Georgia Southern University

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Graduate Studies Fact Books   Office of Institutional Research

2006

Graduate Studies Fact Book

Recommended Citation

Graduate Studies Fact Book
Fall 2006

Office of Strategic Research And Analysis

March 23, 2007

A Carnegie Doctoral-Research University   Statesboro, GA

Georgia Southern University
Office of Strategic Research and Analysis (OSRA)
September 8, 2006

Project Request: Graduate Studies Fact Book, Fall 2006

Requested by: Dr. Jayne Perkins Brown, Director, OSRA

Project Abstract: The intent of this project was to create a Fact Book focused on graduate studies information for Fall 2006 and provide 3-5 year trend data.

Methodology: The OSRA Graduate Fact Book 2005-06 will serve as the guide for possible data to include in future versions; many Graduate Studies items were already available. Such items were revised to provide focus on the Graduate Studies data and updated to reflect Fall 2006 data. OSRA enrollment data originated from the Student Information Reporting System (SIRS) file sirs200608, while admissions data were from the Banner application tables.

Project Timeframe: September 8, 2006 to March 23, 2007

Project Costs: staff time, plus copies of project info

Project Contact: Mrs. Mary Poe, Research Analyst

Project Support: Office of Strategic Research and Analysis
- Dr. Jayne Perkins Brown, Director
- Dr. Mike Jordan, Assistant Director-Assessment
- Mr. Paul Wilver, Assistant Director-Decision Support Systems
- Mrs. Mary Poe, Research Analyst
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Distribution: Final to OSRA file; distribution to Dr. Bruce Grube, President; Dr. Linda Bleicken, Provost and Vice President for Academic Affairs; Dr. Amy Heaston, Associate Provost for Academic Affairs; Dr. Teresa Thompson, Vice President for Student Affairs and Enrollment Management; Mr. Joe Franklin, Vice President for Business and Finance; Mr. Billy Griffis, Vice President for University Advancement; Dr. Saundra Nettles, Dean, College of Graduate Studies

File Location: U:\FactBook\Graduate Studies

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Profile of Georgia Southern University

Georgia Southern University, a member of the University System of Georgia, is the largest and most comprehensive research institution in the central Coastal Southeast. A residential campus of nearly 17,000 students, Georgia Southern is a premier choice for the state's HOPE Scholars and high school graduates. Students representing almost every U.S. state and 86 nations bring a diverse spectrum of backgrounds, interests and talents to the University community.

The University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, research and student success. Georgia Southern focuses on students and what they value: a well-rounded collegiate atmosphere; a faculty whose first priority is teaching; and a safe, attractive campus environment that encourages knowledge, discovery and personal growth.

Classified a doctoral-research institution by the Carnegie Foundation for the Advancement of Teaching, Georgia Southern University offers more than 120 degree programs at the baccalaureate, master's and doctoral levels through eight colleges: Business Administration, Education, Health and Human Sciences, Science and Technology, Liberal Arts and Social Sciences, Information Technology, Public Health and Graduate Studies. Georgia Southern is accredited by the Southern Association of Colleges and Schools and has earned special accreditation from professional and academic associations that set standards in their fields. The University continues to expand graduate offerings to meet the demands of its region.

Founded in 1906, **Georgia Southern lays claim to being the most beautiful campus in the state.** Comprising 675 acres, the university grounds are an arboretum-like treasure featuring gently rolling lawns, scenic ponds and soaring pines. The historic core of campus is the quintessential college portrait – Georgian-style red brick buildings with white columns around a sweeping, tree-lined circular drive. Beyond this circle, classic and contemporary lines blend to show case continuing growth and expansion of facilities. Major projects underway include construction to double the size of the Henderson Library as well as the addition of new student recreational amenities.

Located in Statesboro, a safe, neighborly Main Street community of approximately 30,000 residents northwest of Savannah, Georgia Southern provides enriching opportunities for people of all ages. Georgia Southern University benefits the region and state by engaging in research and providing public services that proffer creative solutions to regional challenges. The University extends educational opportunities to citizens throughout the state via graduate centers located in Savannah, Augusta, Brunswick, Hinesville, and Dublin as well as through distance learning technologies at numerous other remote sites.

Georgia Southern is recognized for a nationally competitive athletics program. The University's 15 Division I teams compete in the Southern Conference. Across-the-board commitment to excellence has resulted in an unprecedented six NCAA I-AA football national championships and NCAA tournament participation in men's and women's basketball, baseball, golf, women's tennis, and volleyball.

Mission Statement

June 30, 2004

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Vision Statement

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

Source: Georgia Southern University Strategic Plan, Fall 2004, *see appendix.*

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The University System of Georgia

The University System of Georgia includes 34 state-operated institutions of higher education located throughout the state. An 18-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Instruction is conducted by all institutions. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities and two-year colleges. This curriculum requires 60 semester credit hours, including 42 in general education—humanities and fine arts, mathematics and natural sciences, and social sciences—and 18 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

Source: USG Office of Academic Affairs and Office of Media & Publications

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly-defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

The University System Advisory Council, with 34 committees, engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor for transmittal to the Board of Regents regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the Vice Chancellor, and all presidents as voting members; it includes other officials and staff members of the institutions as nonvoting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions.

Committees dealing with matters of University System-wide application include, typically, at least one member from each institution. State appropriations for the University System are requested by, and are made to, the Board of Regents, and allocations are made by the Board. The largest share of the state appropriations, approximately 52 percent, is allocated by the Board for instruction.
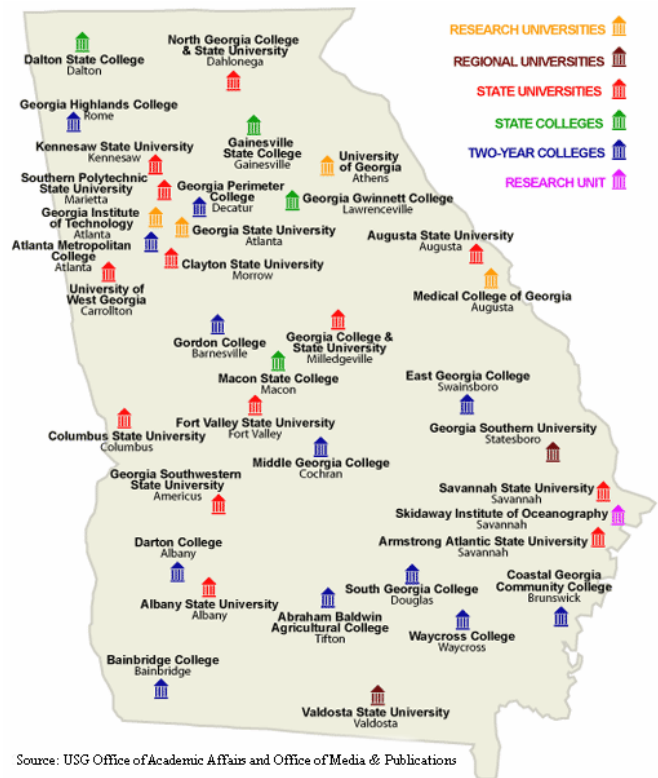
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Organization Chart 2006-2007
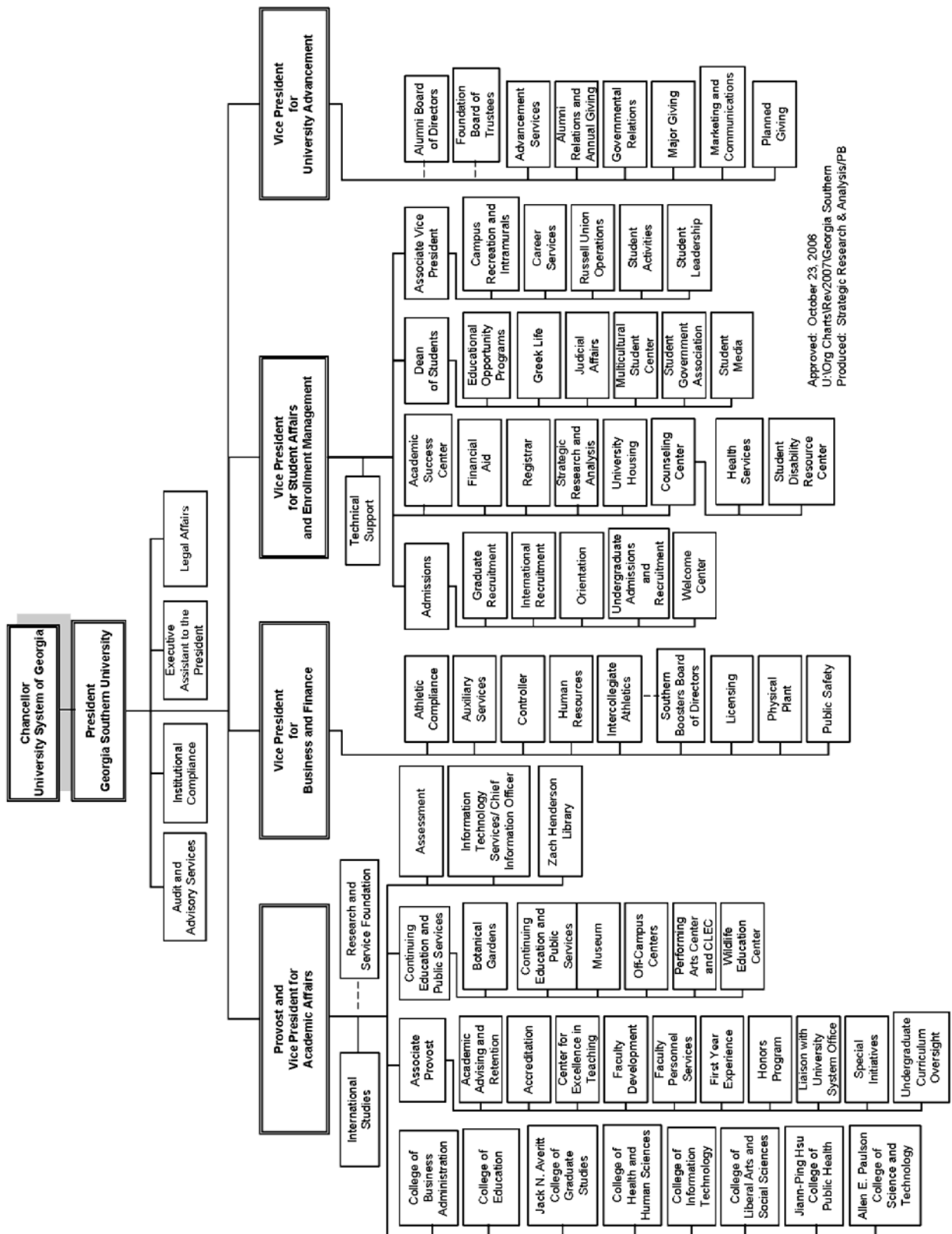
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Fall Term Growth History

First Time Students	2001		2002		2003		2004		2005		2006	
Graduate Level	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Masters	402	*91.4*	378	*84.8*	459	*84.2*	389	*88.0*	349	*83.5*	353	*89.1*
Specialist	12	*2.7*	42	*9.4*	41	*7.5*	14	*3.2*	12	*2.9*	10	*2.5*
Doctorate	26	*5.9*	26	*5.8*	45	*8.3*	39	*8.8*	57	*13.6*	33	*8.3*
Total	**440**		**446**		**545**		**442**		**418**		**396**	
Difference Between Terms		*1.4%*		*22.2%*		*-18.9%*		*-5.4%*		*-5.3%*		

Continuing Students	2001		2002		2003		2004		2005		2006	
Graduate Level	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Masters	838	*74.0*	961	*75.4*	1,051	*71.8*	1,075	*68.6*	1,004	*63.6*	917	*59.3*
Specialist	131	*11.6*	147	*11.5*	195	*13.3*	184	*11.7*	184	*11.7*	186	*12.0*
Doctorate	164	*14.5*	167	*13.1*	217	*14.8*	307	*19.6*	390	*24.7*	443	*28.7*
Total	**1,133**		**1,275**		**1,463**		**1,566**		**1,578**		**1,546**	
Difference Between Terms		*12.5%*		*14.7%*		*7.0%*		*0.8%*		*-2.0%*		

Total Enrollment	1,573	1,721	2,008	2,008	1,996	1,942
Difference Between Terms	*9.4%*	*16.7%*	*0.0%*	*-0.6%*	*-2.7%*	

Note. Due to rounding, percentages may not equal 100%.

Fall Term Enrollment

	2001	2002	2003	2004	2005	2006
Continuing	1,133	1,275	1,463	1,566	1,578	1,546
First Time Students	440	446	545	442	418	396
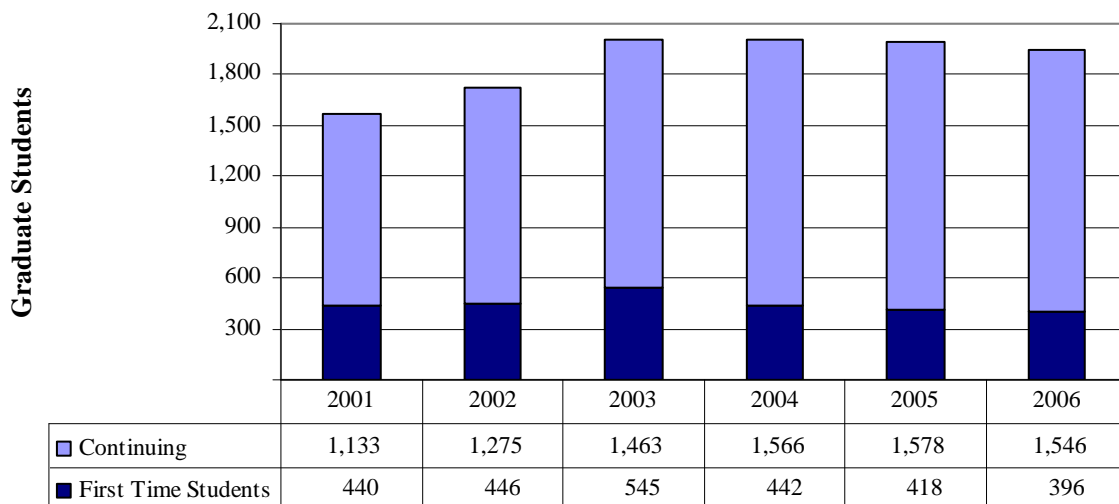
Source: Regents Semester Enrollment Reports (SIRS).

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Applications for Graduate Admission
Into the Fall Semesters Indicated

| | Fall 2004 | | | | | Fall 2005 | | | | | Fall 2006 | | | | |
| | Applied[a] | Accepted | | Accepted/ Enrolled | | Applied[a] | Accepted | | Accepted/ Enrolled | | Applied[a] | Accepted | | Accepted/ Enrolled | |
	n	n	%	n	%	n	n	%	n	%	n	n	%	n	%
Graduate Level	664	565	85.1	442	78.2	854	702	82.2	418	59.5	695	565	81.3	396	70.1
Masters	502	425	84.7	319	75.1	587	464	79.0	300	64.7	516	409	79.3	306	74.8
Specialist	23	17	73.9	14	82.4	54	47	87.0	12	25.5	40	36	90.0	10	27.8
Doctorate	50	44	88.0	39	88.6	114	102	89.5	57	55.9	58	46	79.3	33	71.7
Certificate	37	32	86.5	25	78.1	53	47	88.7	23	48.9	5	5	100.0	3	60.0
Non-degree	52	47	90.4	45	95.7	46	42	91.3	26	61.9	76	69	90.8	44	63.8
Total Applicants	**664**	**565**	**85.1**	**442**	**78.2**	**854**	**702**	**82.2**	**418**	**59.5**	**695**	**565**	**81.3**	**396**	**70.1**

[a] "Applied" - includes accepted, denied, and cancelled applications.

**Beginning Graduate Accepted and Accepted/Enrolled
by Fall Terms**
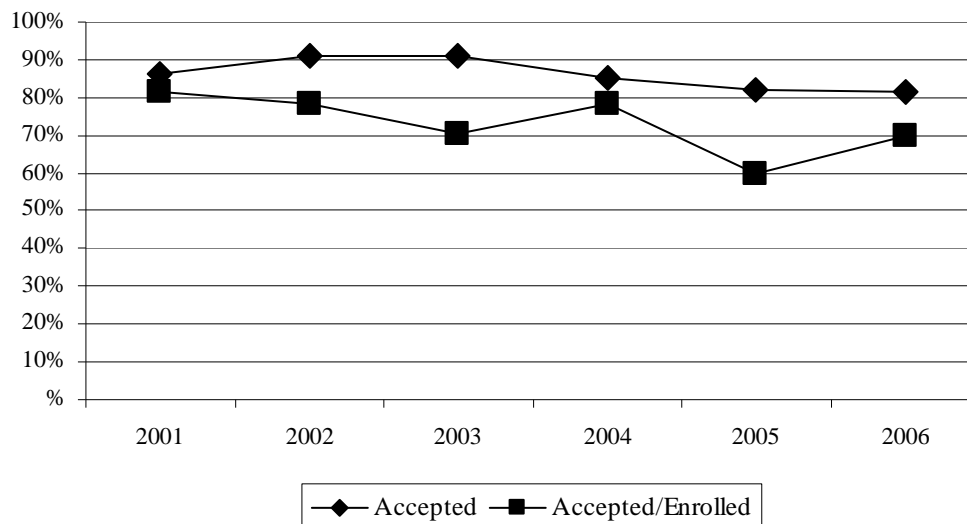
Fall Term	Applicants	Accepted	% Accepted	Enrolled	% Accepted/Enrolled
2001	626	540	86.3	440	81.5
2002	625	568	90.9	446	78.5
2003	853	776	91.0	545	70.2
2004	664	565	85.1	442	78.2
2005	854	702	82.2	418	59.5
2006	695	565	81.3	396	70.1

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.

Distribution of MAT & GMAT Scores for Fall Term Beginning Graduate Students

MAT Scores

Years	2001		2002		2003		2004		2005		2006	
	n	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*
Prior to Fall 2005	96	47	103	45	94	45	70	45	23	48	16	49
Fall 2005 to Current[1]									50	402	42	398

Note. Totals above are a subset of all First-time Graduate Students. They include only students with valid MAT Scores.
First-time Graduate Student - A degree-seeking student who is entering graduate school in the fall. Regents definition.

[1]Effective Spring 2004, the Millers Analogies Test (MAT) scores changed from 0 through 6 to 200 through 600 (Source: http://www.usg.edu/sra/datasys/sirs/2006/sdedfall06.pdf).

Miller Analogies Test (MAT). The MAT is a high-level mental ability test requiring the solution of problems stated as analogies. Performance on the MAT is designed to reflect candidates' analytical thinking, an ability that is critical for success in both graduate school and professional life. The MAT scaled scores currently range from 200 to 600 with a mean (average) of 400.
source: http://harcourtassessment.com/haiweb/Cultures/en-US/Harcourt/Community/PostSecondary/Products/MAT/MATHome.htm

GMAT Scores

Composite

2001		2002		2003		2004		2005		2006	
n	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*
68	480	72	481	86	480	96	471	86	476	78	491

Note. Totals above are a subset of all First-time Graduate Students. They include only students with valid GMAT Scores.
First-time Graduate Student - A degree-seeking student who is entering graduate school in the fall. Regents definition.

The Graduate Management Admission Test® (GMAT®) examination is a standardized test designed to measure basic verbal, mathematical, and analytical writing skills that have been developed over a long period of time through education and work.

Guidelines for GMAT® Score Usage: Use multiple criteria. The GMAT® examination does not measure every discipline-related skill necessary for academic work, nor does it measure subjective factors important to academic and career success, such as motivation, creativity, and interpersonal skills. Therefore, GMAT® scores should be used as only one of several criteria when an applicant is being considered for admission (Source: http://www.gmac.com/gmac/TheGMAT/GMATScores/UsingScorestoAssessIndividuals.htm).

Distribution of GRE Scores for Fall Term Beginning Graduate Students

GRE Scores

Verbal Reasoning

2001		2002		2003		2004		2005		2006	
n	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*
165	465	191	446	204	441	223	454	210	454	213	440

Quantitative Reasoning

2001		2002		2003		2004		2005		2006	
n	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*
165	519	191	504	204	504	223	528	210	509	213	516

Analytical Writing

Years	2001		2002		2003		2004		2005		2006	
	n	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*	*n*	*Avg.*
Prior to October 2002	163	550	187	523	89	533	49	528	24	511	10	536
October 2002 to Current[1]					75	4.0	174	4.2	184	4.0	203	4.0

Note. Totals above are a subset of all First-time Graduate Students. They include only students with valid GRE Scores for each category.
First-time Graduate Student - A degree-seeking student who is entering graduate school in the fall.

The Graduate Record Examinations® ʿGRE®) General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study.

General Test: Any GRE test has two primary limitations: (1) it does not and cannot measure all the qualities that are important in predicting success in graduate study or in confirming undergraduate achievement and (2) it is an inexact measure; that is, only score differences that exceed the standard error of measurement of a given score can serve as reliable indications of real differences in academic knowledge and developed abilities.

Three scores are reported on the General Test:

1. a verbal reasoning score reported on a 200-800 score scale, in 10-point increments
2. a quantitative reasoning score reported on a 200-800 score scale, in 10-point increments
3. an analytical writing score reported on a 0 to 6 score scale in half-point increments.

Source: http://www.ets.org/portal/site/ets/

[1]Effective October 2002, GRE classified subscores into these categories: Verbal Reasoning, Quantitative Reasoning, Analytical Writing. The writing test component is similar to the Writing Assessment in use since 1999, although the scoring is dramatically different (Source: http://www.usg.edu/sra/datasys/sirs/2006/sdedfall06.pdf).

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Head Count Enrollment

Graduate Enrollment by Classification, Fall Terms

Class	2001 n	2001 %	2002 n	2002 %	2003 n	2003 %	2004 n	2004 %	2005 n	2005 %	2006 n	2006 %
Masters	1,240	78.8	1,339	77.8	1,510	75.2	1,464	72.9	1,353	67.8	1,270	65.4
Specialist	143	9.1	189	11.0	236	11.8	198	9.9	196	9.8	196	10.1
Doctorate	190	12.1	193	11.2	262	13.0	346	17.2	447	22.4	476	24.5
Total	**1,573**		**1,721**		**2,008**		**2,008**		**1,996**		**1,942**	

Graduate Enrollment by Classification
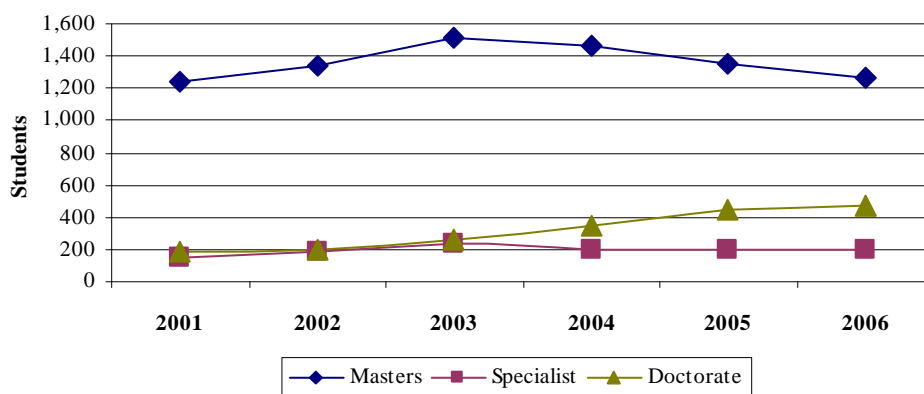
Graduate Enrollment by Load Type, Fall Terms

Type	2001 n	2001 %	2002 n	2002 %	2003 n	2003 %	2004 n	2004 %	2005 n	2005 %	2006 n	2006 %
Full Time	399	25.4	470	27.3	592	29.5	644	32.1	616	30.9	609	31.4
Part Time	1,174	74.6	1,251	72.7	1,416	70.5	1,364	67.9	1,380	69.1	1,333	68.6
Total	**1,573**		**1,721**		**2,008**		**2,008**		**1,996**		**1,942**	

Graduate Enrollment by Load Type

Source: Student Information Reporting System (SIRS).

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Graduate Enrollment by Country of Citizenship, Fall 2006

	2005	2006		2005	2006
Bahamas	2	4	Laos	1	0
Bangladesh	1	1	Malaysia	1	1
Belarus	0	1	Mexico	1	1
Bolivia	2	2	Nepal	1	2
Brazil	1	1	New Zealand	1	0
Bulgaria	1	0	Nigeria	2	4
Canada	2	3	Pakistan	1	1
China	8	15	Peru	2	3
Cuba	0	1	Philippines	0	1
Ecuador	1	4	Russia	2	2
Egypt	1	0	Saudi Arabia	1	1
Gabon	1	1	South Africa	2	1
Ghana	1	1	Taiwan	0	1
Greece	1	0	Thailand	1	2
Haiti	1	1	Trinidad and Tobago	7	6
Honduras	1	1	Turkey	1	1
India	13	11	Ukraine	1	0
Indonesia	1	1	United Kingdom/Gr Britain	1	2
Ireland	0	1	United States of America	1,926	1,853
Italy	0	1	Venezuela	1	1
Jamaica	1	0	Zambia	1	1
Japan	1	3	Zimbabwe	1	2
Kenya	1	2	**Total**	**1,996**	**1,942**
South Korea	0	1			

	2005	2006
Number - Non-USA	70	89
Percent - Non-USA	4%	5%

Graduate Students Enrolled 2006
- 1 - 10
- 10 - 15
- 15 - 20
- 20 - 1853
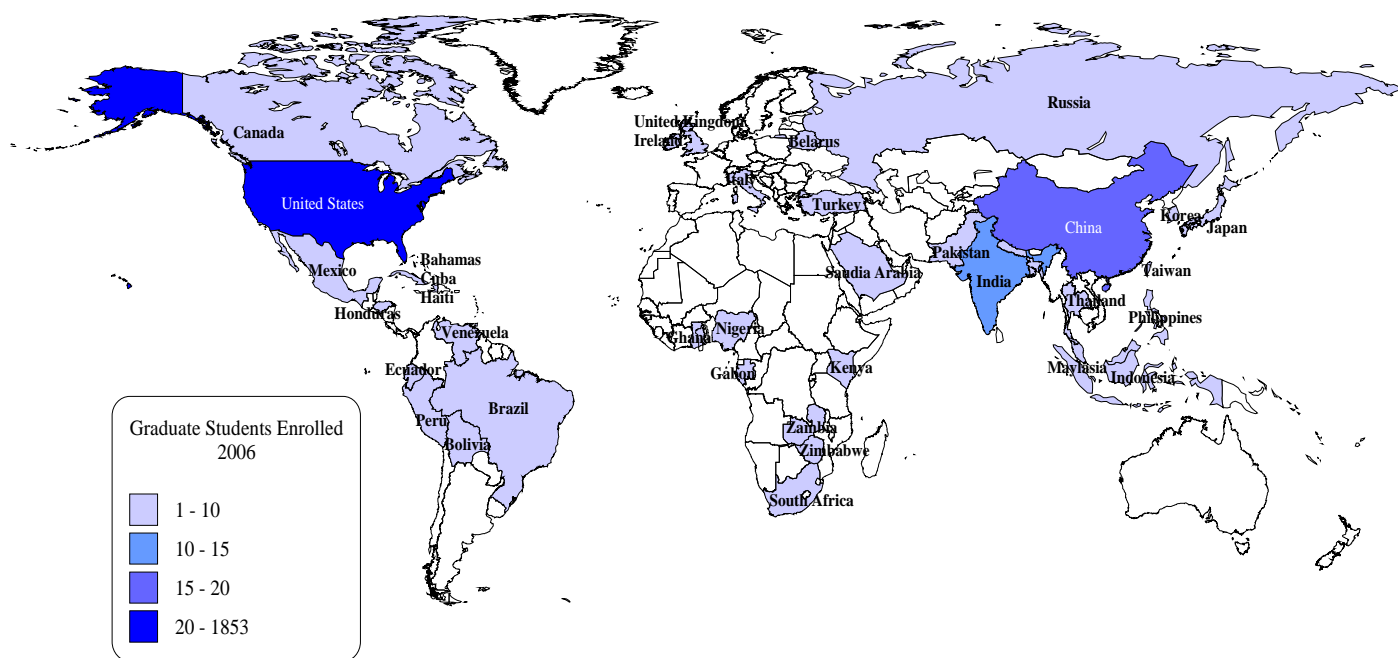
Source: Student Information Reporting System (SIRS).

Graduate Enrollment by State of Residence, Fall 2006

	2005	2006		2005	2006		2005	2006
Alabama	3	3	Maine	0	0	Pennsylvania	10	5
Alaska	0	0	Maryland	2	3	Puerto Rico	0	0
Arizona	0	1	Massachusetts	2	2	Rhode Island	0	0
Arkansas	1	2	Michigan	0	1	South Carolina	31	18
California	1	2	Minnesota	2	2	South Dakota	0	0
Colorado	0	1	Mississippi	2	2	Tennessee	7	11
Connecticut	1	1	Missouri	1	0	Texas	4	5
Delaware	0	1	Montana	0	1	Utah	0	0
District of Columbia	1	1	Nebraska	1	0	Vermont	0	0
Florida	47	19	Nevada	0	0	Virginia	12	11
Georgia	1,748	1,727	New Hampshire	2	0	Virgin Islands	0	0
Hawaii	0	0	New Jersey	0	2	Washington	1	1
Idaho	0	0	New Mexico	2	0	West Virginia	0	2
Illinois	3	4	New York	4	3	Wisconsin	2	2
Indiana	2	1	North Carolina	10	7	Wyoming	0	0
Iowa	1	0	North Dakota	0	0	None (International)	71	89
Kansas	1	1	Ohio	12	6	**Total**	**1,996**	**1,942**
Kentucky	0	1	Oklahoma	0	1			
Louisiana	8	2	Oregon	1	1			

Graduate Student Enrollment 2006
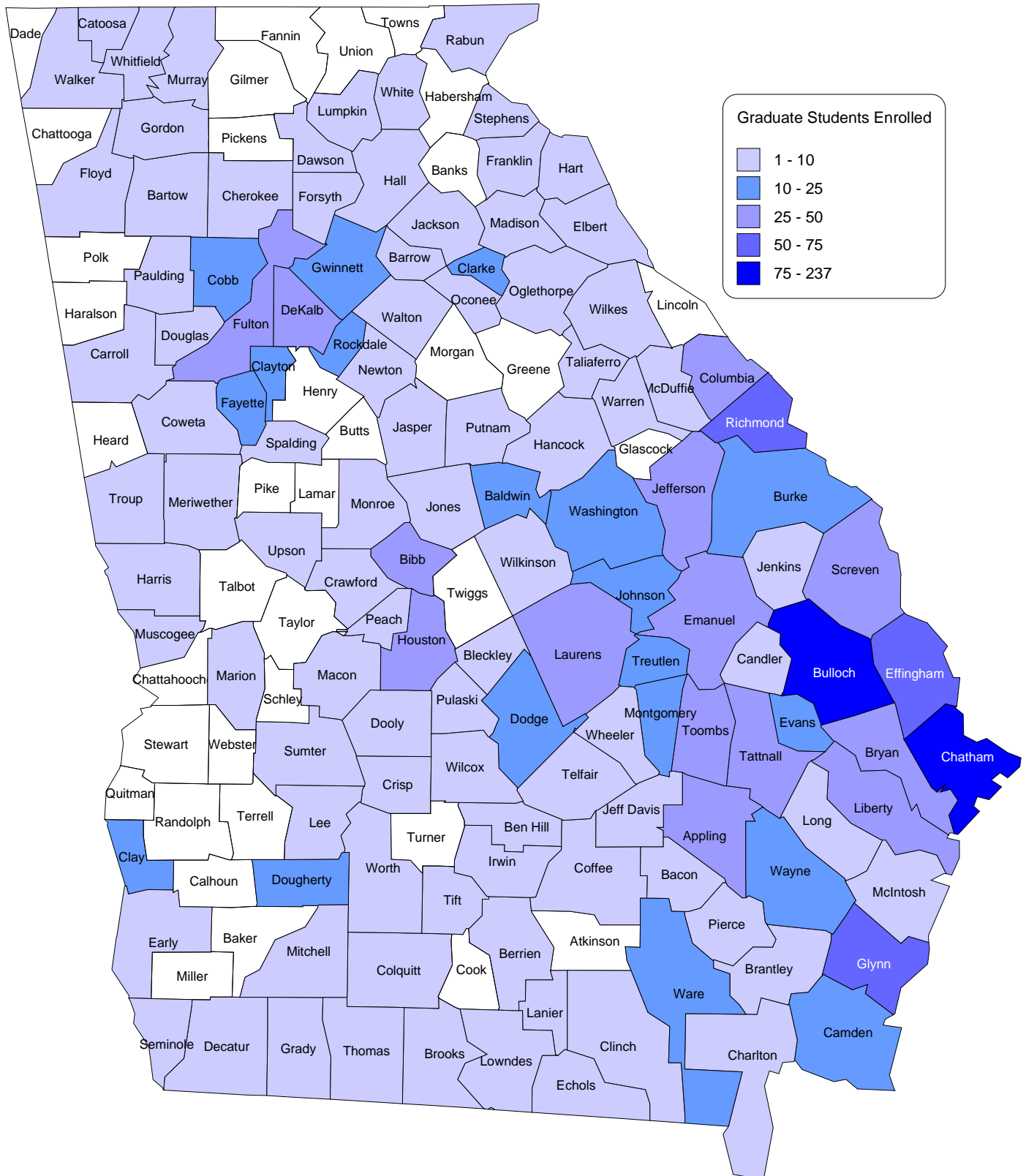
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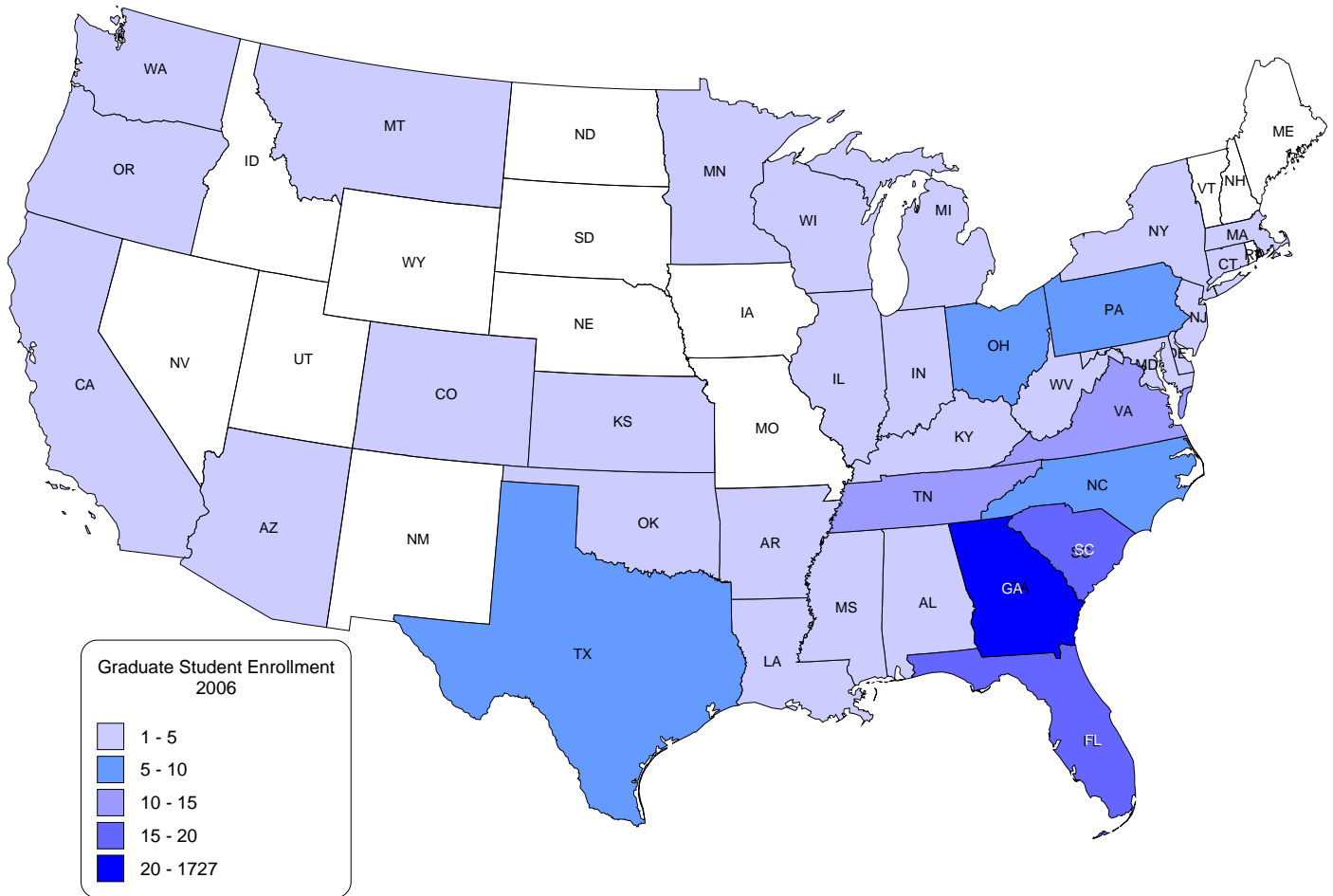
Map shows Total Graduate Enrollment

Source: Student Information Reporting System (SIRS) – *Current State of Legal Residence.*

Graduate Enrollment by Georgia County of Origin, Fall 2006

	2005	2006		2005	2006		2005	2006
Appling	19	29	Emanuel	33	40	Muscogee	9	9
Bacon	6	4	Evans	17	20	Newton	6	4
Baker	1	0	Fannin	1	0	Oconee	4	4
Baldwin	6	10	Fayette	10	16	Oglethorpe	1	2
Banks	0	0	Floyd	4	4	Paulding	1	3
Barrow	1	1	Forsyth	3	2	Peach	2	4
Bartow	0	1	Franklin	1	1	Pierce	9	9
Ben Hill	4	5	Fulton	29	37	Polk	1	0
Berrien	2	3	Gilmer	0	0	Pulaski	8	5
Bibb	17	26	Glascock	0	0	Putnam	0	1
Bleckley	10	8	Glynn	67	74	Rabun	0	1
Brantley	4	1	Gordon	2	5	Randolph	0	0
Brooks	1	2	Grady	2	7	Richmond	63	66
Bryan	40	42	Greene	1	0	Rockdale	7	10
Bulloch	227	188	Gwinnett	22	24	Screven	30	25
Burke	11	12	Hall	5	4	Seminole	2	1
Butts	2	0	Hancock	0	1	Spalding	1	4
Camden	12	11	Harris	1	1	Stephens	1	1
Candler	9	5	Hart	4	4	Sumter	2	4
Carroll	4	2	Henry	6	9	Talbot	1	0
Catoosa	2	2	Houston	29	32	Taliaferro	1	1
Charlton	4	4	Irwin	1	1	Tattnall	22	26
Chatham	262	237	Jackson	2	2	Taylor	0	0
Chattooga	1	0	Jasper	1	2	Telfair	9	6
Cherokee	5	4	Jeff Davis	7	7	Thomas	3	2
Clarke	10	16	Jefferson	22	25	Tift	4	3
Clay	2	2	Jenkins	10	7	Toombs	44	44
Clayton	15	18	Johnson	6	11	Treutlen	15	12
Clinch	0	1	Jones	1	3	Troup	3	6
Cobb	27	22	Lanier	1	1	Turner	1	0
Coffee	7	8	Laurens	45	35	Union	1	0
Colquitt	2	4	Lee	1	4	Upson	2	3
Columbia	53	41	Liberty	46	45	Walker	4	2
Cook	1	0	Lincoln	2	0	Walton	3	7
Coweta	4	3	Long	9	8	Ware	13	12
Crawford	0	1	Lowndes	6	8	Warren	2	3
Crisp	3	2	Lumpkin	0	1	Washington	10	12
Dawson	0	1	Macon	6	3	Wayne	24	17
Decatur	4	1	Madison	3	2	Webster	0	0
Dekalb	27	27	Marion	0	1	Wheeler	4	3
Dodge	13	12	McDuffie	3	4	White	1	1
Dooly	1	1	McIntosh	4	5	Whitfield	3	4
Dougherty	11	14	Meriwether	1	1	Wilcox	1	1
Douglas	5	8	Mitchell	1	2	Wilkes	3	2
Early	2	2	Monroe	3	3	Wilkinson	5	3
Echols	1	1	Montgomery	10	12	Worth	1	1
Effingham	65	61	Morgan	0	0	Out of State	336	296
Elbert	1	4	Murray	1	1	**Total**	**1,996**	**1,942**

Source: **Student Information Reporting System (SIRS)** - *County of Legal Residence at Matriculation.*

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Map of Graduate Enrollment by Georgia County of Origin, Fall 2006

Graduate Students Enrolled

- 1 - 10
- 10 - 25
- 25 - 50
- 50 - 75
- 75 - 237

Dade, Catoosa, Whitfield, Walker, Murray, Fannin, Union, Towns, Rabun, Chattooga, Gordon, Gilmer, Lumpkin, White, Habersham, Stephens, Floyd, Bartow, Pickens, Cherokee, Dawson, Forsyth, Hall, Banks, Franklin, Hart, Polk, Paulding, Cobb, Gwinnett, Jackson, Madison, Elbert, Barrow, Clarke, Haralson, Douglas, Fulton, DeKalb, Walton, Oconee, Oglethorpe, Wilkes, Lincoln, Carroll, Clayton, Rockdale, Newton, Morgan, Greene, Taliaferro, McDuffie, Columbia, Fayette, Henry, Butts, Jasper, Putnam, Hancock, Warren, Glascock, Richmond, Heard, Coweta, Spalding, Troup, Meriwether, Pike, Lamar, Monroe, Jones, Baldwin, Washington, Jefferson, Burke, Harris, Talbot, Upson, Crawford, Bibb, Wilkinson, Twiggs, Johnson, Emanuel, Jenkins, Screven, Muscogee, Taylor, Peach, Houston, Bleckley, Laurens, Treutlen, Candler, Bulloch, Effingham, Chattahoochee, Marion, Schley, Macon, Pulaski, Dodge, Wheeler, Montgomery, Toombs, Tattnall, Evans, Bryan, Chatham, Stewart, Webster, Sumter, Dooly, Wilcox, Telfair, Jeff Davis, Appling, Long, Liberty, Quitman, Randolph, Terrell, Lee, Crisp, Turner, Ben Hill, Coffee, Bacon, Wayne, McIntosh, Clay, Calhoun, Dougherty, Worth, Irwin, Atkinson, Pierce, Glynn, Early, Baker, Mitchell, Tift, Berrien, Cook, Brantley, Ware, Camden, Miller, Colquitt, Lanier, Clinch, Seminole, Decatur, Grady, Thomas, Brooks, Lowndes, Echols, Charlton

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Graduate Enrollment by Race & Gender, Fall Terms

Race/Gender	2001 no.	2001 %	2002 no.	2002 %	2003 no.	2003 %	2004 no.	2004 %	2005 no.	2005 %	2006 no.	2006 %
Black	201	12.8	262	15.2	387	19.3	450	22.4	442	22.1	421	21.7
Female	153	9.7	210	12.2	286	14.2	330	16.4	333	16.7	329	16.9
Male	48	3.1	52	3.0	101	5.0	120	6.0	109	5.5	92	4.7
Native American	3	0.2	3	0.2	5	0.2	9	0.4	8	0.4	6	0.3
Female	2	0.1	3	0.2	3	0.1	6	0.3	6	0.3	3	0.2
Male	1	0.1	0	0.0	2	0.1	3	0.1	2	0.1	3	0.2
Asian/Pacific Is.	35	2.2	40	2.3	46	2.3	41	2.0	46	2.3	55	2.8
Female	25	1.6	25	1.5	28	1.4	23	1.1	30	1.5	30	1.5
Male	10	0.6	15	0.9	18	0.9	18	0.9	16	0.8	25	1.3
Hispanic	27	1.7	27	1.6	38	1.9	28	1.4	28	1.4	31	1.6
Female	22	1.4	20	1.2	22	1.1	16	0.8	18	0.9	22	1.1
Male	5	0.3	7	0.4	16	0.8	12	0.6	10	0.5	9	0.5
Multiracial	11	0.7	18	1.0	20	1.0	14	0.7	20	1.0	24	1.2
Female	7	0.4	12	0.7	13	0.6	9	0.4	13	0.7	16	0.8
Male	4	0.3	6	0.3	7	0.3	5	0.2	7	0.4	8	0.4
White	1,296	82.4	1,371	79.7	1,512	75.3	1,466	73.0	1,452	72.7	1,405	72.3
Female	908	57.7	954	55.4	1,078	53.7	1,021	50.8	998	50.0	991	51.0
Male	388	24.7	417	24.2	434	21.6	445	22.2	454	22.7	414	21.3
Total Female	1,117	71.0	1,224	71.1	1,430	71.2	1,405	70.0	1,398	70.0	1,391	71.6
Total Male	456	29.0	497	28.9	578	28.8	603	30.0	598	30.0	551	28.4
Total	1,573		1,721		2,008		2,008		1,996		1,942	

Note. Due to rounding, percentages may not equal totals by race.

Graduate Enrollment by Race, Fall Terms

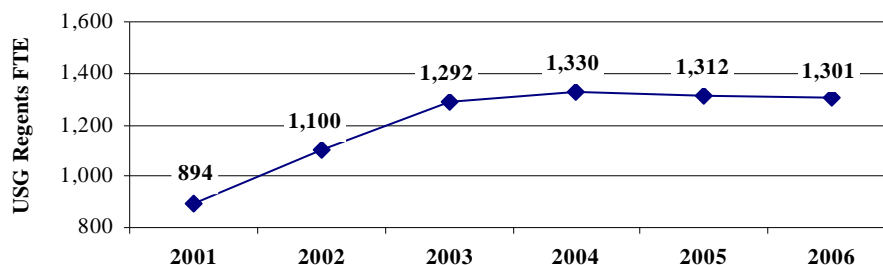|	2001	2002	2003	2004	2005	2006
All Others	4.8%	5.1%	5.4%	4.6%	5.1%	6.0%
White	82.4%	79.7%	75.3%	73.0%	72.7%	72.3%
Black	12.8%	15.2%	19.3%	22.4%	22.1%	21.7%
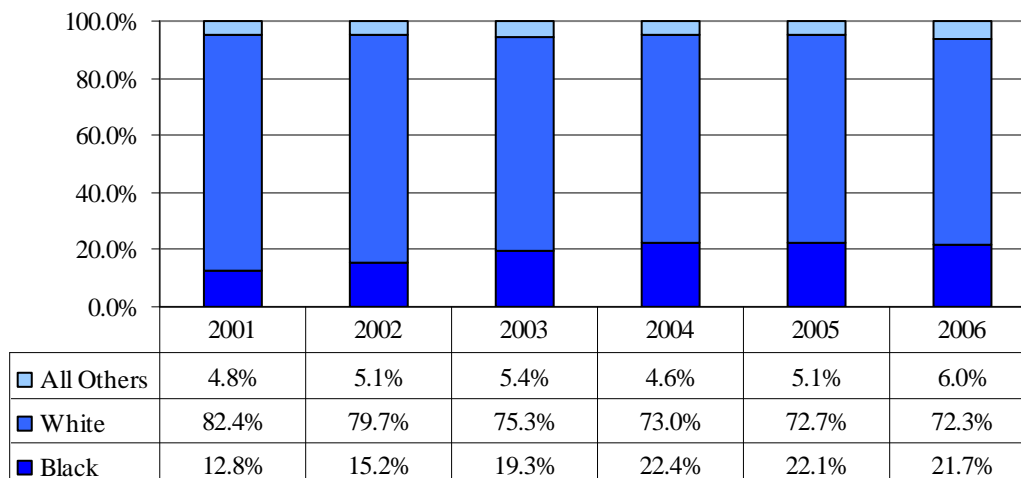
Source: Student Information Reporting System (SIRS).

Full Time Equivalent (FTE) Graduate Enrollment, Fall Terms

	2001	2002	2003	2004	2005	2006
USG Regents FTE	894	1,100	1,292	1,330	1,312	1,301

Graduate = full time graduate level students plus sum of part time graduate level hours divided by 9.
FTE definition is as of Summer 2003. All years reflect the current definition of FTE.

Full Time Equivalent (FTE) Graduate Enrollment, Fall Terms

Graduate Enrollment by Age

Range	2001	2002	2003	2004	2005	2006	
						n	*%*
Below 22	6	12	10	7	11	15	*0.8*
22-29	679	730	819	860	862	840	*43.3*
30-39	445	496	592	582	564	574	*29.6*
40-49	310	338	386	368	345	334	*17.2*
50-59	125	137	191	178	202	169	*8.7*
60 +	8	8	10	13	12	10	*0.5*
Total	**1,573**	**1,721**	**2,008**	**2,008**	**1,996**	**1,942**	
Average Age	**34**	**34**	**34**	**34**	**34**	**34**	

Note. Due to rounding, percent values may exceed 100%.

Graduate Enrollment by Residency Type, Fall Terms
Types of Non-Resident Fee Waivers

Residency Type	2001	2002	2003	2004	2005	2006
Resident	1,425	1,559	1,748	1,739	1,767	1,752
Non-Resident	68	90	185	200	175	119
International Student Waiver	10	14	15	9	0	0
Out-of-State Waiver	0	0	0	0	0	2
Non-Resident Graduate Student Waiver	37	37	39	38	33	40
Military Waiver	11	8	5	3	0	0
University System Employee Waiver	6	0	2	3	6	9
Public School Teacher Waiver	12	11	10	7	9	12
Academic Common Market Waiver	0	0	0	4	1	1
Senior Citizen Waiver	3	1	3	3	3	5
Border Student Waiver	1	1	1	2	2	2
Total	**1,573**	**1,721**	**2,008**	**2,008**	**1,996**	**1,942**

Source: Student Information Reporting System (SIRS).

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Graduate Enrollment by College, Degree, and Major - Fall Terms

Graduate Enrollment by College
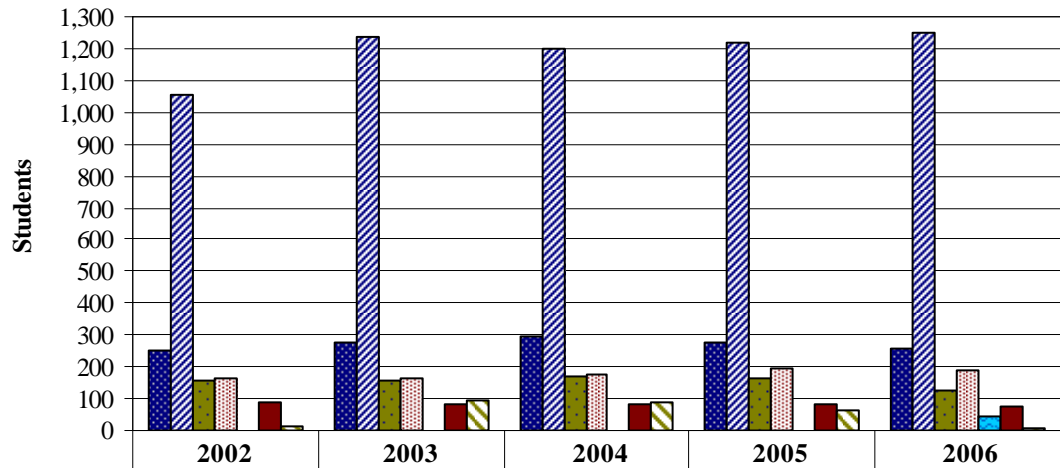
	2002	2003	2004	2005	2006
▦ Business Administration	250	277	296	277	256
▨ Education	1,056	1,238	1,199	1,218	1,250
▩ Health & Human Sciences	157	154	169	163	124
▦ Liberal Arts & Social Sciences	161	162	173	195	186
▦ Public Health					42
▦ Science & Technology	85	80	83	81	77
▦ Other *	12	97	88	62	7

* Other - Non-Degree Graduate Student

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
Total Graduate	1,721	2,008	2,008	1,996	1,942	
Dean Graduate Studies & Research	12	97	88	62	7	0.4%
Non-Degree Transient-Graduate	12	97	88	62	7	

Dean-Graduate Studies & Research Graduate Enrollment [1]
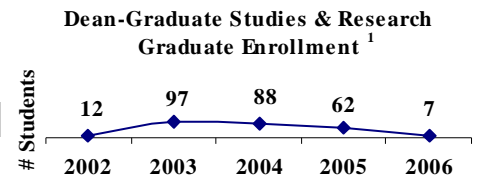
[1]Includes Non-Degree Transient Graduate

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Business Administration	250	277	296	277	256	12.8%
MACC in Accounting	31	58	65	61	60	
MBA in:	181	189	205	182	167	
Business, Business/Exec, Business Adm/Web	181	189	205	182	167	
WebMBA	17	16	17	23	23	
Non-Degree Graduate	21	14	9	11	6	
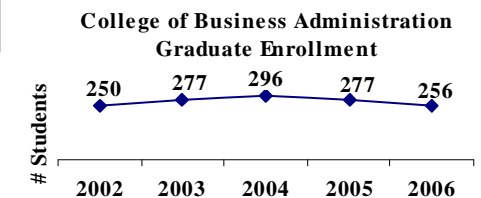
College of Business Administration Graduate Enrollment

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

Graduate Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 18)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Education	**1,056**	**1,238**	**1,199**	**1,218**	**1,250**	**64.4%**
MAT in:					19	
Art Education	---	---	---	---	1	
Business Education	---	---	---	---	3	
Mathematics Education	---	---	---	---	1	
Middle Grades Education	---	---	---	---	3	
Social Science Education	---	---	---	---	1	
Spanish Education	---	---	---	---	2	
Special Education	---	---	---	---	8	
MED in:	**403**	**453**	**441**	**422**	**424**	
Art Education	0	2	4	5	5	
Business Education	24	19	5	6	5	
Counselor Education	74	92	100	105	104	
Early Childhood Education	43	26	18	18	22	
Educational Leadership	44	55	58	48	44	
English Education	17	11	14	12	7	
French Education	1	2	1	1	---	
Health & Physical Education	3	1	0	3	2	
Higher Education Administration/ Student Services	17	20	21	20	23	
Instructional Technology	31	35	37	47	71	
Mathematics Education	7	10	10	7	6	
Middle Grades Education	42	47	32	31	25	
Music Education	1	0	0	0	0	
Reading Education/Reading Specialist	22	33	31	35	42	
School Psychology	22	41	40	32	31	
Science Education	12	15	9	5	6	
Social Science Education	4	4	10	14	9	
Spanish Education	4	7	10	3	0	
Special Education	27	26	36	25	19	
Technology Education	8	7	5	5	3	
EDS in:	**203**	**245**	**200**	**196**	**195**	
Art Education	2	0	---	---	---	
Counselor Education	36	34	25	20	27	
Early Childhood Education	3	15	4	2	0	
Educational Leadership	59	64	56	46	38	
English Education	4	8	5	2	0	
Health & Physical Education	2	2	---	---	---	
Instructional Technology	15	19	8	3	0	
Mathematics Education	1	3	1	---	---	
Middle Grades Education	22	28	6	1	1	
Music Education	2	3	1	---	---	
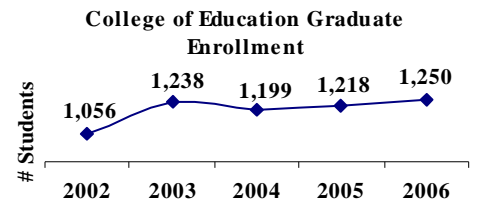
College of Education Graduate Enrollment

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).
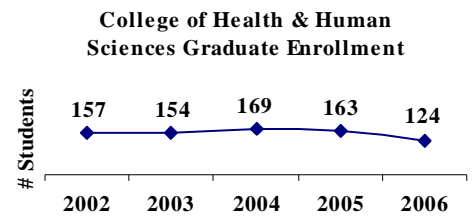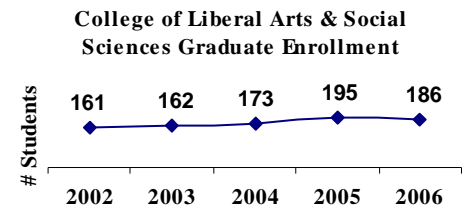
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Graduate Enrollment by College, Degree, and Major - Fall Terms

College of Education (continued from Page 19)

Fall Term	2002	2003	2004	2005	2006
EDS in continued:					
Reading Education/Reading Specialist	7	13	4	1	0
School Psychology	19	22	26	24	35
Science Education	4	5	2	---	---
Social Science Education	4	2	1	---	---
Special Education	23	27	6	---	---
Technology Education	0	---	---	---	---
Teaching and Learning	---	0	55	97	94
EDD in:	**193**	**262**	**346**	**447**	**476**
Curriculum Studies	106	151	182	220	237
Education Administration	87	111	164	227	239
Certificate & Non-Degree Graduate:	**257**	**278**	**212**	**153**	**136**

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Health & Human Sciences	**157**	**154**	**169**	**163**	**124**	**6.4%**
MHSA in Health Services Administration	**9**	**12**	**12**	**15**	**---**	
MPH in Public Health	**24**	**25**	**25**	**28**	**---**	
MS in:	**80**	**68**	**86**	**85**	**75**	
Kinesiology	45	39	49	45	38	
Recreation Administration	4	3	5	5	13	
Sport Management	31	26	32	35	24	
MSN in:	**43**	**45**	**43**	**32**	**46**	
Family Nurse Practitioner	3	6	6	3	25	
Nursing	39	38	36	29	21	
Rural Community Health Nursing Specialist	1	1	1	0	0	
Non-Degree Graduate	**1**	**4**	**3**	**3**	**3**	

College of Health & Human Sciences Graduate Enrollment

	157	154	169	163	124
# Students	2002	2003	2004	2005	2006

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Graduate Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 20)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Liberal Arts & Social Sciences	161	162	173	195	186	9.6%
MA in:	**51**	**49**	**52**	**79**	**73**	
English	22	23	23	23	20	
History	19	13	15	19	19	
Political Science	5	3	---	---	---	
Social Science	---	---	---	28	23	
Sociology	5	10	14	---	2	
Spanish	---	---	---	9	9	
MFA in Art	**13**	**18**	**15**	**13**	**11**	
MM in Music	**10**	**14**	**12**	**15**	**15**	
MPA in Public Administration	**47**	**49**	**63**	**59**	**51**	
MS in Psychology	**28**	**26**	**27**	**25**	**31**	
Non-Degree Graduate	**12**	**6**	**4**	**4**	**5**	

College of Liberal Arts & Social Sciences Graduate Enrollment

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Public Health[a]	---	---	---	---	42	2.2%
MHSA in Health Services Administration	---	---	---	---	13	
MPH in Public Health	---	---	---	---	27	
Non-Degree Graduate	---	---	---	---	2	

[a]In existence as a college since January 1, 2006.

College of Public Health Graduate Enrollment

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Science & Technology	85	80	83	81	77	4.0%
MS in Biology	**42**	**38**	**46**	**43**	**42**	
MS in Mathematics	**12**	**17**	**16**	**17**	**15**	
MT in Technology	**26**	**20**	**15**	**16**	**18**	
Non-Degree Graduate	**5**	**5**	**6**	**5**	**2**	
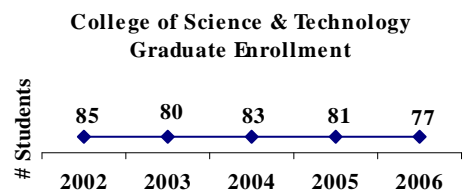
College of Science & Technology Graduate Enrollment

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

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Cost of Attendance
Full Time Graduate,
1 Term

Georgia Resident - No Dependents		
	2005	**2006**
Books and/or Supplies	$ 500	$ 500
Fees	512	526
Personal Expenses	1,233	1,300
Room and Board	3,150	3,250
Transportation	800	1,000
Tuition	1,463	1,522
Total	**$7,658**	**$8,098**

Non-Georgia Resident - No Dependents		
	2005	**2006**
Books and Supplies	$ 500	$ 500
Fees	512	526
Personal Expenses	1,233	1,300
Room and Board	3,150	3,250
Transportation	800	1,100
Tuition	5,852	6,086
Total	**$12,047**	**$12,762**

Full Time Graduate—Enrolled in >=9 credit hours.

Source: Office of Student Fees.

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Graduate/Professional Enrollment of University System of Georgia, Fall 2006

Table is sorted in descending order of % Graduate/Professional of Total Graduate Headcount in Fall 2006

Institution	Non-Degree Seeking	Masters	Educ. Spec.	Doctorate	Graduate Total	First Prof.	Grad./ Prof. Total	Total Head-count	% Grad./ Prof. of Total Headcount
Medical College of Georgia	1	330	0	265	596	978	1,574	2,696	*58.4%*
Georgia Institute of Technology	81	2,433	0	3,061	5,575	0	5,575	17,936	*31.1%*
Georgia State University	525	4,257	86	1,487	6,355	671	7,026	26,135	*26.9%*
University of Georgia	574	3,531	219	2,594	6,918	1,604	8,522	33,959	*25.1%*
University of West Georgia	541	865	221	61	1,688	0	1,688	10,163	*16.6%*
Georgia College & State Univ.	111	766	22	0	899	0	899	6,040	*14.9%*
Augusta State University	149	534	162	0	845	0	845	6,573	*12.9%*
Valdosta State University	166	980	163	90	1,399	0	1,399	10,888	*12.8%*
Southern Polytechnic State Univ.	73	453	0	0	526	0	526	4,207	*12.5%*
Georgia Southern University	**0**	**1,270**	**196**	**476**	**1,942**	**0**	**1,942**	**16,425**	***11.8%***
North Ga. College & State Univ.	10	506	50	0	566	0	566	4,922	*11.5%*
Columbus State University	35	747	51	0	833	0	833	7,597	*11.0%*
Kennesaw State University	110	2,036	0	0	2,146	0	2,146	19,854	*10.8%*
Albany State University	10	338	64	0	412	0	412	3,927	*10.5%*
Georgia Southwestern State Univ.	6	180	49	0	235	0	235	2,457	*9.6%*
Armstrong Atlantic State Univ.	62	580	0	0	642	0	642	6,728	*9.5%*
Fort Valley State University	0	90	0	0	90	0	90	2,176	*4.1%*
Savannah State University	0	132	0	0	132	0	132	3,241	*4.1%*

[a]Edu. Spec. = Education Specialist
[b]First Prof. = First Professional
[c]Grad./Prof. Total = Graduate/Professional Total
[d]% Grad./Prof. of Total Headcount = % Graduate/Professional of Total Headcount

Source: **University System of Georgia (USG) Semester Enrollment Report.**

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New Graduate Enrollment of University System of Georgia, Fall 2006

New Graduate Enrollment, Fall 2006
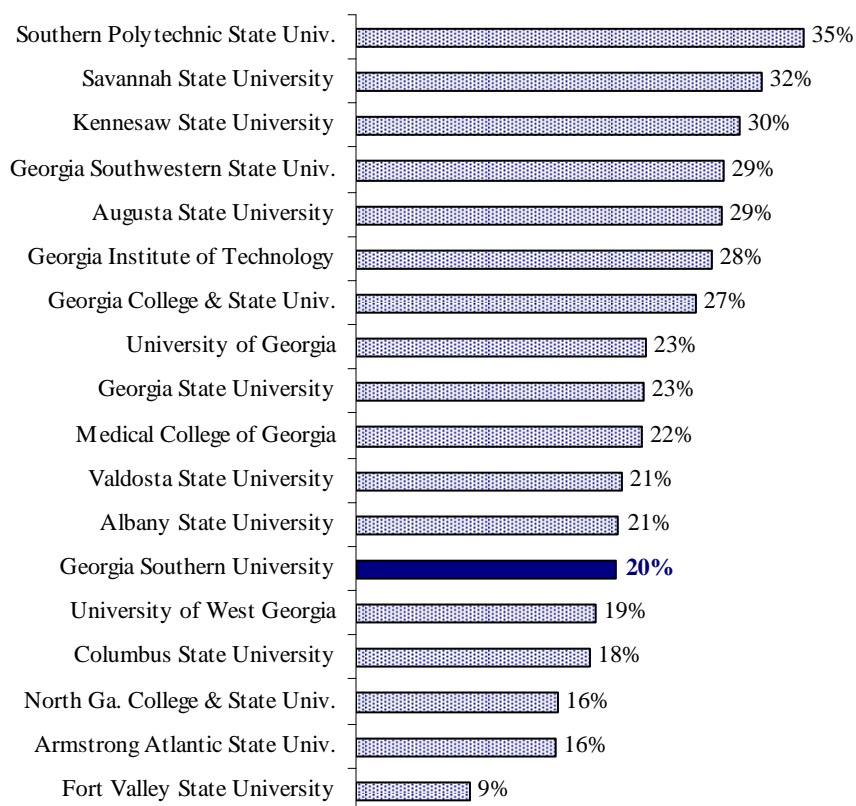
Table is sorted in descending order of % New Graduate Enrollment in Fall 2006

Institution	Entering Graduate		Graduate Total
	n	*%*	
Southern Polytechnic State University	185	35%	526
Savannah State University	42	32%	132
Kennesaw State University	647	30%	2,146
Georgia Southwestern State University	68	29%	235
Augusta State University	243	29%	845
Georgia Institute of Technology	1,558	28%	5,575
Georgia College & State University	240	27%	899
University of Georgia	1,573	23%	6,918
Georgia State University	1,437	23%	6,355
Medical College of Georgia	134	22%	596
Albany State University	86	21%	412
Valdosta State University	287	21%	1,399
Georgia Southern University	**396**	**20%**	**1,942**
University of West Georgia	317	19%	1,688
Columbus State University	153	18%	833
Armstrong Atlantic State University	102	16%	642
North Ga. College & State University	89	16%	566
Fort Valley State University	8	9%	90

Source: University System of Georgia (USG) Semester Enrollment Report.

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Graduate Enrollment of University System of Georgia

Georgia Southern University

Graph showing Number of Students for Fall terms: 1996: 1,662; 1997: 1,717; 1998: 1,518; 1999: 1,567; 2000: 1,536; 2001: 1,573; 2002: 1,721; 2003: 2,008; 2004: 2,008; 2005: 1,996; 2006: 1,942
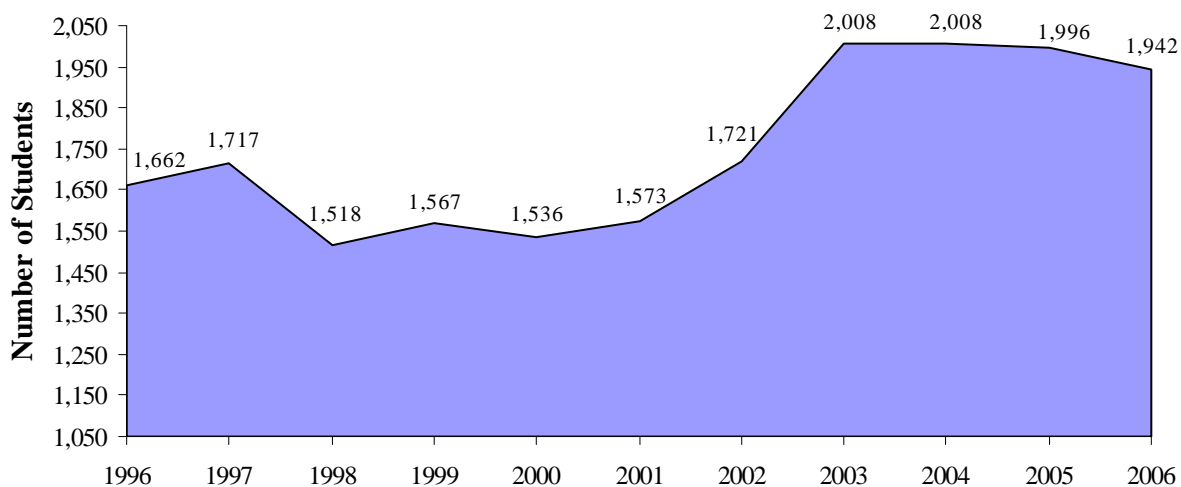
Graduate Enrollment for Fall terms

Table is sorted in descending order of Graduate Enrollment on Fall 2006

Institution	Fall Terms										
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
University of Georgia	5,418	5,375	5,329	5,540	5,709	5,975	6,462	6,922	6,792	6,835	6,918
Georgia State University	6,431	6,833	6,404	6,496	6,583	6,873	7,160	7,190	6,708	6,324	6,355
Georgia Institute of Technology	3,516	3,445	3,655	3,818	4,060	4,532	5,025	5,386	5,295	5,294	5,575
Kennesaw State University	1,195	1,361	1,523	1,484	1,383	1,519	1,757	1,896	1,882	1,817	2,146
Georgia Southern University	**1,662**	**1,717**	**1,518**	**1,567**	**1,536**	**1,573**	**1,721**	**2,008**	**2,008**	**1,996**	**1,942**
University of West Georgia	2,371	2,250	2,067	1,893	1,850	1,786	2,012	2,210	1,937	1,808	1,688
Valdosta State University	1,334	1,255	1,152	1,118	1,310	1,299	1,541	1,746	1,387	1,410	1,399
Georgia College & State Univ.	1,150	1,217	1,111	1,079	1,114	996	1,069	1,033	965	861	899
Augusta State University	828	753	731	749	630	702	843	859	851	851	845
Columbus State University	770	821	680	633	737	897	931	943	924	851	833
Armstrong Atlantic State Univ.	575	556	516	511	456	686	813	910	862	795	642
Medical College of Georgia	282	335	406	412	383	332	330	360	415	455	596
North Ga. College & State Univ.	415	379	308	379	382	432	497	571	538	575	566
Southern Polytechnic State Univ.	575	578	561	620	603	590	599	583	546	476	526
Albany State University	349	409	429	421	396	441	537	512	456	421	412
Georgia Southwestern State Univ.	456	418	445	502	641	588	407	316	221	189	235
Savannah State University	66	94	101	111	96	106	142	157	135	116	132
Fort Valley State University	464	440	261	319	349	287	253	246	245	177	90

Georgia Southern University

Strategic Plan

Fall 2004

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment

Georgia Southern University
Strategic Plan

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No institution, no university, ever became great without expecting to be great.

Our expectations must envision greatness...

Bruce Grube, President, Georgia Southern University, 1999

Introduction

On September 1, 1999, the President of Georgia Southern University, Bruce F. Grube, charged the Strategic Planning Council (SPC) to produce a Level I (institutional level) strategic plan for the University. The charge included developing a vision of our future that could be shared and valued by the entire University community. This plan represents a comprehensive strategy which raises our collective expectations of the quality we can achieve, directs the services we provide, and targets the stakeholders we serve. The plan will enable the University, over the next decade, to utilize our resources with more efficiency and effectiveness and guide us to increase available resources. In January of 2004, the SPC began a revision of all levels of the Strategic Plan. What follows is a revision of the Level I University Strategic Plan.

As this plan guides the University toward its intended state of being, it will be the primary determinant of resource allocation and the yardstick for assessment. Every program and activity will be viewed and reviewed through the lenses of congruence with the University's goals and contribution to attainment of the University's strategic objectives. The University will sustain programs that are essential to its core mission; it will enhance programs that propel it toward its destination; and it will modify programs that are found to diverge from its intended path.

The SPC began the planning process by inviting a representative array of campus constituents to conduct an analysis of the institution's strengths and weaknesses and environmental opportunities and threats. Those constituencies included undergraduate and graduate students, the Faculty Senate Executive Committee, the Personnel Advisory Committee, the Deans' Council, the African-American Caucus, and administrative directors. The SPC then applied their analyses to the six strategic themes identified as the pillars of Georgia Southern's future. We asked these questions: Where does the University go from here? What does our future look like? What is our vision of the direction and reputation of Georgia Southern University? The simple answer is this: "**Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.**" The more complex answer, the destination we plan to reach together, is found in the body of this plan which articulates the elements of the six strategic themes and the steps to implement them. The institutional level plan (Level I) outlines our strategic vision for the future and our commitment to the decision-making process necessary to initiate the journey to greatness. It paints our shared vision in broad strokes. The Level II Plan, strategic implementation, and the Level III Plan, academic and administrative unit tactics, will provide the fine points of operational leadership.

The plan begins with a statement of the University's vision and mission; it attempts to identify our key stakeholders and our relationships with them; it then sets out a summary of our program and service offerings, a delineation of the University's comparative advantages, and the definition of the Plan's six strategic themes and their strategic objectives. The Plan articulates action steps to initiate the strategic objectives at the University level, thus providing a framework for University-wide implementation supported by operating-level tactics and policies.

Our analysis of strengths, weaknesses, opportunities, and threats culminated in widespread agreement on the challenges facing Georgia Southern University along our road to greatness. These are among the key challenges addressed in this plan:

- *Expectations.* The plan raises the bar for all functions of the University including, but not limited to, learning, teaching, scholarship, admissions, student services, business and finance, and university advancement.
- *Technology.* Educational and informational technology, in all its manifestations, must pervade new approaches to teaching, learning, scholarship, and administration throughout the University.
- *Globalization.* We must strive to reach an understanding of global perspectives while striking a balance with service to state and regional needs.
- *Students.* We must seek out and enroll a student body well-prepared for college, academically motivated, and ethnically, socially, and economically diverse.
- *Accountability.* Students, faculty, and staff must be accountable to their stakeholders, themselves, and the University.
- *Financial Support.* Public higher education faces a decreasing share of state-appropriated funds. We must develop the ability to generate financial support from outside sources and through partnerships. We must also exercise the discipline to make difficult reallocation decisions.
- *Marketing.* We must tell our story boldly, accurately, and professionally to ensure that the University's reputation reflects the reality of our stature in the University System and our institutional comprehensiveness, quality, and character.

Finally, we must invest ourselves in this plan and its vision of a campus community of civility and respect; a culture which values scholarship and learning in all its endeavors; and a collegial campus governance system reaching out to all levels as important strategic decisions are considered. Academic distinction is the core of our vision of greatness, and while six strategic themes establish the platform for Level I, we must focus all our energies on an uncompromising expectation of excellence and the nurturing of an intellectual community. When that is achieved, our greatness will be validated.

Vision and Mission

Vision **- Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.**

Mission – Approved by the Board of Regents June 30, 2004

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Programs and Services

Georgia Southern University is a member institution of the University System of Georgia. A residential university of more than 16,000 students, Georgia Southern University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern University is Georgia's third largest university and is among the most comprehensive centers of public higher education in the state.

A *Master's I* university accredited by the Southern Association of Colleges and Schools, Georgia Southern University offers 130 academic majors in a broad array of baccalaureate degrees and selected master's and doctoral programs. The University has earned national accreditation in 29 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Human Sciences, Information Technology, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. The University awarded 2,610 degrees during 2003-2004 including 23 doctoral degrees.

The University is one of the top two choices in Georgia for new freshmen, including HOPE Scholars. Georgia Southern University enrolls with increasing selectivity a student body representing in recent years all of Georgia, almost every state, the District of Columbia, two territories, and more than 80 nations. Moreover, at least four-fifths of undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students. The average SAT of entering freshman has increased from 987 in Fall 1999 to 1078 for Fall 2004.

More than 150 campus organizations bring students together around their special interests. The organizations include academic associations, performing arts groups, honor societies, team sports, fraternities and sororities, service clubs, and religious groups. Most organizations also participate at the regional or national level, with opportunities for students to expand their horizons. Georgia Southern University's reputation as a "warm and caring, friendly campus" begins with the University's commitment to serving students, offering the support needed to meet the challenges of college life and beyond. These services range from guiding students in planning their curriculum to assisting graduating seniors in finding employment opportunities.

Georgia Southern University fulfills its service mission through outreach and research in economic development, education, rural health, and environmental science. The University is raising the number of professionals in the region through programmatic offerings in Savannah, Brunswick, Augusta, Dublin, and Hinesville.

Founded in 1906 as a district agricultural school, the institution advanced to become a teachers' college, a senior college, and in 1990 the first university in the southern half of Georgia. The University has recently emerged from a decade of growth that doubled its enrollment. The 670-acre park-like campus is completing a $200-million building and beautification renaissance that spanned the decade.

The learning environment for students and the public is enhanced by the Georgia Southern University-Statesboro Symphony, a Library serving the University's entire community, a museum of cultural and natural history, a botanical garden, a new performing arts center, and a unique wildlife education center. The University's Division I athletic teams compete in the

Southern Conference and have attained national recognition. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts, and within 200 miles of Atlanta.

Georgia Southern approaches its centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

Stakeholders

The University's stakeholders include all of its publics, those who deal directly with it and those who are affected by it even at a distance. The categories of stakeholders listed here are not mutually exclusive, and the list is not exhaustive- any individual or organization may recognize itself in several groups. The University respects its mutually beneficial relationships with its stakeholders, and strives to maintain those bonds across time and distance.

Prospective Students. Georgia Southern University assertively recruits students who are considering undergraduate and post-baccalaureate education. Most desirable to prospective students are Georgia Southern University's image of academic distinction and students' reasonable expectations of success in a rigorous environment. Other attractions for traditional students are the perception of the complete away-from-home college experience and identification with an institution of notable athletic prowess. Place-bound professionals identify with the best local source of educational advancement, and other non-traditional students find comprehensive offerings and scheduling alternatives designed to meet their specific needs.

Undergraduate Students. Georgia Southern University enrolls with increasing selectivity a diverse group of students from across the state, the country, and the globe. The undergraduate population is defined not by region nor demographic characteristic, but rather by preparation, achievement, and motivation as indicated by an increased SAT of entering freshman.

Graduate Students. Georgia Southern University enrolls graduate students in two distinct groups: those whose educational needs are fully served by our advanced and terminal degree programs, and those whose professions require continuing advanced education for certification or license. Georgia Southern University provides one of its most focused responses to community and regional needs with its advanced degree programs.

Alumni. Georgia Southern University maintains a "community bond" with its graduates that transcends location, and our graduates remain involved in the development of the institution. This relationship is founded on graduates' commitment to the ideals of the institution, particularly citizenship, service, and lifelong learning, and the University's desire to maximize the value of a Georgia Southern University degree.

Faculty. Georgia Southern University benefits from a corps of instruction that collectively places teaching at the forefront of the traditional triad of faculty responsibilities: teaching, scholarship, and service. The spirit of community among the faculty is based on mutual respect, shared governance, compensation at competitive levels, and opportunity both for professional advancement and to perform valued service to the University and the community at large.

Staff. Georgia Southern University employs professional and support staff who are attracted to the University's signature learning environment. By their efforts and their attitudes the staff members play an active role in developing the University and relating it to its publics. Whether maintaining the physical campus, developing new contributors, or administering financial accounting, they are instrumental in producing the University's signature experience. The staff share a desire to facilitate students' successful transition to college, to foster a diverse and collegial university community, and to help individuals adapt and grow in a complex environment. The staff take justifiable pride in their work ethic and their association with a university of distinction.

Supporters. Georgia Southern University benefits from many supporters including individuals, businesses and commercial enterprises, governmental agencies at all levels, and cooperative organizations. Individuals and businesses demonstrate strong financial and personal commitment to the University in their support of fund-raising campaigns, athletic events, and community-oriented projects. Governmental support comes in many forms- traffic control, immunizations offered on campus, opportunities for internships and active learning. Cooperative organizations include the Georgia Southern University Foundation and Southern Boosters, both of which are essential to the University's successes.

Employers. Georgia Southern University relies on employers and others who engage our graduates; these stakeholders validate our efforts in the most tangible way. In addition to hiring graduates, this group supports the University and its academic programming by serving on advisory boards and by sponsoring internships, cooperative education, and other experiential education for our students.

The External Community. Georgia Southern University relates to the community, state, and region through its educational opportunities for traditional and non-traditional students, stimulation of economic development, creative problem solving, and cultural outreach programs. Additional external constituents include the Board of Regents, employers, the General Assembly, other funding partners, and graduate/professional schools. Georgia Southern University enhances its identification with the national and international community by producing graduates possessing a well-rounded foundation of knowledge, specific skills related to chosen fields of study, and awareness of their personal responsibilities as national and global citizens.

Comparative Advantages

Georgia Southern University aspires to provide the best undergraduate learning experience in the University System of Georgia, and through excellence in selected graduate programs to be recognized as one of the premier comprehensive universities in the country. These aspirations will grow in reality and reputation from the University's commitment to academic distinction. In that regard, Georgia Southern University will provide all undergraduate students with a core curriculum grounded in the fine arts, humanities, natural sciences, and social sciences that encourages the exploration of humankind's role in the universe. While incorporating the latest technologies in the discovery, transfer, and application of knowledge, the University's primary mission is to offer a traditional student-centered residential learning experience that fosters holistic personal growth. The University takes pride in its "personal touch" and is committed to providing attention to the individual needs of students. The University's commitment to these principles extends to its graduate offerings where opportunities for student-faculty engagement and enrichment abound.

Engagement. GEORGIA SOUTHERN UNIVERSITY'S MOST IMPORTANT COMPARATIVE ADVANTAGE IS ITS CULTURE OF ENGAGEMENT, where students work side-by-side with faculty and staff, participating in active learning related to the acquisition and use of knowledge for the benefit of humanity. "Engagement" permeates explanations of who we are, what we do, and how we differentiate ourselves from other institutions, and is integral to Georgia Southern University's many advantages.

Engagement refers to the psychological and physical energies invested in active participation in the learning process (in-class and out-of-class). At Georgia Southern University, expectations for engagement are set high for students to take the initiative and responsibility for their active involvement in learning activities, and for faculty and staff to invest in supporting student successes. All are partners in the learning process, and the result is a campus culture of participation and personal attention. The benefits of engagement accrue to the university community in direct proportion to the time and energy invested by all members of the community.

Size and Comprehensiveness. Georgia Southern University students find the academic comprehensiveness and quality characteristic of major universities offered on a campus that specializes in integrating these advantages with opportunities for engagement and the formation of personal connections. Indicative of the increasing comprehensive status of the University, is the recent approval of the College of Information Technology and School of Public Health in the University System of Georgia (the first such entities within the University System of Georgia).

Faculty. The faculty bring alive the culture of engagement. Faculty are primarily full-time, terminally degreed, experienced in their professions, and committed to a student-centered university. Faculty are willing to forge personal relationships with students and involve students in their scholarship and service activities. Student Affairs provides co-curricular programing to enhance faculty interaction with students beyond teaching, scholarship, and service roles. At few other institutions will students find this level of engagement.

Location. Situated in a college town in a rural area of the state, Georgia Southern University is a place where students quickly form connections with each other and the people of a region known for hospitality and friendliness. Georgia Southern University's geographical location provides a mild climate, an attractive ecological site, a safe community, proximity to major population centers for cultural enrichment and commerce, and ready access to any part of Georgia.

Intellectual Resources. The University makes its collective knowledge base available to students, faculty, and surrounding community to an unprecedented extent. The Library surpasses conventional standards by being open seven days a week, twenty-four hours a day, both on-site and via the Internet. Electronic linkages to other locations serve clients quickly. A continuously evolving University web site makes available news, class materials, information from the institutional research function, academic and administrative policies, catalogs and calendars, e-mail, references and links to other reference sites, and personal pages. Computer labs throughout the campus allow students to use information resources from many sites, while dial-in connections are available in limited but increasing numbers.

The Physical Campus. The University's naturally beautiful 670-acre campus is one of its remarkable attributes. The campus includes a diversity of biological communities such as pine forests, sand hills, gardens, wetlands, and ponds. The old brick of the historic original campus blends with the distinctive architectural landscape of the "new campus" linked by a network of brick walkways lined with live oak trees. New buildings now rising extend the University's horizon; yet the campus can be walked in comfort and safety, with inviting places for students to gather indoors and outdoors. Space is plentiful and practical for students to be students, both in intellectual growth and in affective development.

A Service Ethic. Service and leadership opportunities are promoted on and off campus, and these activities solidify connections with the internal and external communities. Students find opportunities to expand their active learning by taking part in service projects both on campus and across the community. Faculty and staff contribute their time and energies for their mutual benefit and to enhance the town-gown relationship.

Outreach Programs. In addition to offering programs for educational and professional advancement, economic development, and cultural enrichment, Georgia Southern University involves the general population in enriching experiences through its public centers such as the Museum, the Center for Wildlife Education, and the Botanical Garden. These centers embody all elements of the University's mission: serving students through teaching, serving faculty and staff through research and service, and serving the external community through outreach and lifelong learning. The clientele of the centers includes more than 75,000 visitors annually ranging from primary school pupils through Elderhostel participants. In addition, the new Georgia Southern University Performing Arts Center will be a locus of the musical and theatre arts for the on- and off-campus communities.

Athletics. Georgia Southern University participates in a full array of intercollegiate athletics at the NCAA Division I level. Its football team has won six national championships in the I-AA class; its baseball team has participated in the College World Series; and its other intercollegiate teams continue to bring recognition to the University and its student athletes. A significant component of the student experience is the University's intramural athletic program. The Recreation Activity Center building encloses a track and venues for many popular athletic activities for students, faculty and staff, embodying the campus concern for wellness. The University's field house is the site of intercollegiate athletics, and it is part of a complex that houses laboratories to study human performance and wellness.

Administrative Philosophy. The four major constituencies- Students, Faculty, Staff, and Supporters- are represented by their respective Vice Presidents on the President's Cabinet. From the Student Government Association to the President's Advisory Committee on Personnel to the Faculty Senate to the University Foundation, all members of the University community may become actively involved in its planning and administrative processes. The administrative process is characterized by dialogue and discourse conducted in a civil manner.

Strategic Themes

The vision of becoming recognized as one of the best public comprehensive universities in the country identifies the University's destination. The Level I plan articulates the overall strategic objectives and action steps to achieve this goal. The Level II and III plans describe how we will arrive there. Our journey is guided by six essential strategic themes, with the core being academic distinction.

<div align="center">

Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment

</div>

The proposed action steps do not necessarily represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have made since 1906. We are already an excellent university, and we can contemplate actions that will enable us to become better, and clearly one of the nation's best public comprehensive universities. Given the differences among the units within the University, it is not anticipated that every unit will pursue the same themes. However, if the University is to progress, academic distinction must be the top priority at all levels and in all units.
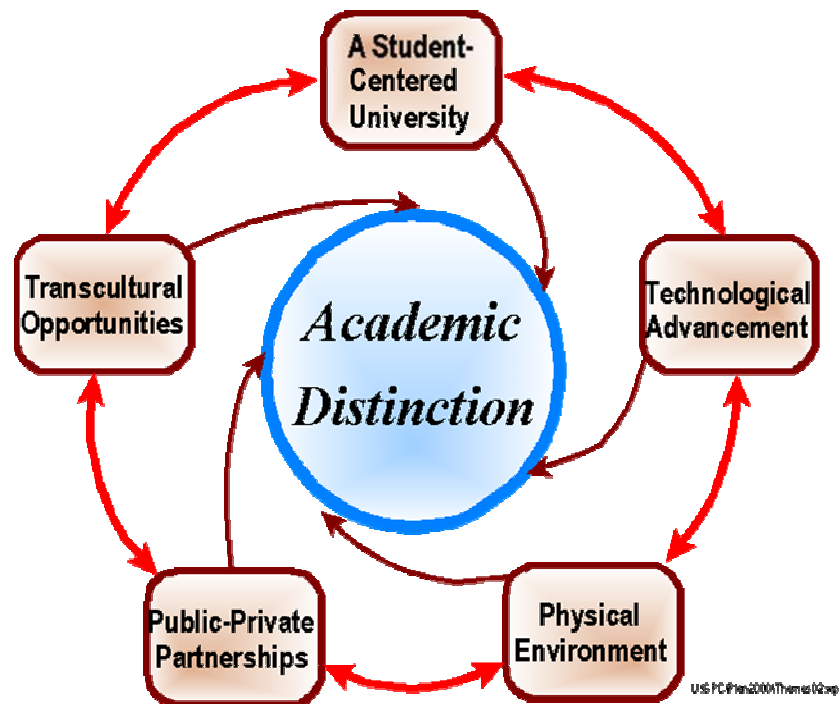
Academic distinction is the core of our vision to become a nationally recognized comprehensive university. Academic distinction requires the University to focus its efforts ultimately on that goal and its pursuit. The other five strategic themes support the attainment of academic distinction.

Academic distinction reflects the quality and comprehensiveness of our academic programs and the manner in which we support and strengthen those programs. Academic distinction is manifested by an uncompromising expectation of excellence, a campus-wide focus on the development of an academic environment, the nurturing of a community of intellectualism, and a commitment to lifelong learning in a diverse and technological global environment.

Academic distinction is validated both externally - by the public, the academic community, and our stakeholders - and internally by our own measures. Academic distinction will be affirmed when Georgia Southern University becomes a nationally recognized comprehensive university known for uncompromising quality in undergraduate education and selectively developed graduate programs. As the University works to achieve its vision, attention will be given to the distinctiveness of our situation: national recognition of programs and personnel; a no-compromise approach to the pursuit of excellence; a rich learning environment that emphasizes engagement; outstanding service to the region, state, and nation; a first-rate faculty; a staff that supports the University's distinctive learning environment, a student body that represents the diversity of our region and of society; and a unique physical environment that connects students to place and challenges them to broaden their perspectives on the world at large.

Strategic Objectives

- A pervasive culture of learning and engagement
- Informed use of cutting-edge technology to attain information literacy
- A physical campus that in form and function enhances academic climate and culture
- A rich cocurricular environment
- Cross-fertilization through intellectual partnerships across academic disciplines and institutions
- A resource base necessary for "first choice-first tier" distinction

Action Steps

- o **Forge a stronger academic profile** by any combination of these viable alternatives: continuing to raise admission standards; capping enrollment; enhancing the quality of undergraduate and graduate curricula; assessing student learning outcomes; increasing retention, graduation rates, and enrollment of transfer students; allocating resources for undergraduate honors programs and graduate education; increasing the number of endowed chairs; and, maintaining and seeking program accreditations.
- o **Extend the culture of engagement** to all campus units by increasing collaboration among campus divisions to foster a rich cocurricular environment, identifying resources for faculty-student collaboration in scholarship and service, and emphasizing "engagement" in guidelines for hiring, promotion, and tenure.
- o **Support and strengthen the excellent faculty** as a cadre of teacher-scholars at Georgia Southern University through increasing the percentage of faculty with

terminal degrees, quantity and quality of faculty scholarship, and rewards for excellence in teaching, scholarship, and service.

o **Assertively market Georgia Southern University academics**, aggressively tell the Georgia Southern University story, target "first-tier" status among comprehensive universities as measured by "best colleges" publications, and attain external validation of our programs through national accreditations and other recognition.

o **Cultivate an academic environment** exemplified by high expectations, engagement, self-directed academically-motivated students, scholarly faculty, cutting-edge technology, a physical campus that symbolizes the pursuit of academic excellence, and a commitment to wellness. Recognize that high-quality faculty scholarship and teaching are intimately and positively related to the recruitment and retention of high-quality students.

o **Make available the University's intellectual resources** to all of its stakeholders, providing in-person and on-line access to the Library's holdings and facilities, the University's own data, and the expertise of University students, faculty, and staff, thereby creating additional opportunities for active and experiential learning, service to the community, and research.

. . . . Student-Centered University

A student-centered university known for academic distinction holds high expectations of its students, faculty, and staff. Students, as engaged learners, are the principal agents of their own success. Faculty are innovative facilitators of student learning, exemplary scholars, productive researchers, models of service, and creative artistic performers. Staff members are focused on supporting a climate and physical environment which promote student learning and engagement both in and out of the classroom. Above all, faculty and staff enthusiastically value, pursue, and determinedly guard their interactions with students.

A student-centered university prepares its students for responsible citizenship, advanced study, meaningful employment, and life-long learning. A student-centered university nurtures diverse talents, individual learning styles, and unprecedented ideas. The university's students develop a personal belief system grounded in a rigorous collegiate experience.

Strategic Objectives

- Scholarship and learning as the foundation of all endeavor
- An environment that integrates student learning and personal and career development into a holistic educational experience
- A community characterized by civility, respect, cooperation, responsibility, and understanding among all its members
- High-quality student services which support our culture of scholarship and learning

Action Steps

o **Provide a rich, on-campus residential experience** for all students who desire it. Create residential opportunities that will attract first-time, full-time freshmen to live on campus. Continue to improve the First Year Experience. Provide up-to-date technology and physical facilities to enhance both in-class and out-of-class learning experiences. Increase resources and enter into public-private partnerships to enhance residential life experience on and near the University campus.

o **Convey high expectations** for academic achievement, appropriate behaviors, and time spent on task. Assist students in the development of an informed set of values, ethics, and beliefs. Foster a campus climate that promotes student affective development, healthy lifestyles, personal maturation, civility, and respect. Empower students to develop their own ideas, be innovative, and actively search for means to address their needs, fulfill their responsibilities, and prepare themselves for a career.

o **Promote engagement of students, faculty, staff, and administrators** in events, activities, and scholarship. Provide opportunities for meaningful interaction among members of the University community by offering cultural, athletic, entertainment, and social events that complement a positive collegiate experience. Offer a wide array of study-abroad and cultural exchange opportunities for students and faculty.

o **Consistently assess the quality of student interactions with all on-campus service units** from the divisions of Academic Affairs, Business and Finance, University Advancement, and Student Affairs, with the goal of delivering student services effectively and efficiently.

o **Facilitate students' progression** through a seamless transition from campus life orientation through academic advising and career development to graduation as competent contributors to society.

. . . . Technological Advancement

To enhance Academic Distinction, the University must use the best and most appropriate technological tools available to support teaching and learning opportunities and effective administrative practices. The full integration of technology into all appropriate functions of the University will aid in attracting and retaining high-quality students and highly-qualified personnel. Technology, for our purposes, is defined as all devices involved in the creation, storage, and dissemination of knowledge, including classrooms, laboratories, and libraries; the entire spectrum of communications; the maintenance of habitable environments; the transportation of people and goods, and the efficient delivery of services.

Technology contributes to Academic Distinction when it is integral to the attainment of the University's goals and objectives. Technology serves students by facilitating the learning process, linking students to faculty, and delivering administrative services. Technology serves faculty by expanding pedagogical alternatives, opening new avenues in support of scholarly activities, and increasing opportunities for outreach and service. Technology serves administrators by promoting effective planning, enabling informed decision making, and encouraging efficient allocation of resources.

Strategic Objectives

- Information technologies that are integrated with and support and enhance teaching and learning
- Student access to and training in the use of technology to enrich learning and personal development
- A networked environment based on a universal e-mail system and shared information resources to facilitate communications among and between students, faculty, administrators, and staff
- Equipment, systems, training, and support that encourage and facilitate teaching and learning, and scholarly activity
- A decision-support system responsive to user needs that facilitates informed planning and administration
- Administrative systems that utilize appropriate technologies to effectively deliver the highest level of service to the campus

Action Steps

- **Plan and budget for continuous funding** of equipment, software, technology infrastructure, and technical staff to train and support students and employees in the effective and ethical use of technology.
- **Provide the technological infrastructure** needed to support the scholarly, administrative, and service activities of the University. Provide appropriate support and training for students, faculty, staff, and administrators. Improve student access to computers and structural capacity to accommodate a growing number of computer users. Facilitate access to the Internet from student residences on- and off-campus. Reduce the ratio of students per computer. Enhance the quality of distributed education delivery systems. Refine and enhance administrative computing systems, and provide an effective level of support for these systems.

- o **Increase electronic access** to administrative services.
- o **Maintain the Technology Fee.** The University must ensure that all students have access to the benefits of technology. The University and the student body approve a modest fee that pays for facilities and services available to all students to support a range of technological systems that might include distributed fully-equipped computing labs, staff, and the cost of consumable supplies.
- o **Design new facilities and renovate existing facilities** to accommodate multiple teaching and learning methodologies, technologies, and access to campus network resources.

Transcultural can be used synonymously with intercultural, multicultural, cross-cultural and global. It refers to other cultures whether they be found across the globe or in the same neighborhood. As used in this document, transcultural refers not only to international experiences but to the variety of diverse cultures that are part of the University and the region. The definition of transcultural is being broadened to include issues of gender diversity as well. Georgia Southern University wants our students, faculty and staff to experience and become comfortable with a wide range of cultural environments. The University also wants to play a leading role in exposing the larger regional community to these diverse cultures. Transcultural experiences should be explored and celebrated as an integral component of the University's learning experience.

Transcultural opportunities enable Georgia Southern University students, faculty, alumni, and staff to experience and become involved with a wide range of cultural environments. The University will continue its leadership in the academic community as a place where diversity is celebrated and explored. Georgia Southern University's role as a leader in the state and region also encompasses a responsibility to broaden the larger community's understanding of the enriching aspects of diverse cultures.

Strategic Objectives

- Increased exposure to global cultures
- Increased understanding of our multicultural campus
- Understanding of diversity in all forms
- A physical and social campus environment that encourages engagement in the exploration of diversity

Action Steps

- o **Increase diversity among faculty, staff, students, and administrators**. Promote diversity and transcultural experiences through recruiting, retaining, and graduating under-represented student populations.
- o **Provide more diversity and transcultural experiences** both on- and off-campus. Develop, improve, and support programs that foster understanding and appreciation of various forms of diversity.
- o **Expand transcultural opportunities** and experiences for the campus and the community, integrating them into program curriculum and developing external partnerships to create opportunities wherever possible. Promote the study of foreign languages. Offer increased study abroad opportunities for students and faculty; establish centers abroad in strategic locations; and continue to emphasize internationalizing the curriculum. Encourage the exploration and study of local cultures.
- o **Develop an advising program for international students** . Increase the number of out-of-state students and of international students and the countries they represent.

. . . . Private and Public Partnerships

A public university rises to national recognition by building upon support beyond its state-funded budget. A public university attains regional leadership by serving people and solving problems through outreach and engagement. Partnerships with the public and private sectors are critical to expanding support and extending service to numerous constituencies.

Developing public and private support for quality enhancement and service initiatives - through gifts, grants, contracts, or collaborative ventures - is crucial to achieving goals of greatness. Georgia Southern University's Centennial in 2006 is a golden opportunity to capitalize on constituent support, particularly alumni, faculty and staff, community and corporate donors, and boosters - partners with a stake in the stature and success of the institution.

The future will demand the University's contributions to improving economic development, educational attainment, health care access, cultural opportunities, and environmental quality. This presents a natural opportunity for collaborative alliances with other post-secondary institutions, schools, business, government, communities, and philanthropies. The public centers continue as elements of partnerships with primary and secondary schools throughout the state.

Promoting partnerships as a means of achieving greater results requires institutional encouragement and coordination for creating collaborative relationships that benefit both partners and allow them to accomplish more together than they could accomplish alone.

Strategic Objectives

- A resource base augmented through partnerships that support strategic priorities
- Recognition of the University as a leader in outreach and a prime partner in collaborative efforts which enhance the welfare of the service area
- Promotion of collaborative relationships as a means of achieving better results

Action Steps

- **Acquire the financial resources** that will be Georgia Southern University's foundation for success. Begin a capital campaign that will culminate in the University's Centennial Celebration. Enhance the University's image and visibility to create a favorable climate for increasing external support. Broaden support base to include national and international organizations with mutual interests.
- **Create a culture of service** on campus. Continually refine assessment of institutional and service area needs. Stimulate and coordinate service, research, and outreach relevant to service area problems and publics. Provide readily accessible information to external clients and the public seeking assistance from the University. Develop advisory boards with private and public constituents for programs. Systematically organize and sponsor institutional efforts to introduce campus faculty, staff, and administrators to people and places in the service area.
- **Empower every unit** to explore partnership opportunities internally, among campus units, and externally through constituent relationships and collaborative alliances. Develop a priority list of service initiatives for each year and a plan for partnership participation while encouraging entrepreneurial initiative and retaining the flexibility to capitalize on unforeseen opportunity. Calculate the cost-benefit advantage of prospective partnerships before University resources are committed, and reward faculty and staff initiative that results in high-benefit endeavors. Showcase successful partnerships as models.

The physical setting frames the campus academically and environmentally. Furthermore, it acknowledges the contribution of the physical campus to the environment of teaching, learning, scholarship, and engagement. The physical environment encompasses all of the facilities, infrastructure, and land areas that support and enhance the educational, recreational, residential, and environmental aspects of the University. It includes scheduling and building use, maintenance, traffic flow, safety, and the placement of new campus facilities.

Georgia Southern University will develop and maintain a campus that is functional and beautiful and that celebrates the natural environment of the coastal plain. Facilitating a campus culture of academic distinction should be a goal in all plans that involve the physical environment.

Strategic Objectives

- An environment that promotes and supports academic achievement and personal growth and engagement, while reflecting the values, traditions and heritage of the University
- A campus sensitive to ecologically and environmentally sustainable design, construction, and operational practices respectful of the natural habitats of the coastal plain
- A safe, comfortable, and healthful environment for those involved in the University experience
- A campus environment that invites others to the University and its programs, and provides access to on-campus facilities and events

Action Steps

- **Ensure that new construction and renovation projects** meet present needs, accommodate future growth, are adaptable for multiple teaching and learning methodologies and technologies, and observe University guidelines for architecture and environment.
- **Enhance the beauty and utility of the campus** through thoughtful landscaping including appropriate emphasis on the southeastern coastal plain environment.
- **Enhance the residential nature of the University.** Continue to maintain a safe and secure campus, facilitate pedestrian and bicycle pathways, and provide commuters with adequate access to perimeter parking. Develop new residence halls, and renovate older residence halls on campus.
- **Acquire adjacent properties** for campus expansion while developing and beautifying the campus perimeter in conjunction with the community.
- **Provide a primary on-campus point of first contact** that facilitates both physical and electronic access to campus resources and events for students, parents, visitors, alumni, and community.
- **Plan and budget for regular maintenance of facilities** and for reducing deferred maintenance.

Levels of Planning, Program Analysis, and Timeline

The preparation of a strategic plan is generally accomplished in three levels of planning. **Level I was the creation of an institutional strategic plan**. The SPC produced a rough draft of the Level I plan during Fall Semester 1999. In December 1999 and January 2000, the SPC gathered feedback regarding the draft of the Level I plan. Revisions were based upon this feedback and were included in the revision of March 2000. Once the Level I plan was completed, the development of Level II plans was initiated and completed in 2002.

Level II was the creation of University-wide functional plans that made the Level I plan operational. This included the following plans: academic, financial, facilities, enrollment management, human resources development, organization, marketing-communications, and technology-information resources. In addition, key unit plans for technology and information resources, marketing and communication, and enrollment management were prepared at this stage. A new Level II Plan, the Quality Enhancement Plan, was added in the revision of 2004 as a core component of the SACS Reaffirmation Process. The Quality Enhancement Plan, *Advancing the Culture of Engagement*, touches all aspects of the Georgia Southern Experience and all future Level III plans will reflect its influence.

Program analysis/review is essential for the development of divisional implementation plans. Program analysis/review as defined for the strategic planning process focused upon the systematic examination of a program to assess its relative value in terms of viability, productivity, and quality. The President appointed administrators from the various vice presidential divisions to develop and implement program analysis/review procedures for their respective divisions. The procedures were administered within each division and with assistance from the SPC. Results of the program analysis/review were disseminated to campus.

Level III was the creation of implementation plans for academic units and administrative support units. These plans were initiated during academic year 2000-2001 and completed 2002-2003.

All plans prepared as components of Level II are submitted to the Strategic Planning Council for review in terms of compatibility with the Level I Strategic Plan. All Levels will be reviewed and updated on a yearly basis as indicated in the chart below:

Annual Strategic Planning Process Timeline
Georgia Southern University
Approved by President's Cabinet, September 2003

Phase I: January-April **SWOT Analysis & Level I Plan Review**	**January-February** **Step 1** SPC engages campus (Faculty Senate, SGA, PAC, etc) in university-wide SWOT analysis and review of Level I Plan. **March-April** **Step 2** SPC guides revision/update of Level I Plan and presents draft to PC.
Phase II: May-June **Review, Revision and Approval of new Level I Plan**	**May-June** **Step 3** PC guides Level I review within university areas. **Step 4** PC makes final revision and shares with all university areas. PC sets Fall meeting dates.
Phase III: July-September **Sharing of Level I Plan and Revision of Level II Plans**	**July-September** **Step 5** President meets with SPC to discuss Level I Plan and new strategic initiatives. **Step 6** VPs hold individual meetings with SPC to discuss new Level I Plan/strategic initiatives and to review progress related to Level II goals. **Step 7** VPs guide revisions/updates to Level II Plans.
Phase IV: September-December **Revision of Level III Plans**	**September-December** **Step 8** VPs guide revisions/updates to Level III Plans.

Conclusion

Through the dedicated efforts of many individuals, Georgia Southern University has reached a level of academic quality within striking distance of the top tier of America's public comprehensive universities. We are poised to advance to the next level of excellence. The Level I strategic plan continues to set a bold agenda to negotiate this journey. If the plan is to be fulfilled, it must continue to be endorsed and implemented by the entire University community. Moreover, Levels II and III are providing the implementation strategies and tactics to achieve the ambitious agenda presented in Level I. Economic realities necessitate a systematic plan so that units and individuals can focus their efforts on programs and services that "fit" the destination of our vision. Georgia Southern University must not be content with where we are and how things were done in the past. We must be willing to shift resources to units and programs where they will serve their highest and best use. This will not be an easy task; however, if we are to be a nationally recognized comprehensive university, it must be done.

This document describes not only a destination, but also a process. As conditions change in the internal and external environments, and as Georgia Southern University advances in its journey, the strategic plan must stay on the leading edge of progress. In this sense, the plan will never be complete or final, and the Strategic Planning Council is charged with the responsibility to revise the plan annually as needed. The SPC coordinates and facilitates the campus-wide planning process and specifically guides the University community on strategic emphases for specified planning horizons. As an example of its living, evolving nature, in 2004 the Quality Enhancement Plan was added to the mix of Level II Plans. Such changes, refinements, and improvements are to be expected each year.

While all six strategic themes are important, collectively, we must place priority on the pursuit of academic distinction. The planning process offers a role for everyone to play in helping move Georgia Southern University to the next level of excellence. The SPC invites all members of the University community to join that journey to greatness.

Levels of Planning

Level I	Level II	Level III

Level I

Environment Assessment

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Identification of External Opportunities and Threats

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The "Matching" Process Relating External Opportunities and Threats to Internal Strengths and Values

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Identification of Internal Strengths and Weaknesses

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Evaluation of Programs, Finances, Facilities, and Other Resources

Institutional Values and Campus Culture →

Determination of:
(1) Basic Mission
(2) Clientele
(3) Program/Service Mix
(4) Comparative Advantage
(5) Objectives

Level II

Academic Plan
- General Education
- Unifying Themes
- Assessment Program
- Strategies for Expansion/ Contraction of Programs
- Other

Financial Plan
- Overall Financial Planning Parameters
- Strategies for Expansion/ Reallocation of Resources

Facilities Plan
- Overall Physical Planning Parameters
- Strategies for Expansion/ Reallocation

Enrollment Management Plan
- Target Mix of Students
- Recruitment and Retention Strategies

Human Resource Development Plan
- Strategies for Faculty Development
- Strategies for Staff Development

Organizational Plan
- Development of Organizational Structure
- Development of Policies and Procedures (including Handbooks)

Marketing and Communications Plan

Technology and Information Resources

Quality Enhancement Plan SACS Reaffirmation
- A culture of engagement

Level III

Development of Plans by Academic Units

Development of Plans by Administrative Units

→ Budget Process → Implementation and Evaluation

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