 2000 to 2002, the percentage of students agreeing with that statement has increased nine percent to 43 percent. I am quite disturbed by this finding.

State of The University Address

January 9, 2003

Almost half of American young people believe that dishonest and unethical behavior is necessary in order to be successful.

Furthermore, they do not seem to recognize that success gained through such behavior is of no real or lasting value.

Michael Josephson, the president of the institute, says, "The evidence is that a willingness to cheat has become the norm and that parents, teachers, coaches and even religious educators have been unable to stem the tide. The scary thing is that so many kids are entering the workforce to become corporate executives, politicians, airplane mechanics and nuclear inspectors with the dispositions and skills of cheaters and thieves."

This is the backdrop against which we work. This is the environment from which UGA students emerge.

And even if we choose to believe that our students are among the one in four who did not cheat on a test or the one in two who don't believe that dishonesty is an acceptable tool with which to pursue success, we cannot ignore the fact that these are the attitudes to which they have been exposed. These are their friends and classmates, and the attitudes and beliefs of friends and classmates are powerful forces.

I was a young college and graduate student in the Watergate era and I recall vividly the loss of confidence in our government that those events produced. I sense that same loss of confidence in the corporate community today in the wake of the collapses I cited earlier.

With an apparent disregard for any sense of corporate responsibility, a few executives have perverted the American ideal of capitalism, with its attendant responsibility to society, and resorted to a culture of greed without regard to the broader impact of their actions.

I am deeply troubled by these events, for I firmly believe in the power of the capitalist system as the engine of democracy. The American ideal of individual opportunity and reward has been a guiding force in my life. But that ideal has always been balanced by a sense of the redeeming power of service in return for the opportunity to succeed. As John F. Kennedy said in early 1961, quoting

Christ, "For of those to whom much is given, much is required."

I sometimes wonder whether our students recognize how much they have been given. The privilege of a University of Georgia education is a tremendous gift. I told the freshmen at Convocation that for each of them sitting there that day in Stegeman Coliseum, there were three or four others who wanted the opportunity to sit in that seat. The result of their hard work and dedication over the past four or five years was the chance to study at one of America's best public universities, and I urged them to take full advantage of the opportunity they now had before them.

I have been thinking over the past few months about what it should mean to be a University of Georgia student. It seems to me that the opportunity carries with it an obligation to represent this institution in a manner that reflects well upon it.

I have been reading honor codes and their histories from a number of universities and colleges in America, and I find in many of them some potent phrases and concepts that speak to the idea of individual responsibility for collective identity.

At the University of Virginia, the Honor System is expressly extended beyond the campus to cover the behavior of UVa students in Charlottesville and Albermarle County, and "elsewhere at any time when he identifies himself as a University of Virginia student in order to gain the reliance and trust of others." In an echo of President Kennedy's statement, Presbyterian College makes the succinct statement that "Privilege bears responsibility." The University of North Carolina-Chapel Hill declares that "there seems no higher goal to which students ought to strive than that of personal honor." The University of Colorado puts it this way: "The personal and academic integrity of each individual member strengthens and improves the quality of life for the entire academic community."

These are statements of great inspiration and high aspiration. Each speaks to the responsibility of the individual in his or her role as a member of a group that shares a set of standards. The individual's adherence to these standards is understood to strengthen the institution.

State of The University Address

January 9, 2003

During the past year, our students have had the opportunity to demonstrate an understanding of and commitment to the kind of community ideals I am discussing. In particular, the success of the UGA football team has not resulted in the kind of violent and despicable display we have seen at other campuses.

I am extremely proud of the way our students have conducted themselves while celebrating the Bulldogs' victories. In many ways, Sanford Stadium functions as our largest classroom for instruction in personal conduct. How we conduct ourselves there as students, student-athletes, coaches and fans does matter. The place for players, coaches and officials is on the field; the place for fans and administrators is in the stands.

The attention focused on college football provides an opportunity for us to tell the larger story of the University of Georgia, and the story you have told this season has been of a student body which supports its team and celebrates victory appropriately. And if avoiding that kind of trouble requires beating Tech by 44 points every year, I am willing to make that commitment.

I want to be clear before I proceed: There is no specific problem or concern which drives my thinking in this area. I spoke earlier of the minuscule number of violations of our academic honesty policy and the improved procedures for addressing those charges. I am aware of a very few incidents of student incivility toward faculty as well as an equally small number of incidents of faculty behaving poorly in relation to students. The widely reported behavior of three of our student-athletes last February, while apparently not criminal nor in violation of student conduct codes, was appalling and well outside the bounds of acceptable human conduct. And while all of us share that belief, we must also recognize that the bad conduct of a few does tarnish the reputation of the institution.

In this climate of corporate excess and ethical lapse, in a time when even the sanctity of the ballot box and the electoral process, as we have seen in Florida and New Jersey, seems subject to the vagaries of human weakness, in an era when American ideals are subject to attack from both within and without, we must become more

aggressive about individual and collective integrity.

I am not proposing a policy; I am not charging a committee; I am not creating a department. I am, however, asking our students to think about what it means to be a representative of the University of Georgia and to begin to put into everyday action those standards.

You took a good first step with the Pillars of the Arch, which encourages students to uphold the principles inscribed on the university seal: Wisdom, Justice and Moderation. Many of us wear on our lapels the Arch pins distributed at Convocation as a reminder of those ideals.

Even though I have on numerous occasions spoken on this topic in churches and at church gatherings, and I may sound as though I am preaching, that is not my intention today. In his book *The Golden Rule*, Jeffrey Wattles writes that all the world's great religions espouse the ideal of respect for others. In Confucianism, followers are told "Do not impose on others what you do not desire others to impose upon you." Herodotus, writing in ancient Greece, put it this way: "What I condemn in another I will, if I may, avoid myself."

Rabbi Hillel, living at about the time of Christ, said of the Torah: "What is hateful to you, do not do to your neighbor; that is the whole Torah, while the rest is commentary thereon; go and learn it." In the Christian tradition of my upbringing, we are told, "In everything, do unto others as you would have them do unto you; for this is the law and the prophets." Muhammad said, "Seek for mankind that of which you are desirous yourself."

Each of these creeds bears responsibility both for us as individuals interacting with other individuals and with the larger community. In fact, Wattles writes, in the New Testament phrasing of the Golden Rule in ancient Greek, the plural "you" is used, meaning that the directive was addressed to the community.

Ideals such as these are more tangible at an academic institution because at our very core we are about the search for truth. I do believe that the truth can make one free. If we are not about seeking, finding and supporting that which is truthful, then the

State of The University Address

January 9, 2003

very foundation of this place as an academic institution is at risk.

If we as individuals on this campus cannot rely on veracity, on truth, as our guiding light, we are as an institution unable to pursue and maintain our core mission.

While this has always been a place of honor undergirded by wisdom, justice and moderation, the stakes are much higher today because of our rising quality and the public's expectations. Being one of America's best public universities means being held to a higher standard, and I welcome that responsibility. There must be an awareness by all of us that we are at all times representing the University of Georgia, America's first publicly chartered university and one of her best today. Out of that awareness will grow a code of conduct from which radiate the ideals to which we aspire. Such a code of conduct is self-enforcing; as individuals, we conduct ourselves according to its standards, and as a group, we do not tolerate violations. Such a code of conduct includes, but is much broader than, a policy defining academic honesty, but if we are as successful in abiding by a code of conduct as we are in abiding by our academic honesty policy, I will be quite pleased.

A code of conduct will guide us on and off campus, as students and as alumni, as professionals and as citizens. It will influence our care for this campus, one of this country's most beautiful. It will define our role as host to any visitors here, whether they be attending an athletic event in support of one of our rivals or visiting campus with a potential student. It will serve to bind all of us to a common standard which we strive to achieve.

There is still much to be done. There is great interest among some of our strongest and most loyal supporters in seeing this university take a leadership role in the ethical preparation of the next generation of business and civic leaders.

We will need their support if we are to expand our already successful ethics programs, primarily those within the Terry College of Business, into a campus-wide understanding of our individual responsibilities to this institution.

One concept which particularly interests me calls for a shift from a compliance

strategy of ethics to an integrity strategy. Rather than being guided by the letter of the law, seeking no more than avoiding penalty, the integrity strategy uses ethics as a driving force in business. It means the difference between asking, "What can I do?" in a certain situation and "What should I do?" Making ethics an integral part of every decision, rather than simply the means of preventing violations, raises the culture of the enterprise. I have met with Dean Benson and we are working hard to expand both the teaching staff and the number of courses we offer in this area.

I want to challenge our faculty to continue to take ethical lapses seriously; continue to work with Ann Crowther and her staff to broaden the mutual participation and support for those programs. In the type of campus climate I seek for the University of Georgia, there can be no tolerance for even the slightest of infractions. The work of the Pillars of the Arch society shows me that we have a core of students who are committed to a higher standard and, in the wake of the scandals we have seen in the past two years, are taking a stand. We will not be successful if we do not have the enthusiastic and committed support of our students.

Preparing our students not only to be successful in their lives once they leave this campus but also to be the kind of people who make a difference in their communities, who recognize and adhere to a higher standard of personal conduct and who value and demonstrate integrity is a solemn obligation. I do not think that the statistics I cited earlier from the Josephson Institute are reflective of the student body at the University of Georgia, but we cannot assume that those forces are not at work in our students' lives.

We can – and should – do more. Nothing gives me greater hope for the future than the quality of our student body as a whole and the individual students with whom I am privileged to spend time.

We must endeavor to be sure that they leave this campus not only with the knowledge and preparation to succeed, but also with a greater and deeper appreciation for the ethical dimension of life. Society has a thirst for such people; I am certain that the University of Georgia will provide them.

Thank you.