From the President

I am pleased to present the 2005-2006 Fact Book as the definitive source of Georgia Southern University information. This document chronicles the University’s progress over the past year as we continue toward fulfillment of Georgia Southern’s Strategic Plan, which is included as an appendix.

This is a special time of reflection, as we observe the first 100 years of Georgia Southern’s service. It is unlikely that this institution’s founders, its pioneering educators, or the early students who walked our campus could have foreseen what we’ve become. I do believe, though, that the information in this Fact Book should evoke great pride in where we are today and a great sense of possibility in contemplating what’s to come in the University’s second century.

The academic caliber of our student body has never been higher. The expansion of our services benefiting the people and economic development of our region, state, and beyond has never been greater. Our classification as a national doctoral-research university by the Carnegie Foundation for the Advancement of Teaching is a credit to the commitment of our faculty and student body to academic distinction.

This edition of the Fact Book offers a multitude of information on a diverse array of topics. How big is Georgia Southern? What are the demographics of our student body? Where do our alumni live and work? What is our impact on the local economy? How does Georgia Southern compare with other institutions within the University System of Georgia? The data clearly document our ever-growing strengths and progress.

I hope you will find the 2005-2006 Fact Book a useful reference as you learn more about Georgia Southern University.

Sincerely,

Bruce Grube
President
From the Editor

This sixteenth edition of the Georgia Southern University Fact Book provides a point of reference for your convenience. It is based on Fall census data and where appropriate fiscal year data, as well as historical data in selected cases.

In addition to the general information about Georgia Southern University, its history and its progress, this book provides data on our students, faculty and staff, and services.

Many people on campus offered their time, expertise, and information in the preparation of this document. It could not have been completed without their support.

Any comments or suggestions for the improvement of this document are welcome.

Paul Wilver, Assistant Director, Decision Support Systems and Project Lead
Strategic Research and Analysis

Office of Strategic Research and Analysis Staff

Dr. Jayne Perkins Brown, Director
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2005 - 2006 Year Highlights

SATs, enrollment continue upward trend. For the eleventh consecutive year, the average SAT score of Georgia Southern’s freshman class was up, rising this year to 1098 – an 18-point jump from fall 2004 and well above the national average. Of the 18 four-year institutions in the University System, Georgia Southern is the only one to report such an increase in every fall since 1995. The University also enjoyed a record enrollment with 16,646 students in fall 2005. It was the fourth consecutive year enrollment has reached a new high. The University opened the new academic year with some brand-new physical facilities, including Eagle Village, the largest residence hall on campus. Constructed at a cost of $25 million, Eagle Village houses 776 students in two, three, and four bedroom suites. The University’s new facilities also include a soccer and track stadium. Located next to Paulson Stadium, the venue has locker rooms, a press box and seating for 500 fans. Meanwhile, two major construction projects are continuing to take shape. The Zach Henderson Library is undergoing a $22.7 million expansion and renovation that began in July 2004 and will increase its size from 135,618 square feet to 239,099 square feet. The Recreation Activity Center (RAC) is undergoing a $31.8 million expansion that began in May 2005 and will increase its size from 81,870 square feet to 201,870 square feet.

University campus is cover story, featured article for national magazine. Our beautiful campus made the cover of a national magazine with an 8-page spread showcasing our landscaping, some of our campus buildings and other unique features. The entire article also appears on the magazine’s website www.landscapeonline.com. University landscape architect and campus planner Chuck Taylor’s quote sums up the purpose of creating and maintaining beauty on our campus, “I’m creating an image, an identity, a feel, something that lets people know this is Georgia Southern University…”

$800,000 grant from The Goizueta Foundation assists Hispanic and Latino students. The Goizueta Foundation of Atlanta awarded a grant of $800,000 to Georgia Southern to create and support a comprehensive recruitment program for Hispanic and Latino students. The gift established a $750,000 endowment for The Goizueta Foundation Scholars Fund, to provide annual need-based scholarship assistance for Hispanic and Latino students whose families currently reside in the U.S. An additional $50,000 from The Goizueta Foundation will provide need-based scholarship assistance over three years for Hispanic and Latino graduate students whose families currently reside in the U.S. This was the second significant grant that The Goizueta Foundation has made to Georgia Southern. The Goizueta Foundation was founded in 1992 by the late Roberto Goizueta, a Cuban-born businessman and graduate of Yale University who became Chairman and CEO of The Coca-Cola Company. Roberto Goizueta established the foundation that bears his name to provide financial assistance to organizations that empower at-risk individuals and families through educational opportunities to improve their quality of life.

University’s annual economic impact on region exceeds $549 million. Georgia Southern had an economic impact of well over a half a billion dollars on the region during the recently completed fiscal year. According to a study released by Georgia Southern’s Bureau of Business Research and Economic Development (BBRED), the University pumped $549,249,613 into the economies of nine Southeast Georgia counties in 2004-2005. In addition, the report revealed that Georgia Southern was responsible for almost 8,900 jobs in the region, which includes Bulloch, Bryan, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins and Screven counties. “The study shows that the University has had a significant economic impact on the regional economy despite the tight budget caused by the recent recession,” BBRED Director Phyllis Isley said. The study further demonstrated that the University’s economic impact on the region actually increased by a little over 11 percent from the previous fiscal year. Georgia Southern pumped $493,269,907 into the region’s economy in 2003-2004, according to a BBRED report issued last September. In conducting their annual study, Isley and her staff divided their analysis into four areas:

- The impact from the daily operations of the University as measured by operating expenditures.
- The impact from faculty and staff expenditures as measured by salaries and payroll.
- The impact from expenditures by students.
- The impact from major construction projects.

Director of Kennedy Space Center delivers Fries lecture during ‘Space Week’. The director of NASA’s John F. Kennedy Space Center (KSC) presented the fifth annual Norman Fries Distinguished Lecture at Georgia Southern. An alumnus of the University, James W. Kennedy spoke on Tuesday, Sept. 20, at 7:30 p.m. in the Performing Arts Center. “Space Exploration: Past, Present and Future” was the theme of his lecture, which was free and open to the public. In conjunction with Kennedy’s appearance, the University celebrated “Space Week.” The activities included a unique exhibit of NASA models, gear and photographs as well as two special presentations in the Planetarium.

The Performing Arts Center opened its new season with the Nitty Gritty Dirt Band. The Performing Arts Center’s (PAC) new season opened with a concert by an acclaimed musical act that has been touring and recording for almost 40 years. A major influence on some of the biggest groups in American music history, the Nitty Gritty Dirt Band features a unique sound that

(Continued on page 7)
A Day For Southern’ raises record-setting total for University. The latest edition of “A Day For Southern” was a day to remember for Georgia Southern. Bulloch County’s business and professional community contributed a record-setting $1,220,334 to the University during the 32nd annual one-day fund drive on Tuesday, Sept. 13. It marked the eighth year in a row that “A Day For Southern” surpassed the $1 million mark, and this year’s total shattered the old record of $1,203,748, which was established in 2001. Proceeds from “A Day For Southern” go to the Georgia Southern University Foundation and Southern Boosters, two not-for-profit organizations that build the University’s “margin of excellence” in academics and athletics. “Together We’re Better – Community and Campus” was the theme for the 2005 campaign, which was chaired by Statesboro attorney Charles Brown. Some 200 volunteers solicited donations from approximately 1,100 members of the Bulloch County business and professional community during this year’s event. The Georgia Southern Foundation uses a significant portion of the proceeds to help pay for the scholarships that are necessary to attract academically gifted students to campus. In addition, “A Day For Southern” proceeds are used to support cultural and educational attractions like the Botanical Garden, the Georgia Southern Museum, the Performing Arts Center, and the Center for Wildlife Education and the Lamar Q Ball Jr. Raptor Center. “A Day For Southern” benefits Southern Boosters, too. The organization manages money for student-athlete scholarships and supports the athletic department, which fields teams that compete in 15 varsity sports at the NCAA Division I level.

University picked to participate in national higher education project. Georgia Southern is one of 13 institutions in the United States that was selected to participate in a national project that will study how well each institution recruits, supports and teaches first year students. The Foundations of Excellence in the First College Year Project is used by colleges and universities to develop and refine their overall approach to educating new students. Sponsored by the Policy Center on the First Year of College, which is based in Brevard, N.C., the project is supported by the Lumina Foundation for Education, a national philanthropic organization located in Indianapolis. In a process that began in 2003, more than 200 four-year colleges and universities across the country have participated in developing the standards that form the core of the Foundations of Excellence project. However, only 13 of those institutions are members of the Inaugural National Select Cohort, which will work during the 2005-2006 academic year with the Policy Center and its research partner, Educational Benchmarking Inc. The members of the Inaugural National Select Cohort will measure their effectiveness in recruiting, admitting, orienting, supporting, advising and teaching new students. Each institution will then be able to make programmatic improvements that will increase student learning, success and persistence. For information, visit http://academics.georgiasouthern.edu/fye/

University’s hurricane relief efforts. Georgia Southern’s relief efforts for the victims of Hurricane Katrina involved a number of groups, organizations and classes on the campus collecting money, canned goods, clothing and non-perishable items. In addition, the University welcomed 14 students who had been displaced by the disaster. The students previously attended Dillard University, Tulane University, the University of New Orleans and Xavier University.

IT program receives national accreditation. The Information Technology (IT) program is among the first such programs in the United States to receive national accreditation. The University’s Bachelor of Science in Information Technology program has been accredited by the Computing Accreditation Board of the Accreditation Board for Engineering and Technology (ABET). Only two other institutions in the entire country have IT programs that have been accredited by ABET, which is the recognized accreditor of college and university programs in applied science, computing, engineering and technology. The curriculum at Georgia Southern features a strong IT core with a specialization area, an emphasis on communication and project management, and a second discipline in a related field. Graduates of the IT program have the ability to perform a multitude of high-tech tasks, such as establishing and maintaining computer networks, designing Web pages that use sound and graphics, and maintaining databases.

Ciara performs at Georgia Southern. The Fall 2005 outdoor concert at Paulson Stadium presented by Eagle Entertainment featured R&B star Ciara. She is best known for her three No. 1 hits, “Goodies,” “1,2 Step” and “Oh.”

Department of Chemistry nationally ranked for grads with certified bachelor’s degrees. Across the United States, 631 colleges and universities have a bachelor’s degree in chemistry program that has been approved by the American Chemical Society (ACS). According to a study published this fall, fewer than 4 percent of those programs are more productive than the one offered by the Department of Chemistry at Georgia Southern. The department has been ranked No. 22 in the nation by the ACS for the number of students who graduate with a certified bachelor’s degree in chemistry. Georgia Southern had 22 such graduates in 2003-2004, which was the academic year Students in approved programs can earn certified degrees by completing a rigorous curriculum that satisfies ACS requirements. Georgia Tech was the only other Georgia institution to be ranked in the top 25.

(Continued on page 8)
Jiann-Ping Hsu School of Public Health evolves to college status. Officials at Georgia Southern announced the evolution of its Jiann-Ping Hsu School of Public Health to college status. The new college is named the Jiann-Ping Hsu College of Public Health, continuing both the name and the generous endowment given by Karl E. Peace to honor his late wife, Jiann-Ping Hsu, in January 2004 to create the first school of public health within the University System of Georgia. The impact of the new college on public health education, research, and service is expected to improve the overall health of rural and underserved communities in the state. “This announcement is not only exciting for the University, it’s an important step toward better health for communities in southeast Georgia and other areas of the state,” said President Bruce Grube. “Evolving to the next phase of development in public health education and research will allow us to better serve our students and our state.” Currently, the Jiann-Ping Hsu College of Public Health offers the Master of Health Services Administration (M.H.S.A.) and the Master of Public Health (M.P.H.) degrees, with emphases in biostatistics and community health. Plans are underway to add concentrations in environmental health sciences, epidemiology, and health policy and management. Plans to offer the Doctor of Public Health degree will take shape over the coming year. In addition to its degree programs, the Jiann-Ping Hsu College of Public Health also houses two academic centers. The Karl E. Peace Center for Biostatistics functions as a focal point for biostatistical consulting, education, and grantsmanship for the College, University and community. The Center for Rural Health and Research engages in activities designed to improve the health status and quality of life among residents of rural Georgia by creating successful partnerships with governmental agencies, business and industry, community-based organizations, faculty, and students. The College has established several partnerships including the Biopharmaceutical Applied Statistics Symposium (BASS), Georgia Cancer Coalition (GCC), Southwest Georgia Cancer Coalition (SWGACC), and the Georgia Center for Oncology Research and Education (GACORE).

Going Global: Center for International Studies Encourages, Organizes Study Abroad. During the past academic year, 275 Georgia Southern students earned college credits and enjoyed new experiences at locations around the globe. Through exchange programs, semester abroad programs, and summer study abroad programs, the Center for International Studies provides opportunities for students—and faculty as well—to teach and learn in another country. Georgia Southern has exchange programs with Central China Normal University in Whan, China; Nagoya University in Japan; Keimyung University in South Korea; Roskilde University in Denmark; the University of Applied Sciences in Germany; and the Universidad Veracruzana in Xalapa, Mexico. Faculty also offer courses in Costa Rica, Spain, United Kingdom (London), the Czech Republic, Greece, France, and Italy.

Georgia Southern achieves national research university status. The national classification body for American universities elevated Georgia Southern to Doctoral/Research University status, up from its previous Masters I ranking. The Carnegie Foundation for the Advancement of Teaching began classifying universities in 1970, and has revised its rankings at least once per decade since then. “To join the ranks of America’s research universities is an important affirmation of the unfolding story of Georgia Southern,” said President Bruce Grube. “We are awarding an increasing number of doctorates and our excellent instruction includes more and more opportunities for research and public service,” he added.

For Georgia Southern News and Events visit http://news.georgiasouthern.edu.

Source: This Week newsletter, http://news.georgiasouthern.edu/thisweek2.htm; Fall 2005 Georgia Southern Magazine
Summary of Facts – Fall 2005

There were 2811 Beginning Freshmen:
- Average High School GPA was 3.12.
- Average SAT Score was 1098. This compares to a University System of Georgia Four-Year University average of 1107 and a National Average of 1028.

Retention/Graduation Rate:
- The first year retention rate of first time, full time, degree-seeking freshmen who entered in Fall 2004 (and returned in Fall 2005) was 78%.
- The six year graduation rate for first time, full time, degree-seeking freshmen who entered in Fall 1999 and completed a bachelor’s degree as of summer 2005 was 41%.

Total Enrollment was 16,646:
- 88% (14,650) were undergraduates, 12% (1,996) graduate level.
- 51.9% (8,646) were women, 48.1% (8,000) men.
- 89.5% (13,119) of undergraduates were full time, 10.5% (1,531) part time, 49.5% (7,248) female, 50.5% (7,402) male.
- 30.9% (616) of graduate level students were full time, 69.1% (1,380) part time, 70% (1,398) female, 30% (598) male.
- 27.2% (4,536) were minorities.
- 74.6% (10,930) of undergraduates lived off campus, 25.4% (3,720) on-campus. 71% of Beginning Freshmen lived on-campus.
- 98% (16,315) were U.S. citizens with non-citizens representing 86 countries.
- 93.8% (15,609) were Georgia Residents with non-residents representing 47 of the other 49 States.
- 5.8% (853) of undergraduates were new transfers. 25.1% (214) were from University System of Georgia four year Institutions, 48.9% (417) University System of Georgia two year Institutions, 1.6% (14) Georgia Technical Colleges, 7.5% (64) Private Institutions, and 16.9% (144) Out of State Institutions.

Degrees Conferred:
- Georgia Southern University awarded 2,660 Degrees in 125 majors in Fiscal Year 2006. 2,131 Bachelor Degrees, 436 Masters Degrees, 66 Education Specialist Degrees, and 27 Doctorates.
- 80% (2,131) of degrees were undergraduate and 20% (529) graduate level.
- Minorities received 29.5% (628) of undergraduate degrees and 22.7% (120) of graduate level degrees.
- Women received 56.1% (1,195) of undergraduate degrees and 69% (365) of graduate level degrees.

Credit Hours:
- Students were enrolled in courses totaling 453,697 semester credit hours for Fiscal Year 2006 (including 352 ROTC). This was a 2.9 % increase from the previous year. They were enrolled in 210,048 semester credit hours in Fall 2005 (including 131 ROTC). This was a 3.3% increase from the previous year.

Class Size:
- The average class size of lower division courses was 40, upper division was 22, and graduate level was 12.
- The Student to Faculty Ratio was 20:1.

Financial Aid:
- There were 31,987 Financial Aid awards to students totaling $ 101,344,942 in the 2004-2005 aid year.

Faculty/Staff:
- There were 1,758 full time employees including faculty, 22.5% (396) were minorities, 54.3% (955) were women.
- Of full time faculty, 45.2% were female, 14.6% were minorities, 72% had doctorate level degrees, 49% were tenured, and 47.7% were on tenure track.
- Awards to Faculty for Research, Instruction, and Public Service for Fiscal Year 2005 totaled $ 6,143,374.
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.

from Georgia Southern University Strategic Plan, April 2000.
see appendix.
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.

**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.
The Board of Regents

Carter, Hugh A., Jr.  
At-Large (8/8/00 - 1/1/09)
Cleveland, William H.  
At-Large (10/4/01 - 1/1/09)
Coles, Michael J.  
Sixth (1/9/01 - 1/1/08)
Hatcher, Robert F.  
Eighth (1/6/06 - 1/1/13)
Jenkins, Felton  
At-Large (1/6/06 - 1/1/13)
Jennings, W. Mansfield, Jr.  
First (1/6/06 - 1/1/13)
Jolly, James R.  
Tenth (2/13/01 - 1/1/08)
Leebern, Donald M., Jr.  
At-Large (1/13/04 - 1/13/11)
Potts, Willis J.  
Eleventh (3/7/06-1/1/13)
Rodwell, Wanda Yancey  
Fourth (3/29/05 - 1/1/12)
Shelnut, J. Timothy (CHAIR)  
Twelfth (8/25/00 - 1/1/07)
Tarbutton, Benjamin J..  
Third (1/6/06 - 1/1/13)
Tucker, Richard L.  
Seventh (1/28/05 - 1/1/12)
Vigil, Allan  
Thirteenth (8/6/03 - 1/1/10)

Regents’ Central Office Staff

Mr. Erroll B. Davis Jr., Chancellor  
Ms. Demetra Morgan, Executive Assistant  
Ms. Gail S. Weber, Secretary to the Board  
Mr. Rob Watts, Senior Policy Advisor  
Mr. Ronald B. Stark, Associate Vice Chancellor, Internal Audit

Ms. Corlis Cummings, Senior Vice Chancellor, Office of Support Services  
Ms. Elizabeth E. Neely, Associate Vice Chancellor, Legal Affairs  
Mr. J. Burns Newsome, Assistant Vice Chancellor, Legal Affairs (Prevention)  
Ms. Daryl Griswold, Assistant Vice Chancellor, Legal Affairs (Contracts)  
Mr. William Wallace, Associate Vice Chancellor, Human Resources  
Ms. Sherea Frazer, Director of Human Resources

Mr. Thomas E. Daniel, Senior Vice Chancellor, Office of External Activities & Facilities  
Dr. Lamar Veatch, Assistant Vice Chancellor, Georgia Public Library Service  
Ms. Joy Hymel, Exec. Director, Office of Economic Development  
Ms. Terry Durden, Director of ICAPP Operations  
Ms. Arlethia Perry-Johnson, Associate Vice Chancellor, Media & Publications  
Mr. John Millsaps, Assistant Vice Chancellor, Strategic Communications  
Ms. Diane Payne, Director, Publications

Ms. Linda M. Daniels, Vice Chancellor - Facilities  
Mr. Peter J. Hickey, Assistant Vice Chancellor, Real Properties  
Ms. Sharon Britton, Acting Asst. Vice Chancellor, Design & Construction  
Mr. Alan Travis, Director, Planning

Mr. Mark Demyanek, Director, Environmental Safety  
Dr. Beheruz N. Sethna, Interim Senior Vice Chancellor of Academies and Fiscal Affairs  
Dr. Frank A. Butler, Vice Chancellor Academies, Faculty, and Student Affairs  
Dr. Betty Horne, Interim Vice Chancellor For Faculty Affairs  
Ms. Tonya Lam, Associate Vice Chancellor, Student Affairs  
Ms. Marci Middleton, Director of Academic Program Coordination  
Dr. Jan Kettlewell, Associate Vice Chancellor, P-16 Initiatives/Exec. Dir. USG Foundation  
Dr. Dorothy Zinsmeister, Assistant Vice Chancellor, Academic Affairs/Assoc. Director for Higher Education, PRISM Initiative  
Dr. Richard C. Sutton, Senior Advisor for Academic Affairs, Director, International Programs  
Dr. Cathie M. Hudson, Associate Vice Chancellor, Strategic Research & Analysis  
Dr. Anoush Pisani, Senior Research Associate  
Dr. Susan Campbell, Policy Research Associate

Mr. Randall Thursby, Interim Vice Chancellor, Information & Instructional Technology/CIO  
Mr. Jim Flowers, Special Assistant to the CIO  
Dr. Kris Biesinger, Associate Vice Chancellor, Advanced Learning Technologies  
Ms. Diane Chubb, Associate Director, Special Projects

Mr. Brian Finnegan, Director, Emerging Instructional Technologies  
Dr. Catherine Finnegan, Director, Assessment & Public Relations  
Dr. Michael Rogers, Associate Director, Instructional Design & Development  
Mr. David Disney, Director, Customer Services  
Mr. John Graham, Executive Director Enterprise Applications Systems  
Mr. Matthew Kuchinski, Director, System Office Systems Support  
Mr. Ray Lee, Director, Information & Web Services  
Ms. Merrill Penson, Executive Director Library Services  
Mr. John Scoville, Executive Director Enterprise Infrastructure Services  
Dr. Jessica Somers, Executive Director, Academic Innovation  
Ms. Lisa Striplin, Director, Administrative Services

Mr. William Bowes, Vice Chancellor Office of Fiscal Affairs  
Ms. Usha Ramachandran, Assistant Vice Chancellor, Fiscal Affairs  
Ms. Sandy Dangelo, Director, Sponsored Programs  
Mr. David Dickerson, Asst. Budget Director  
Mr. Robert Elmore, Assistant Director Business Services  
Ms. Debra Lasher, Executive Director Business & Financial Affairs  
Mr. Mike McClearn, Director, University System Purchasing  
Mr. Lee Wates, Assistant Director Financial Services & Systems

Source: Board of Regents

Georgia Southern University Fact Book 2005—2006
Georgia Southern University Organization

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Ms. Marilyn Bruce, Executive Assistant to the President
Dr. Marcia Jones, Associate Vice President for Institutional Compliance
Mr. Scott Pierce, Director, Audit & Advisory Services
Mr. E. Lee Davis, Associate Vice President for Legal Affairs

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Dr. Amy Heaston, Associate Provost
Vacant, Associate Vice President for Academic Affairs
Ms. Virginia Smaritaneu, Associate to the Provost/VPAA
Ms. Candace Griffith, Associate to the Provost/VPAA
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Dr. Alan Altany, Director, Center for Excellence in Teaching
Ms. Lisa Spence, Director, Information Technology Services
Ms. Pam Deal, Director, Emerging Technology Center
Dr. Chris Caplinger, Director, First Year Experience
Dr. Steven Engel, Director, University Honors Program
Dr. Nancy Shumaker, Director, International Studies

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Ms. Ann Hamilton, Associate Dean of the Library and Associate University Librarian

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Dr. Mary Hazeldine Associate Dean

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Dr. Olivia Carr Edenfield, Associate Dean
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Mr. Eric Nelson, Chair, Writing & Linguistics

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Vacant, Associate Dean of Faculty and Research Programs
Dr. Shahnam Navasee, Associate Dean
Dr. Mohammad Davoud, Director, Mechanical Engineering and Electrical Engineering Technology
Dr. Keith Hickman, Director, Construction Management & Civil Engineering
Dr. Stephen Vives, Chair, Biology
Dr. Mary Boyd, Chair, Chemistry
Dr. Dallas Rhodes, Chair, Geology & Geography
Dr. Martha Abell, Chair, Mathematical Sciences
LTC William T. Gillespie, Chair, Military Science

(Continued on page 15)
Dr. Mark Edwards, Chair, Physics

**Mr. Joe Franklin,**
*Vice President for Business and Finance*
Ms. Connie Palfy, Assistant to the Vice President
Mr. Sam Baker, Director, Athletics
Mr. Wendall Hagins, Director, Auxiliary Services
Ms. Kim Thompson, Controller
Ms. Jack Heidler, Director, Human Resources
Mr. George Horn, Director, Materials Management
Mr. Ron Dennis, Director, Physical Plant
Mr. Kenneth W. Brown, Director, Public Safety

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Mr. Mike Deal, Registrar
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Dr. Jayne Perkins Brown, Director,
  Strategic Research and Analysis
Ms. Janet O’Brien, Director, Academic Success Center
Mr. Warren Riles, Director, Career Services
Dr. David Matthews, Director, Counseling Center
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  Director, Educational Opportunity Programs
Mr. Paul Ferguson, Administrator, Health Services
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Mr. Bill Pickett, Director, Student Activities
Mr. Wayne Akins,
  Director, Student Disability Resource Center

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Mr. Gene Sherry, Director, Campus Recreation & Intramurals
Ms. Consuela W. Pender, Director,
  Multicultural Student Center
Mr. Ted Williams, Director, Technical Services
Ms. Kelly Pickett, Director, Student Leadership Office

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*Vice President for University Advancement*
Ms. Melanie Mosley, Director of Campaign Planning
Mr. Frank Hook, Senior Director,
  Alumni Relations & Annual Giving
Dr. Bill Golden, Director, Governmental Relations
Ms. Carole Golden, Senior Director, Major Gifts
Ms. Michelle Pittman, Director, Planned Giving
Ms. Jodi Collins, Director, Foundation Accounting
Ms. Janice West, Assistant Director, Research Services
Mr. Stephen Ward, Director,
  Marketing and Communications
Ms. Rosemary Carter, Associate Director,
  Marketing & Communications
Mr. Frank Fortune,
  Assistant Director, Photographic Services
Mr. Ryan Honeyman,
  Assistant Director, Design Services
Ms. Loretta Brandon, Assistant Director,
  Media Relations
Mr. C. David Thompson, Assistant Director,
  Communications Editorial Services.

*Current as of July 1, 2006*
### Past Presidents

#### First District A&M School - 1906

<table>
<thead>
<tr>
<th>President</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Walter Hendricks</td>
<td>Principal</td>
<td>1908-1909</td>
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<tr>
<td>E.C.J. Dickens</td>
<td>Principal</td>
<td>1909-1914</td>
</tr>
<tr>
<td>F.M. Rowan</td>
<td>Principal</td>
<td>1915-1920</td>
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#### Georgia Normal School - 1924

<table>
<thead>
<tr>
<th>President</th>
<th>Position</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ernest V. Hollis</td>
<td>President</td>
<td>1920-1926</td>
</tr>
<tr>
<td>Guy H. Wells</td>
<td>President</td>
<td>1926-1934</td>
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</table>

#### South Georgia Teachers College - 1929

<table>
<thead>
<tr>
<th>President</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin S. Pittman</td>
<td>President</td>
<td>1934-1941</td>
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</table>

#### Georgia Teachers College - 1939

<table>
<thead>
<tr>
<th>President</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert M. Gates</td>
<td>President</td>
<td>1941-1943</td>
</tr>
<tr>
<td>Marvin S. Pittman</td>
<td>President</td>
<td>1943-1947</td>
</tr>
<tr>
<td>Judson C. Ward</td>
<td>President</td>
<td>1947-1948</td>
</tr>
<tr>
<td>Zach S. Henderson</td>
<td>President</td>
<td>1948-1968</td>
</tr>
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</table>

#### Georgia Southern College - 1959

<table>
<thead>
<tr>
<th>President</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>John O. Eidson</td>
<td>President</td>
<td>1968-1971</td>
</tr>
<tr>
<td>Pope A. Duncan</td>
<td>President</td>
<td>1971-1977</td>
</tr>
<tr>
<td>Nicholas W. Quick</td>
<td>Acting President</td>
<td>1977-1978</td>
</tr>
<tr>
<td>Dale W. Lick</td>
<td>President</td>
<td>1978-1986</td>
</tr>
<tr>
<td>Harry S. Carter</td>
<td>Acting President</td>
<td>1986-1987</td>
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</table>

#### Georgia Southern University - 1990

<table>
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<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Nicholas L. Henry</td>
<td>President</td>
<td>1987-1998</td>
</tr>
<tr>
<td>Harry S. Carter</td>
<td>Acting President</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Bruce F. Grube</td>
<td>President</td>
<td>1999 - Present</td>
</tr>
</tbody>
</table>

Source: Office of Strategic Research and Analysis
Admission Standards - Beginning Freshman

Fall 2005:
Minimum Standards are determined as Verbal SAT + Math SAT + Academic GPA.

Regular Admission:
Minimum composite Scholastic Aptitude Test (SAT) score of 980 or
Minimum composite American College Test (ACT) score of 20.

College Preparatory Curriculum
Requirements for Beginning Freshman Admission, Fall 2005

A student who graduated from high school in June of 1988 or later must meet minimum high school course requirements established by the Board of Regents for regular admission to Georgia Southern University, or any University System Institution.

1. English / 4 units
2. Social Science / 3 units - one focusing on United States Studies, one focusing on World Studies, and one other College Preparatory Social Science Course.
4. Foreign Language / 2 units – must be in the same language.
5. Science / 3 units – including at least one lab course in the life sciences, and one lab course in the physical sciences.

If a student has not met the above requirements he/she may still be accepted for admission on a provisional basis. Contact Georgia Southern University Office of Admissions for more details.

See the Georgia Southern University College Catalog online at http://www.collegesource.org/.

Undergraduate Admissions : http://admissions.georgiasouthern.edu/
Graduate Admissions : http://cogs.georgiasouthern.edu/

Source: Office of Admissions
Applications for Admission
Into the Fall Semesters Indicated

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied1</th>
<th>Accepted</th>
<th>Accepted/Enrolled</th>
</tr>
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<tbody>
<tr>
<td>2000</td>
<td>8,434</td>
<td>4,575</td>
<td>2,807 61.4</td>
</tr>
<tr>
<td>2001</td>
<td>1,339</td>
<td>1,025</td>
<td>834   81.4</td>
</tr>
<tr>
<td>2002</td>
<td>421</td>
<td>391</td>
<td>299   76.5</td>
</tr>
<tr>
<td>2003</td>
<td>1,174</td>
<td>565</td>
<td>442   78.2</td>
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</tbody>
</table>

Note: Beginning Freshman and Transfer Applicants are degree seeking only.

1 Applied - includes accepted, denied, and cancelled applications. In previous year's fact books, graduate level applied numbers included accepted, denied, and incomplete.

2 Beginning Freshman - a degree-seeking student who enters college for the first time in fall term or who has graduated from high school within the calendar year of that fall term. Regents' definition.

3 Other Undergraduate - non-degree seeking, joint enrolled, transient, and post-baccalaureate.

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.
### Distribution of SAT Scores for Fall Term Beginning Freshmen

#### Math Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<tr>
<td>700-800</td>
<td>13</td>
<td>0.5</td>
<td>12</td>
<td>0.5</td>
<td>27</td>
<td>1.1</td>
<td>26</td>
<td>1.0</td>
<td>30</td>
<td>1.2</td>
<td>37</td>
<td>1.6</td>
</tr>
<tr>
<td>600-699</td>
<td>247</td>
<td>9.6</td>
<td>292</td>
<td>12.1</td>
<td>321</td>
<td>14.5</td>
<td>396</td>
<td>15.9</td>
<td>431</td>
<td>18.1</td>
<td>541</td>
<td>24.4</td>
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<tr>
<td>500-599</td>
<td>1,119</td>
<td>39.9</td>
<td>1,157</td>
<td>51.2</td>
<td>1,261</td>
<td>67.2</td>
<td>1,299</td>
<td>64.9</td>
<td>1,491</td>
<td>76.6</td>
<td>1,381</td>
<td>82.7</td>
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<tr>
<td>400-499</td>
<td>1,267</td>
<td>47.6</td>
<td>1,025</td>
<td>49.9</td>
<td>797</td>
<td>39.7</td>
<td>927</td>
<td>40.9</td>
<td>594</td>
<td>29.9</td>
<td>407</td>
<td>19.9</td>
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<tr>
<td>300-399</td>
<td>60</td>
<td>99.9</td>
<td>28</td>
<td>100.0</td>
<td>7</td>
<td>99.9</td>
<td>6</td>
<td>100.0</td>
<td>3</td>
<td>99.9</td>
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<tr>
<td>200-299</td>
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<tr>
<td><strong>Total</strong></td>
<td>2,710</td>
<td>2,514</td>
<td>2,396</td>
<td>2,654</td>
<td>2,550</td>
<td>2,368</td>
<td></td>
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#### Verbal Scores

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<tr>
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</thead>
<tbody>
<tr>
<td>700-800</td>
<td>20</td>
<td>0.7</td>
<td>20</td>
<td>0.8</td>
<td>28</td>
<td>1.2</td>
<td>35</td>
<td>1.3</td>
<td>31</td>
<td>1.2</td>
<td>41</td>
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<tr>
<td>600-699</td>
<td>221</td>
<td>8.9</td>
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<td>10.3</td>
<td>274</td>
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<td>412</td>
<td>17.4</td>
<td>443</td>
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<tr>
<td>500-599</td>
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<td>895</td>
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<td>612</td>
<td>99.7</td>
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<tr>
<td>300-399</td>
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<td>8</td>
<td>100.0</td>
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<tr>
<td>200-299</td>
<td>5</td>
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<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>100.0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,710</td>
<td>2,514</td>
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#### Composite Scores

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<tr>
<td><strong>Total</strong></td>
<td>2,710</td>
<td>2,514</td>
<td>2,396</td>
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<td>2,368</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Notes:**
- Totals above are a subset of all Beginning Freshmen. They include only students with valid SAT Scores for each category.
- Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

**Source:** Student Information Reporting System (SIRS).
Average SAT Scores of Beginning Freshmen Compared to the University System Four-Year Institution Beginning Freshmen and to State and National Averages

<table>
<thead>
<tr>
<th>Fall Terms</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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Composite Scores

Notes:
University System SAT Averages are for the four-year institutions only less Dalton and Macon State Colleges.
State and National Averages are for College Bound Seniors whether they enrolled in College or not.
Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System (SIRS).
Average Composite SAT Scores of University System of Georgia Beginning Freshmen - 4 Year Schools

Table is sorted in descending order of SAT score on Fall 2005

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Source: Student Information Report System (SIRS)
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Notes:
- Includes only Schools with >=10 students.
- Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System (SIRS).
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¹ Mature/Provisional Freshmen.

Note: All data revised to reflect the Board of Regents definition of an undergraduate transfer as reported in their semester enrollment reports. Source: Student Information Reporting System (SIRS).
## Enrollment by Country of Citizenship, Fall 2005

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**Total**                         | 14,650 | 1,996 | 16,646

Source: Student Information Reporting System (SIRS)
## Enrollment by State of Residence, Fall 2005

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**Total** 14,650 1,996 16,646

**KEY:** U/G - Undergraduates, G - Graduates

---

Map shows Total Undergraduate and Graduate Enrollment  
Source: Student Information Reporting System (SIRS) – Current State of Legal Residence
## Enrollment by Georgia County of Origin, Fall 2005

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Source: Student Information Reporting System (SIRS) – County of Legal Residence at Matriculation
Map of Enrollment by Georgia County of Origin, Fall 2005

Map shows Total Undergraduate and Graduate Enrollment

Students Enrolled
- 1 - 10
- 10 - 50
- 50 - 100
- 100 - 500
- 500 - 1193
## Fall Term Growth History

### First Time Students

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<th>Year</th>
<th>Beginning Freshman</th>
<th>Graduate Level</th>
<th>Other Undergraduate</th>
<th>Joint Enrolled</th>
<th>Transient</th>
<th>Post-Baccalaureate</th>
<th>Total</th>
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### Difference Between Terms

-1.2% -2.3% 9.0% -3.2% 2.7%

### New Transfers

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### Difference Between Terms

7.2% 6.8% 4.9% 5.8% 2.2%

### Continuing Students

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<th>Senior</th>
<th>Graduate Level</th>
<th>Transient</th>
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### Difference Between Terms

1.8% 7.2% 2.6% 4.2% 3.7%

### Total Enrollment

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### Difference Between Terms

1.3% 4.9% 4.2% 2.5% 3.4%

### Fall Term Enrollment

![Fall Term Enrollment Chart]

### Note:
Beginning Freshman—A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

### Source:
Regents Semester Enrollment Reports (SIRS).

*Georgia Southern University Fact Book 2005—2006*
Head Count Enrollment

Enrollment by Classification, Fall Terms

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<th>Class</th>
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<td><strong>15,704</strong></td>
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<td><strong>16,646</strong></td>
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</table>

Undergraduate and Total Enrollment

![Graph showing Undergraduate and Total Enrollment](image)

Graduate Enrollment

![Graph showing Graduate Enrollment](image)

Enrollment by Load Type, Fall Terms

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<td><strong>14,371</strong></td>
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<td><strong>15,704</strong></td>
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Source: Student Information Reporting System (SIRS)
### Enrollment by Race & Gender, Fall Terms

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<td>7,722</td>
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<td>51.9</td>
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<td>7,747</td>
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<td>8,000</td>
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<td>14,371</td>
<td>100.0</td>
<td>15,075</td>
<td>100.0</td>
<td>15,704</td>
<td>100.0</td>
<td>16,100</td>
<td>100.0</td>
<td>16,646</td>
<td>100.0</td>
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</table>

Source: Student Information Reporting System (SIRS)
**Full Time Equivalent (FTE) Enrollment, Fall Terms**

<table>
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<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>USG Regents FTE</td>
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<td>13,056</td>
<td>13,738</td>
<td>14,289</td>
<td>14,715</td>
<td>15,183</td>
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</tbody>
</table>

Full-Time Equivalent (FTE) Students- Undergraduate=full time undergraduates plus sum of part time undergraduate hours divided by 12; 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.

**Enrollment by Age, Fall 2005**

<table>
<thead>
<tr>
<th>Range</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
<th>Other Undergraduate*</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 22</td>
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<td>2,784</td>
<td>1,714</td>
<td>568</td>
<td>11</td>
<td>433</td>
<td>10,344</td>
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<tr>
<td>22-29</td>
<td>151</td>
<td>335</td>
<td>985</td>
<td>2,120</td>
<td>862</td>
<td>159</td>
<td>4,612</td>
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<td>30-39</td>
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<td>45</td>
<td>64</td>
<td>133</td>
<td>564</td>
<td>56</td>
<td>908</td>
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<tr>
<td>40-49</td>
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<td>21</td>
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<td>59</td>
<td>345</td>
<td>36</td>
<td>513</td>
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<tr>
<td>50-59</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>23</td>
<td>202</td>
<td>12</td>
<td>251</td>
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<tr>
<td>60 +</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td>18</td>
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<td><strong>Total</strong></td>
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<td>2,802</td>
<td>2,903</td>
<td>1,996</td>
<td>699</td>
<td>16,646</td>
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* Other Undergraduate - Joint Enrolled, Transients, Post Baccalaureates, and Auditors

**Enrollment by Residency Type, Fall Terms**

**Types of Non-Resident Fee Waivers**

<table>
<thead>
<tr>
<th>Residency Type</th>
<th>2000</th>
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<th>2004</th>
<th>2005</th>
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<td>13,574</td>
<td>14,279</td>
<td>14,819</td>
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<td>491</td>
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<td>121</td>
<td>109</td>
<td>106</td>
<td>91</td>
<td>64</td>
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<td>Out-of-State Waiver</td>
<td>63</td>
<td>66</td>
<td>65</td>
<td>64</td>
<td>65</td>
<td>78</td>
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<tr>
<td>Non-Resident Graduate Student Waiver</td>
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<td>37</td>
<td>37</td>
<td>39</td>
<td>38</td>
<td>33</td>
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<tr>
<td>Military Waiver</td>
<td>29</td>
<td>32</td>
<td>34</td>
<td>29</td>
<td>23</td>
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<td>University System Employee Waiver</td>
<td>16</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Public School Teacher Waiver</td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>14</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Dependent Student Waiver</td>
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<td>0</td>
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<tr>
<td>Academic Common Market Waiver</td>
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<td>4</td>
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<td>2</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Senior Citizen Waiver</td>
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<td>7</td>
<td>6</td>
<td>7</td>
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<td>7</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>14,184</td>
<td>14,371</td>
<td>15,075</td>
<td>15,704</td>
<td>16,100</td>
<td>16,646</td>
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Source: Student Information Reporting System (SIRS)
Enrollment by College, Degree, and Major - Fall Terms

<table>
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<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005</th>
<th>% of Total</th>
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</thead>
<tbody>
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<td>12,798</td>
<td>13,354</td>
<td>13,696</td>
<td>14,092</td>
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<td>2,008</td>
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<tr>
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<td>15,075</td>
<td>15,704</td>
<td>16,100</td>
<td>16,646</td>
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**Provost/Academic Affairs/Student Affairs**

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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Economics/International Economics</td>
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<td></td>
<td>6</td>
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<td>***</td>
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<tr>
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**Dean Graduate Studies & Research**

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<th>% of Total</th>
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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).

(continued on Page 34)
Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 33)

<table>
<thead>
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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005 % of Total</th>
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<td></td>
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<td></td>
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</tr>
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<td>Logis/Intermodal Transport</td>
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<td>95</td>
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<td>70</td>
<td>84</td>
<td>74</td>
<td>58</td>
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<td>***</td>
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<td>MACC in Accounting</td>
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<td>Business, Business/Exec, Business Adm/Web</td>
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<td>189</td>
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Notes:
Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Asterisks indicate that a particular degree/major combination is still offered, but by a different College.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 35)
### Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 34)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005 % of Total</th>
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**BSED in:**

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</tr>
<tr>
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<td>940</td>
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<td>21</td>
<td>24</td>
<td>16</td>
<td>---</td>
</tr>
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</table>

- *Biology, Chemistry, Earth Science, Geography*
- Social Science Education | 10 | 1 | --- | --- | --- |
- Spanish Education | 6 | 4 | 4 | 3 | 3 |
- Special Education | 41 | 54 | 54 | 51 | 58 |
- Teaching Field-Biology | 0 | 0 | 0 | 0 | 9 |
- Teaching Field-Business Education | 20 | 23 | 17 | 14 | 13 |
- Teaching Field-Chemistry | 0 | 0 | 0 | 0 | 2 |
- Teaching Field-English | 21 | 49 | 35 | 20 | 16 |
- Teaching Field-Family & Consumer Science | 11 | 8 | 8 | 7 | 5 |
- Teaching Field-Geography | 0 | 0 | 0 | 0 | 3 |
- Teaching Field-History | 14 | 30 | 30 | 23 | 23 |
- Teaching Field-Mathematics Education | 30 | 24 | 31 | 28 | 22 |
- Teaching Field-Political Science | 2 | 7 | 8 | 5 | 2 |
- Teaching Field-Spanish | 0 | 0 | 0 | 0 | 2 |
- Teaching Field-Technology Education | 20 | 11 | 17 | 18 | 16 |

**Certificate & Non-Degree Undergraduate in:**

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<th>2004</th>
<th>2005</th>
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**MED in:**

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<td>74</td>
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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).

(continued on Page 36)
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 35)

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<th>2004</th>
<th>2005</th>
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<td>22</td>
<td>33</td>
<td>31</td>
<td>35</td>
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<tr>
<td>School Admin &amp; Supervision</td>
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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).

(continued on Page 37)
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 36)

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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005 % of Total</th>
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<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Degree Graduate</strong></td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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).

(continued on Page 38)
Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 37)

<table>
<thead>
<tr>
<th>College of Information Technology</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate</td>
<td>---</td>
<td>---</td>
<td>529</td>
<td>532</td>
<td>499</td>
<td>3.3%</td>
</tr>
<tr>
<td>College of Information Technology</td>
<td>---</td>
<td>---</td>
<td>529</td>
<td>532</td>
<td>499</td>
<td>3.8%</td>
</tr>
<tr>
<td>BS in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Computer Science</td>
<td>---</td>
<td>---</td>
<td>122</td>
<td>118</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>---</td>
<td>---</td>
<td>75</td>
<td>73</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>IT/Knowledge Mgmt &amp; IT Integration</td>
<td>---</td>
<td>---</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IT/Systems Devel &amp; Support</td>
<td>---</td>
<td>---</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IT/Telecomm &amp; Network Admin</td>
<td>---</td>
<td>---</td>
<td>10</td>
<td>17</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>IT/Web &amp; Multimedia Found</td>
<td>---</td>
<td>---</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Pre-Information Technology</td>
<td>---</td>
<td>---</td>
<td>147</td>
<td>171</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>---</td>
<td>---</td>
<td>168</td>
<td>141</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Information Technology/WEBSIT</td>
<td>---</td>
<td>---</td>
<td>***</td>
<td>***</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>---</td>
<td>---</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The College of Information Technology is new as of Fall 2003

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).

(continued on Page 39)
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 38)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>2,439</td>
<td>2,570</td>
<td>2,712</td>
<td>2,873</td>
<td>2,915</td>
<td>17.8%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,268</td>
<td>2,409</td>
<td>2,550</td>
<td>2,700</td>
<td>2,720</td>
<td>19.2%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>171</td>
<td>161</td>
<td>162</td>
<td>173</td>
<td>195</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

### BA in:

- **Anthropology**: 36 36 46 36 33
- **Art**: 58 56 58 87 106
- **Communication Arts**: 54 60 47 44 50
- **Economics/International Economics**: *** *** 0 8 8
- **English**: 96 86 112 115 130
- **French**: 5 11 7 3 2
- **German**: 2 0 4 4 7
- **History**: 97 119 142 153 155
- **Music**: 24 27 13 17 23
- **Philosophy**: 13 17 25 27 31
- **Political Science/Pre-Law**: 33 31 37 47 55
- **Political Science**: 52 65 72 85 89
- **Pre-Communication Arts**: 282 280 264 312 281
- **Psychology**: 103 88 113 175 198
- **Sociology**: 39 56 68 44 46
- **Spanish**: 12 16 28 25 27
- **Theatre**: 14 16 28 21 27
- **Writing and Linguistics**: --- --- --- 42 82

### BFA in Art

- **Composition**: 6 6 12 12 8
- **Music Ed/Choral Sequence**: 21 19 30 26 23
- **Music Ed/Instrumental Sequence**: 46 45 55 62 56
- **Performance**: 25 18 22 20 18

### BM in:

- **Performance, Elective Studies, Jazz**: 144 171 180 184 153

### BS in:

- **Broadcasting**: 88 105 104 115 120
- **Communication Arts**: 1 --- --- --- ---
- **Journalism**: 44 49 49 46 45
- **Political Science/Pre-Law**: 54 45 35 25 5
- **Political Science**: 76 83 79 81 81
- **Pre-Communication Arts**: 5 2 0 0 0
- **Psychology**: 310 340 329 299 299
- **Public Relations**: 144 158 165 158 174
- **Sociology**: 54 47 43 56 36

### BSJS in Justice Studies

- **Speech Communication**: 20 26 24 22 19

### Non-Degree Undergraduate

- **311** 334 359 349 333

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Asterisks indicate that a particular degree/major combination is still offered, but by a different College.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 40)
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 39)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA in:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in:</td>
<td>51</td>
<td>51</td>
<td>49</td>
<td>52</td>
<td>79</td>
</tr>
<tr>
<td>English</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
<td>19</td>
<td>13</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Social Science</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>28</td>
</tr>
<tr>
<td>Sociology</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>---</td>
</tr>
<tr>
<td>Spanish</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>9</td>
</tr>
<tr>
<td>MFA in Art</td>
<td>17</td>
<td>13</td>
<td>18</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>MM in Music</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>MPA in Public Administration</td>
<td>51</td>
<td>47</td>
<td>49</td>
<td>63</td>
<td>59</td>
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<tr>
<td>MS in Psychology</td>
<td>21</td>
<td>28</td>
<td>26</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>17</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Notes: 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).
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 40)

<table>
<thead>
<tr>
<th>College of Science &amp; Technology</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,328</td>
<td>2,442</td>
<td>2,353</td>
<td>2,507</td>
<td>2,584</td>
<td>15.6%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,247</td>
<td>2,357</td>
<td>2,273</td>
<td>2,424</td>
<td>2,503</td>
<td>17.2%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>81</td>
<td>85</td>
<td>80</td>
<td>83</td>
<td>81</td>
<td>4.1%</td>
</tr>
<tr>
<td></td>
<td>15.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BA in:

- Biology: 33, 25, 31, 93, 160
- Chemistry: 11, 8, 12, 25, 36
- Geography: 0, 0, 0, 15, 27
- Geology: 11, 13, 13, 17, 13
- Mathematics: ---, ---, ---, ---, ---
- Physics: 4, 11, 8, 7, 7

### BAS in Technology

- Biology: 9, 6, 5, ---, ---

### BS in:

- Biology: 45, ---, ---, ---, ---
- Chemistry: 78, 15, 10, 4, 117

---

### Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy

- Computer Science: 70, 80, ***, ***, ***
- Geography: 20, 17, 22, 18, 14
- Geology: 14, 21, 17, 18, 14
- Mathematics: 23, 15, 22, 23, 20
- Physics: 34, 18, ---, ---, ---

---

### Physics, Pre-Dentistry, Pre-Medicine, Pre-Engineering Dual

- Pre-Computer Science: 215, 135, ***, ***, ***
- Pre-Forestry: 5, 1, 2, 3, 4

### BSB in Biology

- 451, 562, 597, 612, 541

### BSCHEM in:

- 63, 154, 224, 239, 144

### BSCET in Civil Engineering Technology

- 64, 76, 89, 85, 114

### BSCONS in Construction Management

- 227, 245, 290, 315, 389

### BSEET in Electrical Engineering Technology

- 89, 104, 106, 105, 92

### BSIEET in Industrial Engineering Technology

- 11, 6, 2, 2, ---

### BSMANU in:

- Apparel Manufacturing: ---, ---, ---, ---, ---
- Industrial Management: 64, 66, 58, 58, 44

### BSMAT in:

- Mathematics, Math/Computer Science: 11, 18, ---, ---, ---
- Mathematics: ---, ---, 16, 13, 14

### BSMET in Mechanical Engineering Technology

- 92, 114, 140, 119, 135

### BSP in:

- Phy/Pre-Dent: ***, ***, ***, ***, 2
- Phy/Pre-Med: ***, ***, ***, ***, 2
- Physics: 11, 9, 28, 33, 33

---

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Asterisks indicate that a particular degree/major combination is still offered, but by a different College.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 42)
## Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 41)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSPMGT in Printing Management</td>
<td>69</td>
<td>70</td>
<td>63</td>
<td>46</td>
<td>37</td>
</tr>
<tr>
<td>GTREP/Civil Engineering</td>
<td>38</td>
<td>38</td>
<td>47</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>GTREP/Computer Engineering</td>
<td>45</td>
<td>59</td>
<td>52</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>GTREP/Electrical Engineering</td>
<td>---</td>
<td>10</td>
<td>30</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>GTREP/Mechanical Engineering</td>
<td>---</td>
<td>0</td>
<td>12</td>
<td>53</td>
<td>69</td>
</tr>
<tr>
<td>Regents Engineering Transfer Program</td>
<td>94</td>
<td>106</td>
<td>88</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Technology Options Program</td>
<td>323</td>
<td>307</td>
<td>240</td>
<td>271</td>
<td>222</td>
</tr>
<tr>
<td>Two Plus Engineering Transfer</td>
<td>22</td>
<td>11</td>
<td>1</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>1</td>
<td>37</td>
<td>48</td>
<td>56</td>
<td>49</td>
</tr>
<tr>
<td>MS in Biology</td>
<td>34</td>
<td>42</td>
<td>38</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>MS in Mathematics</td>
<td>17</td>
<td>12</td>
<td>17</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>MT in Technology</td>
<td>25</td>
<td>26</td>
<td>20</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

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

### Credit Hours Produced by College and Fiscal Year

<table>
<thead>
<tr>
<th>College</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>72,257</td>
<td>74,246</td>
<td>82,340</td>
<td>70,218</td>
<td>71,227</td>
<td>73,670</td>
</tr>
<tr>
<td>Education</td>
<td>22,691</td>
<td>23,471</td>
<td>29,474</td>
<td>33,991</td>
<td>36,654</td>
<td>37,539</td>
</tr>
<tr>
<td>Health &amp; Professional Studies</td>
<td>51,456</td>
<td>52,713</td>
<td>55,876</td>
<td>55,159</td>
<td>56,905</td>
<td>59,489</td>
</tr>
<tr>
<td>Information Technology(^1)</td>
<td></td>
<td>16,048</td>
<td>16,445</td>
<td>15,528</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>121,368</td>
<td>126,830</td>
<td>130,276</td>
<td>135,254</td>
<td>139,796</td>
<td>142,238</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>90,671</td>
<td>97,500</td>
<td>103,285</td>
<td>102,984</td>
<td>108,852</td>
<td>114,369</td>
</tr>
<tr>
<td>Learning Support(^2)</td>
<td>10,910</td>
<td>4,551</td>
<td>4,091</td>
<td>3,608</td>
<td>3,038</td>
<td>2,359</td>
</tr>
<tr>
<td>VP Academic Affairs(^3)</td>
<td>10,680</td>
<td>10,707</td>
<td>7,784</td>
<td>7,704</td>
<td>7,673</td>
<td>8,153</td>
</tr>
<tr>
<td>Military Science(^4)</td>
<td>343</td>
<td>516</td>
<td>534</td>
<td>520</td>
<td>473</td>
<td>352</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380,376</strong></td>
<td><strong>390,534</strong></td>
<td><strong>413,660</strong></td>
<td><strong>425,486</strong></td>
<td><strong>441,063</strong></td>
<td><strong>453,697</strong></td>
</tr>
</tbody>
</table>

<figure>

Credit Hours Produced by College and Fiscal Year

![Graph showing credit hours produced by college and fiscal year](image)

### Notes

1. The College of Information Technology was new as of Fall 2003.
2. Learning Support Courses, English as a second language classes, and Regents Remediation classes.
4. Military Science Hours are shown separately because the major portion of their cost is paid from non-appropriated funds.

Note: Because of different computing systems and calculation methods it is possible for these numbers to differ from the Regents Fiscal Year Curriculum Inventory Reports. In all such cases the difference is less than 0.07 percent.

Source: Curriculum Inventory Reporting System Files (CIR).
Credit Hours Produced by Level, Fall Terms

<table>
<thead>
<tr>
<th>Level</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>125,317</td>
<td>125,061</td>
<td>126,366</td>
<td>128,294</td>
<td>131,425</td>
<td>135,958</td>
</tr>
<tr>
<td>Upper Division</td>
<td>43,511</td>
<td>45,674</td>
<td>53,295</td>
<td>56,557</td>
<td>59,371</td>
<td>61,944</td>
</tr>
<tr>
<td>Undergraduate Level</td>
<td>168,828</td>
<td>170,735</td>
<td>179,661</td>
<td>184,851</td>
<td>190,796</td>
<td>197,902</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>8,348</td>
<td>8,558</td>
<td>9,858</td>
<td>11,616</td>
<td>12,338</td>
<td>12,015</td>
</tr>
<tr>
<td>Total</td>
<td>177,176</td>
<td>179,293</td>
<td>189,519</td>
<td>196,467</td>
<td>203,134</td>
<td>209,917</td>
</tr>
</tbody>
</table>

Note: Military Science credit hours are not included.

Credit Hours Produced by College and Level, Fall 2005

<table>
<thead>
<tr>
<th>College</th>
<th>Lower</th>
<th>Upper</th>
<th>Total U/G</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>14,592</td>
<td>15,986</td>
<td>30,578</td>
<td>1,792</td>
<td>32,370</td>
</tr>
<tr>
<td>Education</td>
<td>1,949</td>
<td>6,424</td>
<td>8,373</td>
<td>6,576</td>
<td>14,949</td>
</tr>
<tr>
<td>Health &amp; Human Sciences</td>
<td>14,879</td>
<td>11,106</td>
<td>25,985</td>
<td>1,305</td>
<td>27,290</td>
</tr>
<tr>
<td>Information Technology</td>
<td>4,496</td>
<td>2,617</td>
<td>7,113</td>
<td>273</td>
<td>7,386</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>48,399</td>
<td>15,346</td>
<td>63,745</td>
<td>1,514</td>
<td>65,259</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>46,333</td>
<td>10,024</td>
<td>56,357</td>
<td>555</td>
<td>56,912</td>
</tr>
<tr>
<td>Learning Support1</td>
<td>1,134</td>
<td>0</td>
<td>1,134</td>
<td>0</td>
<td>1,134</td>
</tr>
<tr>
<td>VP Academic Affairs2</td>
<td>4,176</td>
<td>441</td>
<td>4,617</td>
<td>0</td>
<td>4,617</td>
</tr>
<tr>
<td>Military Science</td>
<td>53</td>
<td>78</td>
<td>131</td>
<td>0</td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>136,011</td>
<td>62,022</td>
<td>198,033</td>
<td>12,015</td>
<td>210,048</td>
</tr>
</tbody>
</table>

Average Class Size by College and Course Level, Fall 2005

<table>
<thead>
<tr>
<th>College</th>
<th>Lower</th>
<th>Upper</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>50</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Education</td>
<td>36</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Health &amp; Human Sciences</td>
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<tr>
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<td>Average by Level</td>
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<tr>
<td>University Wide Average</td>
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1 Learning Support Courses, English as a second language classes, and Regents Remediation classes (lower division only).
2 Bell Honors, Interdisciplinary Studies, and Freshman Orientation (undergraduate level only).

Source: Curriculum Inventory Reporting System Files (CIR).
Retention and Graduation Rates
Fall Term, First Time, Full Time Freshman

First Time Freshman—Student attending Georgia Southern University for the first time at the undergraduate level and never having attended any College before, or, if they have attended College before then they have graduated from High School within 1 year. Includes full time, degree seeking students only. Includes advanced placement students entering at higher than the Freshman level.

Cohort Data is from the Integrated Post-Secondary Education Data System (IPEDS) Fall Enrollment Report.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
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<td>2579</td>
<td>2867</td>
<td>3262</td>
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<td>2628</td>
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<td>69%</td>
<td>72%</td>
<td>72%</td>
<td>70%</td>
<td>74%</td>
<td>75%</td>
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<tr>
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<td>31%</td>
<td>33%</td>
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<td>35%</td>
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<td>12%</td>
<td>11%</td>
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<td>13%</td>
<td>16%</td>
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<tr>
<td>Graduated &lt;= 5 Years</td>
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<td>32%</td>
<td>30%</td>
<td>30%</td>
<td>31%</td>
<td>34%</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated &lt;= 6 Years</td>
<td>34%</td>
<td>38%</td>
<td>36%</td>
<td>37%</td>
<td>38%</td>
<td>41%</td>
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**1st Year Retention by Race and Gender**
Fall 2004 Cohort Returning Fall 2005

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<th>Other</th>
<th>White</th>
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<tbody>
<tr>
<td>F</td>
<td>M</td>
<td>Total</td>
<td>F</td>
<td>M</td>
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<tr>
<td>Entering Cohort</td>
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<td>305</td>
<td>597</td>
<td>77</td>
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<td>1st Year Retention</td>
<td>85%</td>
<td>79%</td>
<td>82%</td>
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**Graduation Rate by Race and Gender**
Fall 1999 Cohort

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<th>White</th>
<th>Total</th>
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<tbody>
<tr>
<td>F</td>
<td>M</td>
<td>Total</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Entering Cohort</td>
<td>531</td>
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<td>86</td>
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<tr>
<td>Graduated &lt;= 4 Years</td>
<td>13%</td>
<td>5%</td>
<td>10%</td>
<td>14%</td>
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<tr>
<td>Graduated &lt;= 5 Years</td>
<td>41%</td>
<td>22%</td>
<td>33%</td>
<td>37%</td>
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<tr>
<td>Graduated &lt;= 6 Years</td>
<td>51%</td>
<td>31%</td>
<td>43%</td>
<td>44%</td>
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## Enrollment Comparisons, University System of Georgia

### Headcount, Equivalent Full Time (EFT), and Full Time Status

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<th>Institution</th>
<th>Enrollment - Fall Semester</th>
<th>EFT - Fall Semester</th>
<th>% Full Time Enrollment</th>
<th>% Diff.</th>
<th>% Full Time Enrollment</th>
<th>% Diff.</th>
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<td>16,299</td>
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<td>2,522</td>
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<td>9,295</td>
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<td>24,010</td>
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<td>4,249</td>
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<td>1,382</td>
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<td>214,863</td>
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</table>

## Enrollment by Class Level, Fall 2005

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<th>Institution</th>
<th>Joint Enrolled</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate/Prof.</th>
<th>Other</th>
<th>Total</th>
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<tbody>
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<td>2,539</td>
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1 Other - Transients, Post Baccalaureate (non-degree), Auditor, and Residents & Interns (Research Universities only).

Source: USG Semester Enrollment Report—Fall 2005 - Classification of Current Enrollment (page 2)
## Credit Hours Produced Annually, Fiscal Year

<table>
<thead>
<tr>
<th>Institution</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>% of System Total (FY2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
<td>431,693.5</td>
<td>473,657.0</td>
<td>501,485.0</td>
<td>525,018.0</td>
<td>531,844.0</td>
<td>536,613.0</td>
<td>8.2%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>565,711.3</td>
<td>577,050.0</td>
<td>637,016.5</td>
<td>704,534.0</td>
<td>709,994.5</td>
<td>692,780.0</td>
<td>10.6%</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>115,325.0</td>
<td>116,341.0</td>
<td>116,055.0</td>
<td>120,559.0</td>
<td>128,615.0</td>
<td>136,851.0</td>
<td>2.1%</td>
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<tr>
<td>University of Georgia</td>
<td>857,415.9</td>
<td>855,803.6</td>
<td>887,144.8</td>
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<td>952,921.9</td>
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<td>14.5%</td>
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</table>

**Research Universities**

<table>
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<th>2004</th>
<th>2005</th>
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**Regional Universities**

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<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>% of System Total (FY2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
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**State Universities**

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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>% of System Total (FY2005)</th>
</tr>
</thead>
<tbody>
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<td>940,919.8</td>
<td>14.5%</td>
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**State Colleges**

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<th>Institution</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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</tr>
</thead>
<tbody>
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<td>536,613.0</td>
<td>8.2%</td>
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<td>115,325.0</td>
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**Two-Year Colleges**

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<th>2004</th>
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<th>% of System Total (FY2005)</th>
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<td>887,144.8</td>
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<td>952,921.9</td>
<td>940,919.8</td>
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## Source
USG Fiscal Year Semester Credit Hours Summaries

---

48 Georgia Southern University Fact Book 2005—2006
### Georgia Southern University Accreditations

<table>
<thead>
<tr>
<th>Georgia Southern University</th>
<th>Southern Association of Colleges and Schools</th>
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<td>Athletics Program</td>
<td>National Collegiate Athletic Association</td>
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<tr>
<td>Career Services</td>
<td>Accreditation Council for Cooperative Education</td>
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<tr>
<td>Counseling Center</td>
<td>International Association of Counseling Services</td>
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<tr>
<td>Family Life Center</td>
<td>National Association for the Education of Young Children</td>
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<tr>
<td>Museum</td>
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#### College of Business Administration

| Undergraduate & Graduate Accounting | Association to Advance Collegiate Schools of Business |

#### College of Education

<table>
<thead>
<tr>
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<th>National Council for Accreditation of Teacher Education</th>
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<td>Georgia Professional Standards Commission</td>
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#### College of Health and Human Sciences

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<th>National Council for Accreditation of Coaching Education Level 3</th>
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<td>Georgia Board of Nursing</td>
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<tr>
<td>Nutrition/Food Science (Didactic Program in Dietetics)</td>
<td>Commission on Accreditation for Dietetics Education</td>
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<td>Recreation (Community Leisure Services, Natural and Cultural Resources, Therapeutic Recreation, and Tourism and Commercial Recreation)</td>
<td>National Recreation &amp; Park Association / American Association for Leisure &amp; Recreation Council on Accreditation</td>
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#### College of Information Technology

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<th>Computer Sciences</th>
<th>Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board</th>
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<tbody>
<tr>
<td>Information Technology</td>
<td>Computing Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
</tbody>
</table>

#### College of Liberal Arts and Social Sciences

| Art (Undergraduate & Graduate) | National Association of Schools of Art & Design |
| Music (Undergraduate & Graduate) | National Association of Schools of Music |
| Public Administration | National Association of Schools of Public Affairs and Administration |

#### Allen E. Paulson College of Science and Technology

| Construction Management | American Council for Construction Education |
| Chemistry               | American Chemical Society                   |
| Civil Engineering Technology | Technology Accreditation Commission of the Accreditation Board for Engineering and Technology |
| Electrical Engineering Technology | Technology Accreditation Commission of the Accreditation Board for Engineering and Technology |
| Industrial Technology (Manufacturing, and Graphic Communications Management) | National Association of Industrial Technology |
| Mechanical Engineering Technology | Technology Accreditation Commission of the Accreditation Board for Engineering and Technology |

Source: Office of the Provost and Vice President for Academic Affairs - May 16, 2006
Degrees and Majors Authorized by College

College of Business Administration
Master of Accounting
Master of Business Administration
Bachelor of Business Administration
  with Majors in:
  Accounting
  Economics
  Finance
  Information Systems
  Logistics and Intermodal Transportation
  Management
  Marketing
  Regional Economic Development
Bachelor of Arts
  with Major in Economics

College of Education
Doctor of Education
  with Majors in:
  Curriculum Studies
  Education Administration
Specialist in Education
  with Majors in:
  Counselor Education
  Educational Leadership
  School Psychology
  Teaching & Learning
Master of Education
  with Majors in:
  Art Education
  Business Education
  Counselor Education
  Early Childhood Education
  Educational Leadership
  English Education
  French Education
  Health & Physical Education
  Higher Education Administration
  Instructional Technology
  Mathematics Education
  Middle Grades Education
  Music Education
  Reading Education
  School Psychology
  Science Education
  Social Science Education
  Special Education
  Technology Education
Bachelor of Science in Education
  with Majors in:
  Art Education
  Biology Education
  Business Education
  Chemistry Education
  Early Childhood Education
  English Education
  Family and Consumer Sciences
  French Education
  Geography Education
  German Education
  Health & Physical Education
  History Education
  Mathematics Education
  Middle Grades Education
  Physics Education
  Political Science Education
  Spanish Education
  Special Education
  Technology Education

College of Health & Human Sciences
Master of Health Services Administration
Master of Public Health
Master of Science
  with Majors in:
  Kinesiology
  Recreation Administration
  Sport Management
Master of Science in Nursing
Bachelor of Science
  with Majors in:
  Child and Family Development
  Fashion Merchandising & Apparel Design
  Hotel and Restaurant Management
  Interior Design
  Nutrition and Food Science (Dietetics)
  Recreation
  Sport Management
Bachelor of Science in Health Science
  with Majors in:
  Community Health
  Health Behavior
Bachelor of Science in Kinesiology
  with Majors in:
  Exercise Science
  Sports Medicine
Bachelor of Science in Medical Technology
Bachelor of Science in Nursing

College of Information Technology
Bachelor of Science
  with Majors in:
  Computer Science
  Information Technology

College of Liberal Arts & Social Sciences
Master of Arts
  with Majors in:
  English
  History
  Social Science
  Spanish

(Continued on page 51)
Degrees and Majors Authorized by College

(Continued from page 50)

Master of Fine Arts
Master of Music
Master of Public Administration
Master of Science
\textit{with Major in} Psychology
Bachelor of Arts
\textit{with Majors in :}
Anthropology
Art
Communication Arts
English
French
German
History
Music
Philosophy
Political Science
Psychology
Sociology
Spanish
Writing & Linguistics
Bachelor of Fine Arts
\textit{with Major in} Art
Bachelor of Music
Bachelor of Science
\textit{with Majors in :}
Communication Arts
Political Science
Psychology
Sociology
Bachelor of Science in Justice Studies

\textbf{Interdisciplinary}
Bachelor of Arts
\textit{with Major in} International Studies
Bachelor of Science
\textit{with Major in} International Trade
Bachelor of General Studies

\textbf{Bachelor of Science in Biology}
\textbf{Bachelor of Science in Chemistry}
\textbf{Bachelor of Science in Civil Engineering Technology}
\textbf{Bachelor of Science in Construction Management}
\textbf{Bachelor of Science in Electrical Engineering Technology}
\textbf{Bachelor of Science in Graphic Communications Mgmt}
\textbf{Bachelor of Science in Manufacturing}
\textit{with Major in} Industrial Management
\textbf{Bachelor of Science in Mathematics}
\textbf{Bachelor of Science in Mechanical Engineering Technology}
\textbf{Bachelor of Science in Physics}

\textbf{Bachelor of Science in Biology}
\textbf{Bachelor of Science in Chemistry}
\textbf{Bachelor of Science in Civil Engineering Technology}
\textbf{Bachelor of Science in Construction Management}
\textbf{Bachelor of Science in Electrical Engineering Technology}
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\textbf{Bachelor of Science in Mathematics}
\textbf{Bachelor of Science in Mechanical Engineering Technology}
\textbf{Bachelor of Science in Physics}

\textbf{College of Science and Technology}
Master of Science
\textit{with Majors in :}
Biology
Mathematics
Master of Technology
Bachelor of Arts
\textit{with Majors in :}
Biology
Chemistry
Geography
Geology
Physics
Bachelor of Science
\textit{with Majors in :}
Geography
Geology
Mathematics

Source: Office of the Provost and Vice President for Academic Affairs - May 16, 2006
Degrees Conferred by College & Fiscal Year

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<th>College of Information Technology</th>
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*The College of Information Technology was new as of Fall 2003.*

(continued on page 53)
Degrees Conferred by College & Fiscal Year

(continued from page 52)

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<td>2,614</td>
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Degrees Conferred by College and Fiscal Year

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS).
The Division of Continuing Education and Public Service

The mission of the Division of Continuing Education and Public Service is to meet the lifelong learning needs of Southeast Georgia. The Division provides a variety of programs designed to improve the education and skills of the region’s workforce, to enhance societal and cultural understanding, to facilitate healthy lifestyles and constructive use of leisure time, and to address the personal development and enrichment needs of the region’s citizens. The Division also oversees the University’s outreach centers and region centers in Brunswick, Dublin, Hinesville, and Savannah.

Continuing Education

Non-Credit Programs:
The Continuing Education Center works closely with the Colleges of the University to provide non-credit programs designed for professionals. Programs offered reflect the expertise of faculty in the Colleges of Business Administration; Education; Health and Human Services; Information Technology; Liberal Arts and Social Sciences; and Science and Technology. The Continuing Education Center also offers a variety of personal development and leisure courses throughout the year. As the University reporting unit for Continuing Education Units (CEU’s), the Continuing Education Center reports all continuing education activity to the University System Board of Regents on a quarterly basis.

In the fiscal year 2006, the Continuing Education Center:
- coordinated 23 conferences.
- coordinated 60 professional development programs and 68 personal development programs.
- conducted 1 contractual training program in the region.
- 131 students completed non-credit on-line courses.
- in partnership with other units on campus, generated 12,119.73 Continuing Education Units (CEU credits) through a total of 638 programs.
- provided training that resulted in 5189.20 hours of professional credit for Professional Learning Units, National Association of Social Workers, Georgia Nurses Association, Georgia State Board of Nursing Home Administrators, Prevention Credentialing Consortium of Georgia Southern University, Georgia Association of Marriage and Family Therapy, Georgia Psychological Association, and Peace Officers Standards and Training.
- unit involved over 22,687 individuals in lifelong learning.

Outreach Centers on the Georgia Southern Campus

Georgia Southern University Botanical Garden:
The 11-acre Garden is an educational, recreational and research resource for the University, community, and region. Its collections, exhibits and programs focus on the beauty, biology, and ecology of plants, the Coastal Plain flora, environmentally responsible gardening, sustainability.
- Number of species: 50 trees, 60 shrubs and vines, 150 herbaceous plants
- Total number of visitors in FY05: 15,000
- Total programs: 125

The Georgia Southern University Museum:
The Georgia Southern University Museum exists to foster and support lifelong learning and engaged citizenship in southeast Georgia. The museum supports the University’s mission of teaching, research and service specifically through collections, exhibits and educational outreach. Permanent collections and exhibits focus on preserving the natural and cultural history of the Coastal Plain. Temporary exhibits and collections interpret a broad array of topics in cooperation with university faculty.
- Total number of visitors: 28,000
- Georgia counties served by outreach programs Projects SENSE and BESST: 29
- K-5 school students served by outreach programs: 8,334

(Continued on page 55)
The Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center

The 4.5 acre nature center displays 11 species of eagles, hawks, falcons, owls, and vultures in natural habitat enclosures. Flighted raptor demonstrations and reptile programs are offered to the public.

- Total number of visitors in FY06: 9,000 (school field trips), 5,000 (weekend/after hours visitors) = 14,000 (The decrease in the number of on-site visitors for FY06 is a direct result of a decreased number of on-site activities such as Center After Hours programs and a decrease in school field trips as a result of gas prices.)
- Off-site Raptor and Wildlife Exhibitions: 160 off-site programs for 391,000

The Performing Arts Center

The 34,000 square foot Performing Arts Center (PAC) is an 825-seat, state of the art theatre that has completed its fourth season. The 2005-2006 professional touring season consisted of a Broadway Series of favorites including Oklahoma!, Mame, and Hamlet. Audiences for the Concert Series were thrilled by the performances of the Nitty Gritty Dirt Band, Grammy winner Kathy Mattea and the legendary New Orleans Preservation Hall Jazz Band. The PAC Dance Series bought the audience to their feet for standing ovations with the performances of The Alvin Ailey Dance Company, Alley II, the North Carolina Dance Theatre’s presentation of “Under Southern Skies” with live music by The Greasy Beans and the high-stepping Trinity Irish Dance Company. The fourth season also included a Family Series that presented Hal Holbrook as Mark Twain, Vienna Choir Boys and the Peking Acrobats. Of the twelve season shows, eight were sold-out performances. A School Matinee Series for local and surrounding counties’ school children brought professional theatre into the lives of K-8 students with performances of Come Back Amelia Bedelia, Junie B. Jones and America! We the People. The Georgia Southern University Foundation also presented Bob Newhart for their 1906 Society Gala. The PAC is also the venue for performances presented by university departments, student organizations and the community.

For Fiscal Year 2006:

- Total number of visitors: 43,000
- Season ticket holders: 605
- Professional touring shows: 12
- School matinee shows: 6
- University events: 48
- Community events: 7
- Summer Drama Camp and performance

Emerging Technology Center

The Emerging Technology Center at Georgia Southern University provides support and training for all activities of the University pertaining to the use of instructional and emerging technology. It is our primary mission to provide training and support for instructional technology used in the teaching and learning process. This includes centralized support, maintenance and training for Smart classrooms, educational technology software applications, online course management software (WebCT), videoconferencing, and all other emerging instructional technology.

Our facilities provide the ability to participate in two-way interactive videoconferencing with institutions and centers in our region, throughout the state, and even around the world. We also provide satellite downlink and online courses.

For fiscal year 2006, the Center supported the teaching of 57 videoconferencing courses to 788 students, 263 online courses were offered with an enrollment of 4,829 students. Additionally, nearly 1,300 courses were taught using online course management software (WebCT) as supplemental to instruction.
Off Campus Centers

Coastal Georgia Center

The Coastal Georgia Center is an academic and conference facility located in the heart of historic Savannah, Georgia, adjacent to the Savannah Visitors Center. The Coastal Georgia Center is operated by Georgia Southern University in partnership with Armstrong Atlantic State University and Savannah State University. The facility features over 50,000 square feet of state-of-the-art meeting and class rooms that house multiple size groups, open and inviting common spaces, offices, and a professional staff that provide services ranging from technical support to catering and concierge services. The Coastal Georgia Center fulfills its mission by offering graduate level courses, hosting events in support of local economic development, and serving as an affordable venue for continuing education classes and conferences.

Highlights of Academic Year 2005 - 06 include:

- 100 graduate courses were held at the Coastal Georgia Center during the 2005 – 2006 Academic Year. Georgia Southern University offered graduate courses in Education, Business, and Accounting, while Savannah State University offered graduate level courses in Social Work, Public Administration, and Urban Studies.
- Community and non-university sponsored events at the Coastal Georgia Center during the 2005 -2006 Academic Year totaled 1,011. These meetings and conferences were sponsored by a variety of governmental agencies, businesses, civic groups and other organizations.
- Over 230 continuing education bookings by Georgia Southern University were among the 370 plus total bookings by the Center’s partner institutions during the 2005 – 2006 Academic Year. These programs supported economic development, continuing education, and professional development.
- Recently renovated auditorium with upgraded technology and audio visual equipment that provides customer-friendly operations.
- Ten Smart Classrooms with built-in ceiling mounted LCD projectors, instructor workstations, VHS/DVD capability, full sound systems, and broadband internet connections enhance the Center’s technology.

Dublin Center

Located in Dublin, Georgia, the Center serves as a residence center for both Georgia Southern University and Middle Georgia College. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master’s and Ed.S. degrees. Georgia Southern offered courses with a total enrollment of 959 students during FY 2006.

Brunswick Center

Located in Brunswick, Georgia on the campus of Coastal Georgia Community College, the Center serves as a residence center for Georgia Southern University and Armstrong Atlantic State University. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master’s degrees. Georgia Southern offered courses with a total enrollment of 247 students* during the 2006 fiscal year.

* Does not include distance education students.
Engineering Studies Programs at Georgia Southern University

Purpose

The purpose of the Engineering Studies Programs at Georgia Southern University is as follows: (1) to increase the accessibility to an engineering education in the State of Georgia; (2) to provide the course work required during the first two years of the curricula for the engineering degree programs offered by the Georgia Institute of Technology, the University of Georgia, and other engineering schools; and (3) to develop study habits and engineering problem-solving capability for students to be successful in their junior and senior engineering courses as well as in their professional careers.

The RETP and GTREP

The Engineering Studies Program consists of two main programs or classifications: The Regents Engineering Transfer Program (RETP) and the Georgia Tech Regional Engineering Program (GTREP). Both of these programs lead to an engineering degree from Georgia Tech. The RETP accesses all Tech engineering majors, while the GTREP provides access to majors in civil, computer, electrical, and mechanical engineering. Both programs follow the same curriculum for a particular engineering major. After the first two years of study have been successfully completed, RETP students physically relocate to the main campus of Georgia Tech in Atlanta, while the GTREP students become Georgia Tech students in residence on the GSU campus, and remain here for the duration of the program. Since 1988 the RETP has sent more than 300 students to the Atlanta campus, and 87% of them have completed their engineering degree (or are still active students in good standing) with 35% earning academic honors there.

The Technology Options Program (TOP)

Georgia Tech has imposed certain requirements for direct admission into the Georgia Southern part of the GTREP or RETP as either new freshmen, current Georgia Southern students, or transfers from another institution. However, there are many students who are interested in pursuing an engineering degree but do not meet at least one of these requirements, so Georgia Southern has created an additional program classification known as the Technology Options Program (TOP). In the TOP, students still follow the curriculum for the engineering major of their choice, but must satisfy certain requirements to exit TOP and change their Georgia Southern classification to either the RETP or GTREP. It is important to note that this is not a remedial program; all courses taken by TOP students are the same as those taken by Georgia Southern students who met the direct admission requirements and are already classified as either RETP or GTREP. The RETP and GTREP initial admission requirements, the TOP exit requirements, and the program completion requirements may be found in the University catalog and at the Engineering Studies web site. TOP students have up to four semesters (not including summers) to satisfy the exit requirements. If at any point it appears that a TOP student is not likely to meet the exit requirements, they will be assisted with the selection of a different major.

The Gulfstream Scholars Program

Engineering majors at Georgia Southern are eligible for a scholarship from the Gulfstream Aerospace Corporation Endowment. Approximately 30 students yearly receive a $750 Gulfstream scholarship per semester for a total of four semesters. Students who demonstrate outstanding academic performance during the first semester of the freshman year may apply for the scholarship for their sophomore year. Students who are awarded the scholarship must earn at least a 2.70 GPA in the engineering curriculum each semester.

Engineering-Related Academic Programs at Georgia Southern

Frequently, students who begin their college career at GSU as either an RETP or GTREP major find that the engineering major is not one that is best suited for them, but they still are interested in a career in technology. Georgia Southern University offers the Bachelor of Science degree in several engineering-related areas that are not as theoretical in nature as engineering, but lead to excellent careers. First, there are three areas of engineering technology - civil, electrical, and mechanical - that are less mathematical and more experimental in nature. Many functions of engineering (other than research, development and design) can be performed by graduates of the engineering technology programs at GSU. There are additionally three technical management degree programs - Construction Management, Manufacturing (with a major in Industrial Management), and Printing Management. All of the technology degree programs are in great demand and provide excellent career opportunities.

Source: Office of Engineering Programs For more information see http://cost.georgiasouthern.edu/ engr/.
<table>
<thead>
<tr>
<th>Center Name</th>
<th>Contact Person</th>
<th>Telephone #</th>
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<tbody>
<tr>
<td>Brunswick Center, Coastal Georgia Community College</td>
<td>Dr. Henry E. Barber</td>
<td>(912) 264-7235</td>
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<tr>
<td>Bureau of Business Research and Economic Development</td>
<td>Dr. Phyllis Isley</td>
<td>(912) 681-0872</td>
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<tr>
<td>Bureau of Public Affairs</td>
<td>Dr. Karen McCurdy</td>
<td>(912) 681-5698</td>
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<tr>
<td>Center for Africana Studies</td>
<td>Dr. Saba Jallow</td>
<td>(912) 681-5387</td>
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<tr>
<td>Center for Economic Education</td>
<td>Dr. Gregory J. Brock</td>
<td>(912) 681-5579</td>
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<tr>
<td>Center for Educational Leadership and Service</td>
<td>Dr. Michael Richardson</td>
<td>(912) 681-5079</td>
</tr>
<tr>
<td>Center for Entrepreneurial Studies</td>
<td>Dr. Russell Kent</td>
<td>(912) 681-5700</td>
</tr>
<tr>
<td>Center for Excellence in Banking</td>
<td>Dr. William Wells</td>
<td>(912) 681-5432</td>
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<tr>
<td>Center for Excellence in Teaching</td>
<td>Dr. Eric Hobson</td>
<td>(912) 681-0049</td>
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<td>Center for Global Studies</td>
<td>Dr. Mark Hanna</td>
<td>(912) 681-5605</td>
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<td>Center for International Studies</td>
<td>Dr. Nancy W. Shumaker</td>
<td>(912) 681-0332</td>
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<td>Center for Irish Studies</td>
<td>Mr. Howard Keeley</td>
<td>(912) 681-5899</td>
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<td>Center for Latino Outreach and Research</td>
<td>Dr. Antonio Serna</td>
<td>(912) 871-1375</td>
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<td>Center for Management Development</td>
<td>Dr. Ben Thompson</td>
<td>(912) 681-0193</td>
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<td>Center for Printability and Runability</td>
<td>Dr. Don Armel</td>
<td>(912) 681-5167</td>
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<tr>
<td>Center for Rural Health and Research</td>
<td>Dr. Stuart H. Fedders</td>
<td>(912) 681-0260</td>
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<tr>
<td>Center for Social Gerontology</td>
<td>Dr. Kyong Hee Chee</td>
<td>(912) 486-7076</td>
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<tr>
<td>Center for the Study of International Schooling</td>
<td>Dr. Grigory Dmitriyev</td>
<td>(912) 681-5545</td>
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<td>Center for Wildlife Education &amp; Lamar Q. Ball, Jr. Raptor Center</td>
<td>Mr. Steven M. Hein</td>
<td>(912) 681-0831</td>
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<tr>
<td>Coastal Area Teacher Education Service (CATES)</td>
<td>Ms. Mary Egger</td>
<td>(912) 681-5200</td>
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<td>Coastal Georgia Center</td>
<td>Mr. Henry Whitfield</td>
<td>(912) 651-2005</td>
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<td>Coastal Rivers Water Planning and Policy Center</td>
<td>Dr. Ben Thompson</td>
<td>(912) 486-7979</td>
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<td>Emerging Technology Center</td>
<td>Ms. Pamela Deal</td>
<td>(912) 681-0882</td>
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<td>Dr. Catherine Wooddy</td>
<td>(478) 275-6750</td>
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<td>Dr. Jerri Kropp</td>
<td>(912) 681-5537</td>
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<td>Dr. Charles Reaves</td>
<td>(912) 681-5304</td>
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<td>Dr. Robert Randolph</td>
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<td>Karl E. Peace Center for Biostatistics</td>
<td>Dr. Karl E. Peace</td>
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<tr>
<td>Liberty Center</td>
<td>Ms. Gisella Grant</td>
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<td>Performing Arts Center</td>
<td>Mr. Albert Pertalion</td>
<td>(912) 681-0830</td>
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<td>Small Business Development Center</td>
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<td>(912) 681-5194</td>
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<td>Southern Center for Logistics and Intermodal Transportation</td>
<td>Dr. Stephen Rutner</td>
<td>(912) 681-0588</td>
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<td>Women’s and Gender Studies</td>
<td>Dr. Lori Amy</td>
<td>(912) 681-0625</td>
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Source: Faculty Handbook 2005—2006, pages 14 - 17
### Student Financial Aid Summary

**Aid Awarded in the 2004 - 2005 Academic Year**

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<tr>
<th>Description</th>
<th># of Awards</th>
<th>Amount of Awards</th>
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<tbody>
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<td><strong>Employment Programs</strong></td>
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<td>Federal Work Study and Institutional Work Program</td>
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<td>$ 3,795,734</td>
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<td><strong>Grant Programs</strong></td>
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<tr>
<td>Pell, PHEAA, SEOG, Vocational Rehab., and TRIO</td>
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<td><strong>Loan Programs</strong></td>
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<tr>
<td>HOPE Promise, HOPE Teacher, Perkins, PLUS, Stafford, State Service</td>
<td>13,624</td>
<td>$ 54,016,137</td>
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<tr>
<td>Cancelable Loans, Mega-Life, Pickett &amp; Hatcher</td>
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<tr>
<td><strong>Federally Funded Academic Scholarships</strong></td>
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<tr>
<td>ROTC and Robert C. Byrd Honors</td>
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<td>$ 90,400</td>
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<td><strong>State Funded Academic Scholarships</strong></td>
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<tr>
<td>HOPE Scholarships/HOPE Book, Regents Opportunity, Governors, LEAP,</td>
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<td>Law Enforcement Personnel Dependents Grant, Public Safety Grant,</td>
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<td>Charles McDaniel Teacher Grant</td>
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<td><strong>Georgia Southern University Scholarships</strong></td>
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<tr>
<td>GaSoU Honors, Bell Honors, Gulfstream Aerospace Scholarship Program,</td>
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<td>$ 354,232</td>
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<td>Lettie Pate Whitehead Scholarship Program</td>
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<td><strong>Departmental Scholarships</strong></td>
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<tr>
<td>Institutional Grants &amp; Scholarships less the Georgia Southern University</td>
<td>431</td>
<td>$ 543,945</td>
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<td>Scholarships listed above</td>
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<td><strong>External Grants &amp; Scholarships</strong></td>
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<tr>
<td>Helene Fuld Health Trust Grant, Miscellaneous externally funded scholarships</td>
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<td>$ 986,129</td>
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<td>awarded by private sources to individual students — high school, church</td>
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<tr>
<td>group, civic group, businesses, etc.</td>
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<tr>
<td><strong>Athletics Scholarships</strong></td>
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<tr>
<td>Supporting student athletes in men’s and women’s intercollegiate sports</td>
<td>328</td>
<td>$ 1,805,705</td>
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<td><strong>Tuition Waivers</strong></td>
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<tr>
<td>International Student, Athletic, Military, University Employee, Ga. Teacher</td>
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<td>$ 3,843,338</td>
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<tr>
<td>etc.</td>
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<tr>
<td><strong>Total Aid for 2004 - 2005 Academic Year</strong></td>
<td>31,987</td>
<td>$ 101,344,942</td>
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Source: Office of Financial Aid

---

### Student Organizations

Part of each student’s education is the development of his or her talents outside the classroom through participation in the wide variety of activities offered by Georgia Southern University. These activities range from the Student Government Association to the honor and recognition societies, special interest groups, professional fraternities and departmental clubs, and religious groups. For more information on student organizations contact the Russell Union Student Activities Center, (912) 486-7270.

## Career Services Summary by Academic Year

<table>
<thead>
<tr>
<th></th>
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<td># of appointments</td>
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<td>3,724</td>
<td>3,377</td>
<td>4,678</td>
<td>3,604</td>
<td>3,774</td>
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<td>353</td>
<td>449</td>
<td>412</td>
<td>403</td>
<td>442</td>
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<td># of students attending programs</td>
<td>7,947</td>
<td>6,923</td>
<td>7,381</td>
<td>7,019</td>
<td>6,077</td>
<td>10,158</td>
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<td><strong>Cooperative Education</strong></td>
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<tr>
<td># of student registrants</td>
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<td>313</td>
<td>324</td>
<td>122</td>
<td>144</td>
<td>129</td>
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<tr>
<td># of employer registrants</td>
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<td>481</td>
<td>502</td>
<td>225</td>
<td>340</td>
<td>222</td>
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<td># of students placed</td>
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<td>44</td>
<td>47</td>
<td>32</td>
<td>20</td>
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<td><strong>Career Fairs</strong></td>
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<td><strong>Career Expo Job Fair</strong></td>
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<tr>
<td># of employers</td>
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<td>204</td>
<td>136</td>
<td>127</td>
<td>166</td>
<td>226</td>
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<tr>
<td># of students</td>
<td>1,900</td>
<td>2,262</td>
<td>1,888</td>
<td>1,513</td>
<td>2,009</td>
<td>1,597</td>
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<td># of school systems</td>
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<td>84</td>
<td>67</td>
<td>89</td>
<td>85</td>
<td>99</td>
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<tr>
<td># of students</td>
<td>234</td>
<td>191</td>
<td>219</td>
<td>294</td>
<td>321</td>
<td>413</td>
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<td><strong>Professional</strong></td>
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<td># of students registered for resume referral service</td>
<td>1,288</td>
<td>2,978</td>
<td>888</td>
<td>2,458</td>
<td>2,046</td>
<td>2,420</td>
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<td># of interview schedules</td>
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<td>97</td>
<td>109</td>
<td>115</td>
<td>95</td>
<td>134</td>
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<tr>
<td># of employers who conducted on-campus interviews</td>
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<td>84</td>
<td>80</td>
<td>71</td>
<td>81</td>
<td>120</td>
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<tr>
<td># of employers requesting resume referral</td>
<td>80</td>
<td>203</td>
<td>159</td>
<td>263</td>
<td>174</td>
<td>200</td>
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<tr>
<td># of resumes referred</td>
<td>1,369</td>
<td>3,083</td>
<td>5,001</td>
<td>7,868</td>
<td>4,627</td>
<td>10,567</td>
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<tr>
<td># of new students registered in the Career Services database</td>
<td>3,100</td>
<td>5,943</td>
<td>1,892</td>
<td>2,719</td>
<td>2,272</td>
<td>2,474</td>
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<tr>
<td># of employers registered in database</td>
<td>10,014</td>
<td>1,778</td>
<td>2,062</td>
<td>2,472</td>
<td>2,765</td>
<td>3,039</td>
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<tr>
<td># of new jobs added</td>
<td>3,604</td>
<td>882</td>
<td>77</td>
<td>261</td>
<td>23</td>
<td>217</td>
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</table>

* Large increases in students using some services are the result of the addition of Career Planning as a component of the GSU 1210 curriculum starting in Fall 2005.

**Notes:**
1. This data reflects updated definitions for reporting, effective August, 2001
2. Numbers are end of year as of August 1

Source: Office of Career Services
Student Housing, Fall 2005

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Occupancy</th>
<th>Capacity</th>
<th>% Full</th>
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<tr>
<td>Brannen Hall</td>
<td>130</td>
<td>143</td>
<td>90.91%</td>
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<tr>
<td>Eagle Village 1</td>
<td>390</td>
<td>390</td>
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<tr>
<td>Eagle Village 2</td>
<td>390</td>
<td>393</td>
<td>99.24%</td>
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<tr>
<td>Hendricks Hall</td>
<td>130</td>
<td>142</td>
<td>91.55%</td>
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<tr>
<td>Johnson Hall</td>
<td>372</td>
<td>390</td>
<td>95.38%</td>
</tr>
<tr>
<td>Kennedy</td>
<td>391</td>
<td>424</td>
<td>92.22%</td>
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<tr>
<td>Olliff Hall</td>
<td>302</td>
<td>307</td>
<td>98.37%</td>
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<tr>
<td>Sanford Hall</td>
<td>116</td>
<td>134</td>
<td>86.57%</td>
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<tr>
<td>Southern Courtyard</td>
<td>467</td>
<td>478</td>
<td>97.70%</td>
</tr>
<tr>
<td>Southern Pines</td>
<td>620</td>
<td>626</td>
<td>99.04%</td>
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<tr>
<td>Watson Hall</td>
<td>243</td>
<td>245</td>
<td>99.18%</td>
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<tr>
<td>Winburn Hall</td>
<td>247</td>
<td>248</td>
<td>99.60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,798</strong></td>
<td><strong>3,920</strong></td>
<td><strong>96.89%</strong></td>
</tr>
</tbody>
</table>

In Fall 2005, 3,720 (25.4%) of 14,650 undergraduates lived in campus housing.

*3,798 includes graduate level students.
Alumni Association

Officers

Mr. Frank Hook, Senior Director
Mr. Deryl Belser, President
Mr. Terry Harvin, President Elect
Ms. Teri Brennan, Secretary
Mr. Derrick Brown, Treasurer

Executive Committee

Mr. Frank Hook, Senior Director
Mr. Deryl Belser, President
Mr. Terry Harvin, President Elect
Mr. Mike Cummings, Chairman
Ms. Teri Brennan, Secretary
Mr. Derrick Brown, Treasurer
Mr. Rod Meadows, Chairman, GSU Foundation
Mr. Mike Cummings, Chairman, Southern Boosters

Alumni Relations Office Staff

Mr. Frank Hook, Senior Director
Mr. Wendell Tompkins, Assistant Director
Ms. Melanie Mosley, Assistant Director
Ms. Theresa Hackle, Administrative Secretary

Source: Office of Alumni Relations
## Eagle Club Presidents

<table>
<thead>
<tr>
<th>Club</th>
<th>President</th>
<th>Home Phone Number</th>
<th>Work Phone Number</th>
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<tbody>
<tr>
<td>Atlanta</td>
<td>Dennette Thornton</td>
<td>404-664-6444</td>
<td>404-614-1493</td>
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<tr>
<td>Atlanta BAGS</td>
<td>Kelly Lewis</td>
<td>404-675-7080</td>
<td>404-361-4939</td>
</tr>
<tr>
<td>Atlanta East Metro</td>
<td>Mark Watson</td>
<td>706-468-0023</td>
<td>404-787-8505</td>
</tr>
<tr>
<td>Atlanta North Metro</td>
<td>Keith &amp; Carey McCallar</td>
<td>770-205-2263</td>
<td>770-565-0750 (K)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>678-438-8970 (C)</td>
</tr>
<tr>
<td>Atlanta West Metro</td>
<td>Debra Robinson-Day</td>
<td>678-361-6237</td>
<td></td>
</tr>
<tr>
<td>Bulloch County</td>
<td>Darron Burnette</td>
<td>912-852-4133</td>
<td>912-489-9264</td>
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<tr>
<td>Candler County</td>
<td>Marty Williams</td>
<td>912-871-3518</td>
<td>912-685-2057</td>
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<tr>
<td></td>
<td>Hazel Williams</td>
<td>912-685-2601</td>
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<tr>
<td>Evans County</td>
<td>Marshall Smith</td>
<td>912-739-7460</td>
<td>912-739-2230</td>
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<tr>
<td>Effingham County</td>
<td>Wendel Wilson</td>
<td>912-754-3769</td>
<td>912-754-3012</td>
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<tr>
<td>Emmanuel County</td>
<td>Athen Walden</td>
<td>478-763-3682</td>
<td>478-237-6619</td>
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<tr>
<td>Glynn County</td>
<td>Doree Avera</td>
<td>912-634-3700</td>
<td>912-265-5330</td>
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<tr>
<td>Greater Albany</td>
<td>Hollis Hood</td>
<td>229-435-7336</td>
<td>229-881-4181</td>
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<tr>
<td>Greater Athens</td>
<td>Sheila Davis</td>
<td>706-795-9813</td>
<td>706-542-2283</td>
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<tr>
<td>Greater Augusta</td>
<td>Hartie Cliatt</td>
<td>706-650-7865</td>
<td>706-868-5100</td>
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<tr>
<td>Greater Columbus</td>
<td>Robert Willis</td>
<td>706-323-5382</td>
<td>706-563-5382</td>
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<tr>
<td>Greater Gwinnett</td>
<td>Richard NeSmith</td>
<td>770-614-5757</td>
<td>770-740-5030</td>
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<tr>
<td>Greater Jacksonville</td>
<td>Bill &amp; Lesley Kennedy</td>
<td>904-278-4359</td>
<td>904-505-4802 (B)</td>
</tr>
<tr>
<td></td>
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<td>904-505-6655 (L)</td>
</tr>
<tr>
<td>Greater Macon/Middle Georgia</td>
<td>Mike Carpenter</td>
<td>478-994-1933</td>
<td>478-741-3742</td>
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<tr>
<td>Greater Savannah</td>
<td>Laney Claxton</td>
<td>912-303-0435</td>
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<td>Houston/Peach Counties</td>
<td>Cecil Christopher</td>
<td>478-218-2602</td>
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<tr>
<td>Jenkins County</td>
<td>Matt Brinson</td>
<td>478-982-5705</td>
<td>478-982-4722</td>
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<tr>
<td>Laurens County</td>
<td>Mike Cummings</td>
<td>478-272-9393</td>
<td>478-272-7600</td>
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<tr>
<td>Liberty County</td>
<td>Esther Griffin</td>
<td>912-368-2575</td>
<td>912-408-2125</td>
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<tr>
<td>National Capital</td>
<td>Cara Hunt &amp; Vincent Buggs</td>
<td>703-220-1778</td>
<td>202-756-7641</td>
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<td>703-799-1050</td>
<td>706-806-5202</td>
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<tr>
<td>NW GA/Tennessee Valley</td>
<td>Kathy Jenkins</td>
<td>706-673-9551</td>
<td>706-259-4626</td>
</tr>
<tr>
<td>Oconee Area</td>
<td>Trey Sheppard</td>
<td>478-552-9405</td>
<td>478-552-5127</td>
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<tr>
<td>Okefenokee</td>
<td>Mike Woodard</td>
<td>912-285-0682</td>
<td>912-287-2334</td>
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<tr>
<td>Screven County</td>
<td>Rusty Black</td>
<td>912-857-3233</td>
<td>912-564-2175</td>
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<td>South Carolina Low Country</td>
<td>Lowell Keene</td>
<td>843-524-7637</td>
<td>843-524-2710</td>
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<tr>
<td>South Carolina Upstate</td>
<td>Chris Johnson</td>
<td>864-587-2336</td>
<td>864-641-5058</td>
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<tr>
<td>Toombs County</td>
<td>Lee &amp; Rebekah Arnold</td>
<td>912-537-3798</td>
<td>912-537-9851 (L)</td>
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<td>Wayne County</td>
<td>Johnny &amp; Paula Puccio</td>
<td>912-427-7885</td>
<td>912-427-7885</td>
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</table>

Source: Office of Alumni Relations - as of June, 2006
## Alumni by State

<table>
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<th>State</th>
<th>#</th>
<th>State</th>
<th>#</th>
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**Total**: 59,596

Source: Office of Alumni Relations – as of Spring 2006
## Alumni by Georgia County, Spring 2006

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**Total** | **46,754**

*Source: Office of Alumni Relations – as of Spring 2006*
Map of Alumni by Georgia County, Spring 2006

Source: Office of Alumni Relations – as of Spring 2006
Athletics

**Colors:** Dark Blue & White  **Mascot:** Eagles  
**Affiliation:** NCAA Division I; Division I-AA for Football  **Conference:** Southern Conference; Northeast Conference for Swimming

**Championships & Accomplishments:**


- **Men’s Basketball:** NCAA Regional Tournament Participant 1983, 1987, 1992  
  SoCon South Division Regular Season Champions 2001-02, 2003-04, 2005-06  

- **Women’s Basketball:** NCAA Regional Tournament Participant 1993, 1994  
  SoCon Tournament Champions 1993, 1994  
  NSWAC Tournament Champions 1987, 1988, 1990  
  AIAW South Region Champions 1981-82

- **Baseball:** College World Series Participant 1973, 1990  
  SoCon Tournament Champions 1996, 2000, 2002  
  TAAC Tournament Champions 1980, 1987

  NCAA Regional Tournament Participant 1989, 2001-2006  
  SoCon Champions 2003, 2006  

- **Men’s Soccer:** TAAC Eastern Division Champions 1990


- **Men’s Tennis:** SoCon Champions 1994

- **Women’s Tennis:** SoCon Champions 1995, 1996, 1998  
  AIAW South Region Champions 1980, 1981, 1982

- **Softball:** SoCon Regular Season Champions 1996  
  SoCon Tournament Champions 1999, 2006  
  NCAA Regional Tournament Participant 2006

- **Volleyball:** NCAA Regional Tournament Participant 2001, 2003  
  SoCon Regular Season Champions 2002, 2003  
  SoCon Tournament Champions 2001, 2003


**Athletic Teams & Coaches:**

- **Baseball:** Rodney Hennon  
  Basketball (Men’s): Jeff Price  
  Basketball (Women’s): Rusty Cram

- **Cross Country:** Shaun Meinecke  
  Football: Brian Van Gorder  
  Golf: Larry Mays

- **Soccer (Men’s):** Kevin Chambers  
  Soccer (Women’s): Ashley Hart  
  Softball: Natalie Poole

- **Swimming:** Nate Kellogg  
  Tennis (Men’s): Justin Miles  
  Tennis (Women’s): Amy Bonner

- **Track & Field:** Shaun Meinecke  
  Volleyball: Nicole McCray

**Key:**

- NCAA - National Collegiate Athletic Association  
- AIAW - Association Of Intercollegiate Athletics for Women  
- SoCon - Southern Conference  
- TAAC - Trans America Athletic Conference  
- NSWAC - New South Women’s Athletic Conference

**Source:** Georgia Southern University Office of Athletics – as of Spring 2006
## Faculty Profiles

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<td>*RNK TOT</td>
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<td>320</td>
<td>606</td>
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<td>357</td>
<td>325</td>
<td>25</td>
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<tr>
<td></td>
<td>%: 54.7%</td>
<td>45.3%</td>
<td>85.7%</td>
<td>5.9%</td>
<td>7.4%</td>
<td>1.0%</td>
<td>73.1%</td>
<td>1.0%</td>
<td>25.6%</td>
<td>0.3%</td>
<td>50.5%</td>
<td>46.0%</td>
<td>3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2004-05, adjunct faculty and staff given rank in order to teach an occasional class.
Adjuncts: Aceto, Davis, Qualls, Berry, Elliott, Kho, Purdy.
Leave: Briggs, Claiborne, Jenkins, Mills, Murray, Stallworth-Clark.

**Code Key**

<table>
<thead>
<tr>
<th>ADMIN</th>
<th>Administrator</th>
<th>W</th>
<th>White</th>
<th>D</th>
<th>Doctorate</th>
<th>T</th>
<th>Tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF</td>
<td>Professor</td>
<td>B</td>
<td>Black</td>
<td>EDS</td>
<td>Education Specialist</td>
<td>ON</td>
<td>On tenure-track line</td>
</tr>
<tr>
<td>ASOP</td>
<td>Associate Professor</td>
<td>A</td>
<td>Asian/Pacific Islander</td>
<td>M</td>
<td>Masters</td>
<td>NTT</td>
<td>Non tenure-track line</td>
</tr>
<tr>
<td>ASTP</td>
<td>Assistant Professor</td>
<td>H</td>
<td>Hispanic</td>
<td>P</td>
<td>Professional</td>
<td>NE</td>
<td>Not eligible</td>
</tr>
<tr>
<td>INST</td>
<td>Instructor</td>
<td>I</td>
<td>American Indian/</td>
<td>O</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEMP</td>
<td>Temporary &amp; Visiting faculty</td>
<td>Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero
### New Faculty, Fall 2005

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<th>%: 0%</th>
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</thead>
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</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
<tr>
<td>ASOP</td>
<td>N: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
<tr>
<td>ASTP</td>
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<td></td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td>INST</td>
<td>N: 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
<tr>
<td>TEMP</td>
<td>N: 51</td>
<td></td>
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<td></td>
<td>%: 100.0%</td>
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<tr>
<td>PT</td>
<td>N: 18</td>
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<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>FT TEMP</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
<tr>
<td>FT TOT</td>
<td>N: 111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
<tr>
<td>*RNK TOT</td>
<td>N: 111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%: 100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Code Key

- **ADMIN**: Administrator
- **PROF**: Professor
- **ASOP**: Associate Professor
- **ASTP**: Assistant Professor
- **INST**: Instructor
- **TEMP**: Temporary & Visiting faculty
- **PT**: Part-time faculty

- **W**: White
- **B**: Black
- **A**: Asian/Pacific Islander
- **H**: Hispanic
- **I**: American Indian
- **O**: Other

- **D**: Doctorate
- **EDS**: Education Specialist
- **M**: Masters
- **P**: Professional
- **NE**: Not eligible

- **T**: Tenured
- **ON**: On tenure-track line
- **NTT**: Non tenure-track line

### Source

Office of the Provost and Vice President for Academic Affairs: December 2005.

### Note

- +Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities.
- *Rank total includes full-time faculty administrators, but it excludes part-time faculty.
- NOTE: Excludes faculty on leave for academic year 2004-05, adjunct faculty and staff given rank in order to teach an occasional class.

---

Note: blank in a cell represents a count of zero
Full Time Faculty, Fall Semester

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnic Group</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>N: 348 294</td>
<td>576</td>
</tr>
<tr>
<td>%</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>N: 351 275</td>
<td>561</td>
</tr>
<tr>
<td>%</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>N: 353 259</td>
<td>545</td>
</tr>
<tr>
<td>%</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>N: 375 267</td>
<td>567</td>
</tr>
<tr>
<td>%</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>N: 364 285</td>
<td>566</td>
</tr>
<tr>
<td>%</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>N: 372 307</td>
<td>580</td>
</tr>
<tr>
<td>%</td>
<td>55</td>
<td>45</td>
</tr>
</tbody>
</table>

Note: Footnotes for individual years apply here (see historical fact books)

CODE KEY
- W - White
- B - Black/African-American
- AO - All other
- D - Doctorate
- M - Master's
- P - Professional
- OT - Other

Source: Office of the Provost and Vice President for Academic Affairs; Fall 2005

Georgia Southern University Fact Book 2005—2006
## Full Time Instructional Faculty by Age, Rank, and Tenure
### Fall 2005

<table>
<thead>
<tr>
<th>AGE</th>
<th>PROF</th>
<th>ASOP</th>
<th>ASTP</th>
<th>INST</th>
<th>TEMP</th>
<th>T</th>
<th>ON</th>
<th>NTT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 29</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>30 - 39</td>
<td>0</td>
<td>15</td>
<td>81</td>
<td>2</td>
<td>54</td>
<td>18</td>
<td>131</td>
<td>3</td>
<td>152</td>
</tr>
<tr>
<td>40 - 49</td>
<td>31</td>
<td>77</td>
<td>70</td>
<td>5</td>
<td>37</td>
<td>123</td>
<td>90</td>
<td>7</td>
<td>220</td>
</tr>
<tr>
<td>50 - 59</td>
<td>78</td>
<td>53</td>
<td>57</td>
<td>4</td>
<td>22</td>
<td>150</td>
<td>54</td>
<td>10</td>
<td>214</td>
</tr>
<tr>
<td>60 +</td>
<td>24</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>16</td>
<td>42</td>
<td>19</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>133</td>
<td>166</td>
<td>219</td>
<td>11</td>
<td>150</td>
<td>333</td>
<td>324</td>
<td>22</td>
<td>679</td>
</tr>
</tbody>
</table>

Average Age 54 49 42 46 42 51 41 49 46

## Full Time Instructional Faculty by Gender, Rank, and Tenure Status
### Academic Year 2005—2006

<table>
<thead>
<tr>
<th>RANK</th>
<th>TENURED</th>
<th>ON-TRACK</th>
<th>NTT</th>
<th>TENURED</th>
<th>ON-TRACK</th>
<th>NTT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MALE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>N: 97</td>
<td>2</td>
<td>1</td>
<td>33</td>
<td></td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>%: 72.93%</td>
<td>1.50%</td>
<td>0.75%</td>
<td>24.81%</td>
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<td></td>
</tr>
<tr>
<td>Assoc Prof</td>
<td>N: 95</td>
<td>5</td>
<td>64</td>
<td>1</td>
<td>1</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>%: 57.23%</td>
<td>3.01%</td>
<td>38.55%</td>
<td>0.60%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asst Professor</td>
<td>N: 17</td>
<td>91</td>
<td>1</td>
<td>27</td>
<td>75</td>
<td>8</td>
<td>219</td>
</tr>
<tr>
<td>%: 7.76%</td>
<td>41.55%</td>
<td>0.46%</td>
<td>12.33%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>N:</td>
<td></td>
<td>11</td>
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<tr>
<td>%:</td>
<td></td>
<td></td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Regular</td>
<td>N: 209</td>
<td>98</td>
<td>2</td>
<td>124</td>
<td>76</td>
<td>20</td>
<td>529</td>
</tr>
<tr>
<td>%: 39.51%</td>
<td>18.53%</td>
<td>0.38%</td>
<td>23.44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Temporary</td>
<td>N: 63</td>
<td></td>
<td></td>
<td></td>
<td>87</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>%: 42.00%</td>
<td></td>
<td></td>
<td>58.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>N: 209</td>
<td>161</td>
<td>2</td>
<td>124</td>
<td>163</td>
<td>20</td>
<td>679</td>
</tr>
<tr>
<td>%: 30.78%</td>
<td>23.71%</td>
<td>0.29%</td>
<td>18.26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary:

- Of the 679 full time faculty, 372 or 54.8% are male and 45.2% are female.
- Of the 333 tenured faculty, 209 or 62.8% are male and 37.2% are female.
- Of the 174 regular faculty on a tenure track line, 98 or 56.3% are male and 43.7% are female.
- Of the 150 temporary faculty on a tenure track line, 63 or 42% are male and 58% are female.
- Of the 22 regular faculty on a non-tenure track line, 2 or 9.1% are male and 90.9% are female.

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.
Full Time Faculty Years of Service by Gender and Rank, Fall 2005

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>M</th>
<th>F</th>
<th>PROF</th>
<th>ASOP</th>
<th>ASTP</th>
<th>INST</th>
<th>TEMP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>151</td>
<td>137</td>
<td>12</td>
<td>12</td>
<td>135</td>
<td>5</td>
<td>124</td>
<td>288</td>
</tr>
<tr>
<td>5 - 9</td>
<td>71</td>
<td>64</td>
<td>16</td>
<td>62</td>
<td>37</td>
<td>1</td>
<td>19</td>
<td>135</td>
</tr>
<tr>
<td>10 - 14</td>
<td>67</td>
<td>46</td>
<td>32</td>
<td>55</td>
<td>20</td>
<td>2</td>
<td>4</td>
<td>113</td>
</tr>
<tr>
<td>15 - 19</td>
<td>58</td>
<td>41</td>
<td>49</td>
<td>29</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>99</td>
</tr>
<tr>
<td>20 - 24</td>
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<td>12</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>25 - 29</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<td>8</td>
</tr>
<tr>
<td>30+</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>372</td>
<td>307</td>
<td>133</td>
<td>166</td>
<td>219</td>
<td>11</td>
<td>150</td>
<td>679</td>
</tr>
</tbody>
</table>

* About 42.4% of the faculty have fewer than 5 years of service at Georgia Southern University.

Full Time Faculty Rank by College, Fall 2005

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<th>COBA</th>
<th>COE</th>
<th>CHHS</th>
<th>CIT</th>
<th>CLASS</th>
<th>COST</th>
<th>LIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>23</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>13</td>
<td>22</td>
<td>21</td>
<td>6</td>
<td>59</td>
<td>40</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>33</td>
<td>19</td>
<td>27</td>
<td>15</td>
<td>79</td>
<td>36</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Temporary*</td>
<td>22</td>
<td>9</td>
<td>18</td>
<td>5</td>
<td>55</td>
<td>41</td>
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<td>Total</td>
<td>92</td>
<td>70</td>
<td>78</td>
<td>32</td>
<td>239</td>
<td>152</td>
</tr>
</tbody>
</table>

*Temporary and visiting faculty employed on a one-year contract.

COBA - College of Business Administration, COE - College of Education, CHHS - College of Health & Human Sciences, CIT - College of Information Technology, LIB - Library, CLASS - College of Liberal Arts & Social Sciences, COST - College of Science & Technology

Source: Office of the Provost and Vice President for Academic Affairs
## Full Time Faculty Rank Distribution by Fall Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor</th>
<th>Temporary*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>127</td>
<td>155</td>
<td>231</td>
<td>21</td>
<td>108</td>
<td>642</td>
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<td>2001</td>
<td>130</td>
<td>150</td>
<td>230</td>
<td>15</td>
<td>101</td>
<td>626</td>
</tr>
<tr>
<td>2002</td>
<td>139</td>
<td>139</td>
<td>213</td>
<td>10</td>
<td>111</td>
<td>612</td>
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<tr>
<td>2003</td>
<td>136</td>
<td>149</td>
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<td>131</td>
<td>642</td>
</tr>
<tr>
<td>2004</td>
<td>130</td>
<td>157</td>
<td>213</td>
<td>10</td>
<td>139</td>
<td>649</td>
</tr>
<tr>
<td>2005</td>
<td>133</td>
<td>166</td>
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<td>11</td>
<td>150</td>
<td>679</td>
</tr>
</tbody>
</table>

*Temporary and visiting faculty employed on a one-year contract.

Source: Office of the Provost and Vice President for Academic Affairs
### College of Business Administration Faculty, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>F</th>
<th>W</th>
<th>B</th>
<th>A</th>
<th>H</th>
<th>I</th>
<th>D</th>
<th>EDS</th>
<th>M</th>
<th>P</th>
<th>O</th>
<th>T</th>
<th>ON</th>
<th>NTT</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMN</strong></td>
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<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td>5</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>%</td>
<td>60.0%</td>
<td>40.0%</td>
<td>80.0%</td>
<td>20.0%</td>
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<td>100.0%</td>
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<td></td>
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<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROF</strong></td>
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<td>6</td>
<td>22</td>
<td>1</td>
<td></td>
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<td></td>
<td>22</td>
<td>1</td>
<td>23</td>
<td>1</td>
<td>23</td>
<td></td>
</tr>
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**+**Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Bleicken, Hanna, M. Jones, Shiffler and Thompson.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

**Adjunct:** Davis.

### Code Key

- **ADMN**: Administrator
- **PROF**: Professor
- **ASOP**: Associate Professor
- **ASTP**: Assistant Professor
- **INST**: Instructor
- **TEMP**: Temporary & Visiting faculty

- **W**: White
- **B**: Black
- **A**: Asian/Pacific Islander
- **H**: Hispanic
- **I**: American Indian

- **D**: Doctorate
- **EDS**: Education Specialist
- **M**: Masters
- **P**: Professional
- **O**: Other

- **T**: Tenured
- **ON**: On tenure-track line
- **NTT**: Non tenure-track line
- **NE**: Not eligible

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.
# College of Education Faculty, Fall 2005

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+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Bonham, Chance, Heaston, Kenney, and Rakestraw.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class. Leave: Stallworth-Clark.

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

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# College of Health & Human Sciences Faculty, Fall 2005

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+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Cone, Hardy, Richards and Whitt

*Rank total includes full-time faculty administrators, but it excludes part-time faculty. Includes two grant funded temporary faculty (Cheney and Lee). Also includes part-time Instructor, Justin Miles.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

## Code Key
- **ADMIN**: Administrator
- **PROF**: Professor
- **ASOP**: Associate Professor
- **ASTP**: Assistant Professor
- **INST**: Instructor
- **TEMP**: Temporary & Visiting faculty employed on a 1-year contract
- **PT**: Part-time faculty
- **W**: White
- **B**: Black
- **A**: Asian/Pacific Islander
- **H**: Hispanic
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- **D**: Doctorate
- **EDS**: Education Specialist
- **M**: Masters
- **P**: Professional
- **ON**: On tenure-track line
- **TT**: Tenured
- **NTT**: Non tenure-track line
- **NE**: Not eligible

## Source:
Office of the Provost and Vice President for Academic Affairs: December 2005.
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<td>69.7%</td>
<td>30.3%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

+ Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Bradford.

* Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

### Code Key

<table>
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<th>Code</th>
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<tr>
<td>ADMIN</td>
<td>Administrator W White D Doctorate T Tenured</td>
</tr>
<tr>
<td>PROF</td>
<td>Professor B Black EDS Education Specialist ON On tenure-track line</td>
</tr>
<tr>
<td>ASOP</td>
<td>Associate Professor A Asian/Pacific Islander M Masters NTT Non tenure-track line</td>
</tr>
<tr>
<td>ASTP</td>
<td>Assistant Professor H Hispanic P Professional NE Not eligible</td>
</tr>
<tr>
<td>INST</td>
<td>Instructor I American Indian/ O Other</td>
</tr>
<tr>
<td>TEMP</td>
<td>Temporary &amp; Visiting faculty employed on a 1-year contract Alaska Native</td>
</tr>
<tr>
<td>PT</td>
<td>Part-time faculty</td>
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</table>

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero.
## College of Liberal Arts & Social Sciences Faculty, Fall 2005

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<td>B</td>
</tr>
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<tr>
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<td></td>
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<td></td>
<td>68.4%</td>
</tr>
</tbody>
</table>

**+** Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Edenfield, Engel, Grube, Hudak and Ricker.

**+** Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

**Adjuncts:** Aceto, Casey, Kho, Purdy and Qualls.

**Leave:** Mills and Murray.

### Code Key
- **ADMIN:** Administrator
- **PROF:** Professor
- **ASOP:** Associate Professor
- **ASTP:** Assistant Professor
- **INST:** Instructor
- **TEMP:** Temporary & Visiting faculty
- **PT:** Part-time faculty

### Race
- **W:** White
- **B:** Black
- **A:** Asian/Pacific Islander
- **H:** Hispanic
- **I:** American Indian/Alaska Native
- **O:** Other

### Highest Degree Earned
- **D:** Doctorate
- **EDS:** Education Specialist
- **M:** Masters
- **P:** Professional
- **NE:** Not eligible

### Tenure
- **T:** Tenured
- **ON:** On tenure-track line
- **NTT:** Non tenure-track line

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

---

**Note:** blank in a cell represents a count of zero
College of Science & Technology Faculty, Fall 2005

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<td>D EDS M P O T ON NTT NE</td>
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<td>3 1 1</td>
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<tr>
<td>%:</td>
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<td>20.0% 100.0%</td>
<td>60.0% 20.0% 20.0%</td>
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<td>1 34</td>
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<td>%:</td>
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<td>12.2%</td>
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<td>FT TOT</td>
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<td>1.3%</td>
</tr>
</tbody>
</table>

*Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Danilowicz, Diebolt, Jones, G., Morrobel-Sosa, and Navaee.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

Adjunct: Elliott
Leave: Jenkins.

**Code Key**

ADMIN Administrator W White D Doctorate T Tenured
PROF Professor B Black EDS Education Specialist ON On tenure-track line
ASOP Associate Professor A Asian Pacific Islander M Masters NTT Non tenure-track line
ASTP Assistant Professor H Hispanic P Professional NE Not eligible
INST Instructor I American Indian O Other
TEMP Temporary & Visiting faculty Alaska Native employed on a 1-year contract
PT Part-time faculty

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.
# Library Faculty, Fall 2005

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<th>Highest Degree Earned</th>
<th>Tenure</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
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<td>W</td>
<td>B</td>
</tr>
<tr>
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<td>100.0%</td>
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<td>81.3%</td>
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</tbody>
</table>

*Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Hamilton and Mitchell.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

### Code Key
- **ADMIN**: Administrator
- **PROF**: Professor
- **ASOP**: Associate Professor
- **ASTP**: Assistant Professor
- **INST**: Instructor
- **TEMP**: Temporary & Visiting faculty
- **PT**: Part-time faculty

**WFABHI DEDSMPTONTNTNE**

- **W**: White
- **D**: Doctorate
- **M**: Masters
- **P**: Professional
- **H**: Hispanic
- **S**: Education Specialist
- **A**: Asian/Pacific Islander
- **T**: Tenured
- **O**: Other
- **B**: Black
- **E**: Education Specialist
- **I**: American Indian
- **N**: Tenured
- **F**: Masters
- **TTN**: Tenured
- **I**: American Indian
- **NE**: Not eligible

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

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Note: blank in a cell represents a count of zero

80

Georgia Southern University Fact Book 2005—2006
## Academic Services Faculty, Fall 2005

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<th>Tenure</th>
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<td>3</td>
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</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Shumaker.

*Rank total includes full-time faculty administrators, but it excludes part-time faculty.

**NOTE:** Excludes faculty on leave for academic year 2005-06, adjunct faculty and staff given rank in order to teach an occasional class.

**Code Key**

- **ADMIN**: Administrator
- **PROF**: Professor
- **ASOP**: Associate Professor
- **ASTP**: Assistant Professor
- **INST**: Instructor
- **TEMP**: Temporary & Visiting faculty
- **PT**: Part-time faculty

**Source:** Office of the Provost and Vice President for Academic Affairs: December 2005.

Note: blank in a cell represents a count of zero.
## Full Time Faculty Tenure Profile by College & Department, Fall 2005

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<th>TEMPORARY ON-TRACK</th>
<th>NTT and NOT*</th>
<th>TOTAL</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE OF HEALTH &amp; HUMAN SCIENCES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSPITALITY, TOURISM, &amp; FCS</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>26</td>
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<tr>
<td>PUBLIC HEALTH</td>
<td>13</td>
<td>7</td>
<td>8</td>
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<td>30</td>
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<tr>
<td>NURSING</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td><strong>HEALTH &amp; HUMAN SCIENCES TOTAL</strong></td>
<td><strong>31</strong></td>
<td><strong>23</strong></td>
<td><strong>18</strong></td>
<td><strong>6</strong></td>
<td><strong>78</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE OF LIBERAL ARTS &amp; SOCIAL SCIENCES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ART</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>0</td>
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<tr>
<td>COMMUNICATION ARTS</td>
<td>7</td>
<td>10</td>
<td>6</td>
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<td>FOREIGN LANGUAGES</td>
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<td>3</td>
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<td>19</td>
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<td>HISTORY</td>
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<td>4</td>
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<td>0</td>
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<tr>
<td>LITERATURE &amp; PHILOSOPHY</td>
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<td>5</td>
<td>4</td>
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<td>MUSIC</td>
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<td>0</td>
<td>17</td>
</tr>
<tr>
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</tr>
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<td>PSYCHOLOGY</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>15</td>
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<tr>
<td>SOCIOLOGY &amp; ANTHROPOLOGY</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>WRITING &amp; LINGUISTICS</td>
<td>24</td>
<td>7</td>
<td>22</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td><strong>LIBERAL ARTS &amp; SOCIAL SCIENCES TOTAL</strong></td>
<td><strong>128</strong></td>
<td><strong>53</strong></td>
<td><strong>55</strong></td>
<td><strong>3</strong></td>
<td><strong>239</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE OF SCIENCE &amp; TECHNOLOGY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>GEOLOGY &amp; GEOGRAPHY</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>MATHEMATICAL SCIENCES</td>
<td>18</td>
<td>9</td>
<td>16</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>SCHOOL OF TECHNOLOGY</td>
<td>14</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td><strong>SCIENCE &amp; TECHNOLOGY TOTAL</strong></td>
<td><strong>76</strong></td>
<td><strong>30</strong></td>
<td><strong>41</strong></td>
<td><strong>5</strong></td>
<td><strong>152</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE OF INFORMATION TECHNOLOGY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION SYSYTEMES</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>COMPUTER SCIENCES</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
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<td>5</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td><strong>INFORMATION TECHNOLOGY TOTAL</strong></td>
<td><strong>13</strong></td>
<td><strong>14</strong></td>
<td><strong>5</strong></td>
<td><strong>0</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

| LIBRARY                                 | 9       | 5               | 0                 | 0           | 14    |
| ACADEMIC SERVICES                       | 1       | 0               | 0                 | 1           | 2     |
| **UNIVERSITY TOTAL**                    | **333** | **174**         | **150**           | **22**      | **679** |

*Non-Tenure Track

Note: Excludes administrators who hold faculty rank and faculty who are on leave.

SOURCE: Office of the Provost and Vice President for Academic Affairs
July 5, 2006
### Graduate Faculty* by Rank & Gender, Fall 2005

<table>
<thead>
<tr>
<th>Member Graduate Faculty</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Part-Time</th>
<th>Temporary</th>
<th>Adjunct</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>92</td>
<td>87</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>241</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>71</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>152</td>
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<tr>
<td>Total</td>
<td>121</td>
<td>158</td>
<td>111</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>393</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affiliate Graduate Faculty</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Part-Time</th>
<th>Temporary</th>
<th>Adjunct</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>32</td>
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<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>45</td>
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<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>4</td>
<td>24</td>
<td>19</td>
<td>16</td>
<td>77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>122</td>
<td>158</td>
<td>124</td>
<td>4</td>
<td>24</td>
<td>21</td>
<td>17</td>
<td>470</td>
</tr>
</tbody>
</table>

*Note: Excludes faculty with administrative duties

**SOURCE:** Office of the Provost and Vice President for Academic Affairs

**July 26, 2006**

### Average Salary by Rank & College, Fiscal Year 2006

<table>
<thead>
<tr>
<th>CLASS</th>
<th>COBA</th>
<th>COE</th>
<th>COST</th>
<th>CHHS</th>
<th>CIT</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF</td>
<td>63,305</td>
<td>99,079</td>
<td>67,596</td>
<td>73,328</td>
<td>78,647</td>
<td>95,784</td>
</tr>
<tr>
<td>N:</td>
<td>41</td>
<td>19</td>
<td>12</td>
<td>28</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ASOP</td>
<td>52,882</td>
<td>80,028</td>
<td>58,534</td>
<td>56,256</td>
<td>60,048</td>
<td>85,294</td>
</tr>
<tr>
<td>N:</td>
<td>56</td>
<td>13</td>
<td>22</td>
<td>40</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>ASTP</td>
<td>46,620</td>
<td>73,681</td>
<td>46,497</td>
<td>50,036</td>
<td>52,281</td>
<td>78,913</td>
</tr>
<tr>
<td>N:</td>
<td>79</td>
<td>33</td>
<td>19</td>
<td>36</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>INST</td>
<td>45,844</td>
<td>41,582</td>
<td>39,689</td>
<td>45,425</td>
<td>43,195</td>
<td>11</td>
</tr>
<tr>
<td>N:</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>52,499</td>
<td>81,821</td>
<td>55,004</td>
<td>58,518</td>
<td>56,974</td>
<td>82,842</td>
</tr>
<tr>
<td>N:</td>
<td>176</td>
<td>66</td>
<td>58</td>
<td>105</td>
<td>57</td>
<td>21</td>
</tr>
</tbody>
</table>

The FY2006 analysis, in compliance with Board of Regents' guidelines, examines the salaries of all regular full-time teaching faculty who are on a nine-month, state-appropriated contract and who are tenured or on a tenure-track line but who do not have Yamacraw, department or endowed chair responsibilities. Acting chairs are included in the computation because their base salaries do not change as a result of their acting chair responsibilities.

The following is a list of regular, full-time faculty that were excluded:


Endowed Chairs: McCartney, Parker, Peace

Yamacraw: Cook, Cho, Greca

**Source:** Office of the Provost and Vice President for Academic Affairs
### Faculty Research Grants Fiscal Year 2006*

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Research Title</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geisler, Paul</td>
<td>Biomechanical differences between Obese and Non-obese during movement tasks</td>
<td>$2,065.00</td>
</tr>
<tr>
<td>George, Sophie</td>
<td>Infaunal abundance in health and unhealthy marshes in Camden County, Georgia</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Hargis, Peggy</td>
<td>A Sense of Place: The Making and Meaning of an African American Community</td>
<td>$3,049.00</td>
</tr>
<tr>
<td>Wang, Xiao Jun</td>
<td>Long Persistent Phosphor Materials in Nano-System</td>
<td>$3,128.00</td>
</tr>
<tr>
<td>Maurer, Trent</td>
<td>The Parenting Project</td>
<td>$3,111.37</td>
</tr>
<tr>
<td>Geisler, Jonathan</td>
<td>Searching for Terrestrial Relatives of Whales in Mongolia</td>
<td>$7,072.00</td>
</tr>
<tr>
<td>Cairney, Tim</td>
<td>Acceleration and Declaration of Cash Flows and Prediction of Corporate Value</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Sinclair, Debra</td>
<td>Market Reaction to Sales Information</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Reichgelt, Han</td>
<td>IT Application Modeling Using Petri Nets</td>
<td>$6,400.00</td>
</tr>
<tr>
<td>Wu, Yan</td>
<td>A Robust Subband Interpolative Filter Design Applied in Signal Enhancement</td>
<td>$530.00</td>
</tr>
<tr>
<td>Comerford, Kathleen</td>
<td>Reforming Priests and Parishes: Tuscan Dioceses in the First Century and Half of Seminary</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Han, Hyo-Joo</td>
<td>Technology Acceptance Model for Older Adults</td>
<td>$1,540.00</td>
</tr>
<tr>
<td>Tu, Wei</td>
<td>Integrated GIS and Spatial Econometric Approaches to Study the Spatial Differentiation and Environmental Consequences of the Emerging Digital Economy in the United States during the 1990's</td>
<td>$9,163.00</td>
</tr>
<tr>
<td>Nayduc, Dana</td>
<td>Investigation of the housefly immune response: Could it be an Achilles' Heel?</td>
<td>$9,873.00</td>
</tr>
<tr>
<td>Molina, Gustavo</td>
<td>Development of a phenomenological model for the mechanism of electron emission from sliding contacts</td>
<td>$3,276.00</td>
</tr>
</tbody>
</table>

**Total Awarded**: $69,207.37

*FRC grant opportunities were streamlined into an annual process. As a result, fewer proposals were submitted and therefore funded. Remaining monies funded the FRC Student-Faculty Research Grants, which were collaborative research projects between a faculty member and a student (see below).

### College: Faculty/Student

<table>
<thead>
<tr>
<th>College</th>
<th>Faculty/Student</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST</td>
<td>Laura Regassa and Matthew Fowler</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>COST</td>
<td>Dana Nayduc and Michael Sapp</td>
<td>$2,991.00</td>
</tr>
<tr>
<td>CLASS</td>
<td>Timothy Whelan and Gina Bush</td>
<td>$2,640.26</td>
</tr>
<tr>
<td>CLASS</td>
<td>Sue Moore and Bryce Stanley</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>CHHS</td>
<td>Padmini Shankar and Ebony Harden</td>
<td>$2,996.37</td>
</tr>
<tr>
<td>CLASS</td>
<td>Charles Crouch/John Steinberg and Emily Dabney</td>
<td>$2,959.28</td>
</tr>
<tr>
<td>COST</td>
<td>Quentin Fang and Amber Erickson</td>
<td>$2,995.00</td>
</tr>
<tr>
<td>CLASS</td>
<td>Chris Gibson and Sara Morris</td>
<td>$2,946.24</td>
</tr>
<tr>
<td>COST</td>
<td>Lissa Leege and Jacob Thompson</td>
<td>$2,981.34</td>
</tr>
<tr>
<td>CHHS</td>
<td>Trent Maurer and Sha Tara Jackson</td>
<td>$2,796.28</td>
</tr>
<tr>
<td>COST</td>
<td>Michele Davis-McGibony and Phoebe Fletcher</td>
<td>$2,968.10</td>
</tr>
<tr>
<td>COST</td>
<td>Charles Trupe and Trever Slack</td>
<td>$2,822.13</td>
</tr>
<tr>
<td>COST</td>
<td>Michelle Zjhra and Andreina Fuentes Carvajal</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>COST</td>
<td>Yan Wu and Daniel Linder</td>
<td>$2,130.00</td>
</tr>
<tr>
<td>COBA</td>
<td>Douglas Johnson and Abby Lynes</td>
<td>$3,400.00</td>
</tr>
</tbody>
</table>

**Total Awarded**: $43,626.00

Note: Grants effective beginning of fiscal year.
Source: Office of Research Services and Sponsored Programs
Faculty Awards for Excellence

The Awards for Excellence Program was created to recognize and reward faculty for exceptional achievements and to provide continuing opportunities for faculty development. Recipients must be nominated by their colleagues or students and are selected through a peer review process.

The Award for Excellence in Contributions to Instruction is not an award for the best teacher or the most popular teacher, but an effort to honor contributions to the teaching-learning process at the institutional level. The recipient must demonstrate excellence in the classroom and beyond by making contributions to the discipline and to the overall institutional mission.

The Award for Excellence in Research/Creative Scholarly Activity seeks to recognize persons who excel in their research efforts in addition to fulfilling regular full-time teaching responsibilities.

The Award for Excellence in Service is designed to recognize and reward faculty who use their academic disciplines to provide non-compensated assistance to the community and region as well as in the academic arena.

Each recipient receives a summer contract to continue instructional, research, or service activities and to develop a mechanism for sharing expertise with faculty, staff, and students.

<table>
<thead>
<tr>
<th>Excellence in Service</th>
<th>Excellence in Instruction</th>
<th>Excellence in Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2005—2006</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Mark Edwards</td>
<td>Dr. Pranoti Asher</td>
<td>Dr. Ming Fang He</td>
</tr>
<tr>
<td>Professor of Physics</td>
<td>Professor of Geology &amp; Geography</td>
<td>Associate Professor of Curriculum, Foundations and Reading</td>
</tr>
<tr>
<td>Ms. Chris B. Geyerman</td>
<td>Dr. Laura Regassa</td>
<td>Dr. Oscar Pung</td>
</tr>
<tr>
<td>Associate Professor of Comm. Arts</td>
<td>Assistant Professor of Biology</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td><strong>2004—2005</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. James Bigley</td>
<td>Dr. Thomas Case</td>
<td>Dr. Bruce Schulte</td>
</tr>
<tr>
<td>Associate Professor of Hospitality, Tourism, &amp; Family &amp; Consumer Sci.</td>
<td>Professor of Information Systems</td>
<td>Associate Professor of Biology</td>
</tr>
<tr>
<td>Ms. Elfrieda Brown</td>
<td>Dr. Janie Wilson</td>
<td>Dr. Edward Smith</td>
</tr>
<tr>
<td>Assistant Professor of Public Health</td>
<td>Associate Professor of Psychology</td>
<td>Professor of Psychology</td>
</tr>
<tr>
<td><strong>2003—2004</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Helen Graf</td>
<td>Dr. Todd Deal</td>
<td>Dr. David Rostal</td>
</tr>
<tr>
<td>Associate Professor of Public Health</td>
<td>Professor of Chemistry</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td>Dr. Martha Schriver</td>
<td>Danette Wood</td>
<td>Dr. Lorne Wolfe</td>
</tr>
<tr>
<td>Associate Professor of Middle Grades And Secondary Education</td>
<td>Assistant Professor of Nursing</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td><strong>2002—2003</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. June Alberto</td>
<td>Dr. Judith McLaughlin</td>
<td>Dr. Richard Flynn</td>
</tr>
<tr>
<td>Associate Professor of Nursing</td>
<td>Professor of Health &amp; Kinesiology</td>
<td>Professor of Literature &amp; Philosophy</td>
</tr>
<tr>
<td>Dr. Donald Drapalik</td>
<td>Dr. Donna Saye</td>
<td>Dr. Xiao-Jun Wang</td>
</tr>
<tr>
<td>Professor of Biology</td>
<td>Asst. Professor of Math/Computer Sci.</td>
<td>Associate Professor of Physics</td>
</tr>
<tr>
<td><strong>2001—2002</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana M. Cone</td>
<td>Neal Saye</td>
<td>Lance A. Durden</td>
</tr>
<tr>
<td>Associate Professor of</td>
<td>Assistant Professor</td>
<td>Associate Professor of Biology</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>Writing &amp; Linguistics</td>
<td></td>
</tr>
<tr>
<td>Ming Li</td>
<td>Alison Morrison-Shetlar</td>
<td>Fred Rich</td>
</tr>
<tr>
<td>Associate Professor of Recreation &amp; Sport Management</td>
<td>Associate Professor of Biology</td>
<td>Professor of Geology</td>
</tr>
</tbody>
</table>
Staff Awards of Excellence

The Staff Awards of Excellence program recognizes and rewards employees for outstanding job performance. Effective 1994, the Awards of Excellence are awarded to eight staff members.

Full Time University Employees by Classification, Fall 2005

<table>
<thead>
<tr>
<th>Classification</th>
<th>Male</th>
<th>Female</th>
<th>Black</th>
<th>White</th>
<th>All Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Admin/Managerial</td>
<td>57</td>
<td>41</td>
<td>6</td>
<td>90</td>
<td>2</td>
<td>98</td>
</tr>
<tr>
<td>Faculty</td>
<td>356</td>
<td>304</td>
<td>40</td>
<td>562</td>
<td>58</td>
<td>660</td>
</tr>
<tr>
<td>Other Professionals</td>
<td>157</td>
<td>203</td>
<td>49</td>
<td>307</td>
<td>4</td>
<td>360</td>
</tr>
<tr>
<td>Technical/Paraprofessionals</td>
<td>15</td>
<td>20</td>
<td>10</td>
<td>23</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>23</td>
<td>255</td>
<td>64</td>
<td>210</td>
<td>4</td>
<td>278</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>61</td>
<td>5</td>
<td>15</td>
<td>51</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>134</td>
<td>127</td>
<td>171</td>
<td>83</td>
<td>7</td>
<td>261</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>803</td>
<td>955</td>
<td>355</td>
<td>1362</td>
<td>41</td>
<td>1758</td>
</tr>
</tbody>
</table>

Certain positions hired as Faculty are classified for EEO purposes as Executive/Administrative; accounting for the discrepancy between faculty data in Faculty Section of this Fact Book and data in this table.

Source: Office of Human Resources
University Finance

Education and General Expenditures (E&G) by Fiscal Year (FY)*

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Expenditures</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$138,566,503</td>
<td>9.9</td>
</tr>
<tr>
<td>2002</td>
<td>128,226,735</td>
<td>-7.5</td>
</tr>
<tr>
<td>2003</td>
<td>131,123,677</td>
<td>2.3</td>
</tr>
<tr>
<td>2004</td>
<td>134,372,568</td>
<td>2.5</td>
</tr>
<tr>
<td>2005</td>
<td>144,558,908</td>
<td>7.6</td>
</tr>
<tr>
<td>2006</td>
<td>145,582,445</td>
<td>0.7</td>
</tr>
</tbody>
</table>

6 year change: $7,015,942
6 year % change: 5.1%

E&G Expenditures by Function and Object, FY 2006*

<table>
<thead>
<tr>
<th>Personal Services</th>
<th>Travel</th>
<th>Operating Expenses</th>
<th>Equipment</th>
<th>Total Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>56,917,595</td>
<td>638,815</td>
<td>5,307,698</td>
<td>394,933</td>
<td>63,259,041</td>
</tr>
<tr>
<td>Research</td>
<td>1,706,923</td>
<td>231,051</td>
<td>1,918,003</td>
<td>141,031</td>
<td>3,997,007</td>
</tr>
<tr>
<td>Public Service</td>
<td>1,542,520</td>
<td>186,749</td>
<td>1,244,686</td>
<td>7,260</td>
<td>2,981,215</td>
</tr>
<tr>
<td>Academic Support</td>
<td>9,772,409</td>
<td>226,497</td>
<td>2,093,103</td>
<td>1,456,642</td>
<td>13,548,652</td>
</tr>
<tr>
<td>Student Services</td>
<td>9,872,837</td>
<td>302,871</td>
<td>4,312,021</td>
<td>371,887</td>
<td>14,859,617</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>14,792,358</td>
<td>134,025</td>
<td>3,963,264</td>
<td>537,233</td>
<td>19,426,880</td>
</tr>
<tr>
<td>Plant Op &amp; Maint</td>
<td>7,965,100</td>
<td>34,756</td>
<td>7,566,424</td>
<td>157,188</td>
<td>15,723,469</td>
</tr>
<tr>
<td>Scholarships/Fellowships</td>
<td>11,786,565</td>
<td>11,786,565</td>
<td></td>
<td></td>
<td>11,786,565</td>
</tr>
</tbody>
</table>

Total: $102,569,742 | $1,754,765 | $38,191,764 | $3,066,174 | $145,582,445 | 100.0%

Percentage of Total Expenditures by Function
FY 2006

- Plant Op & Maint: 10.8%
- Scholarships/Fellowships: 8.1%
- Instruction: 43.5%
- Institutional Support: 13.3%
- Student Services: 10.2%
- Academic Support: 9.3%
- Public Service: 2%
- Research: 2.7%

* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

Source: Office of the Controller
### E&G Expenditures by Object, FY 2001—2006*

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Personal Services</th>
<th>% Change</th>
<th>Travel</th>
<th>% Change</th>
<th>Operating Expense</th>
<th>% Change</th>
<th>Equipment</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>86,865,983</td>
<td>1.1</td>
<td>1,392,703</td>
<td>4.2</td>
<td>44,172,146</td>
<td>2.5</td>
<td>6,135,671</td>
<td>-1.6</td>
</tr>
<tr>
<td>2002</td>
<td>90,911,485</td>
<td>4.7</td>
<td>1,572,210</td>
<td>12.9</td>
<td>32,764,583</td>
<td>-25.8</td>
<td>2,978,457</td>
<td>-51.5</td>
</tr>
<tr>
<td>2003</td>
<td>94,899,559</td>
<td>4.4</td>
<td>1,439,573</td>
<td>-8.4</td>
<td>32,819,586</td>
<td>0.2</td>
<td>1,964,959</td>
<td>-34.0</td>
</tr>
<tr>
<td>2004</td>
<td>95,091,702</td>
<td>0.2</td>
<td>1,327,373</td>
<td>-7.8</td>
<td>33,701,629</td>
<td>2.7</td>
<td>4,251,864</td>
<td>116.4</td>
</tr>
<tr>
<td>2005</td>
<td>95,789,203</td>
<td>0.7</td>
<td>1,456,458</td>
<td>9.7</td>
<td>40,821,729</td>
<td>21.1</td>
<td>6,491,518</td>
<td>52.7</td>
</tr>
<tr>
<td>2006</td>
<td>102,569,742</td>
<td>7.1</td>
<td>1,754,765</td>
<td>20.5</td>
<td>38,191,764</td>
<td>-6.4</td>
<td>3,066,174</td>
<td>-52.8</td>
</tr>
</tbody>
</table>

* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

** The College of Information Technology was new as of Fall 2003

Source: Office of the Controller
Education & General Revenue by Source, FY 2001-2006*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>34,653,397</td>
<td>33,551,224</td>
<td>36,686,349</td>
<td>40,542,368</td>
<td>45,415,990</td>
<td>51,055,690</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>72,462,544</td>
<td>78,509,711</td>
<td>76,791,387</td>
<td>74,129,610</td>
<td>76,038,130</td>
<td>73,594,339</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>27,287,267</td>
<td>13,625,019</td>
<td>14,576,724</td>
<td>17,304,225</td>
<td>18,853,496</td>
<td>18,252,496</td>
</tr>
<tr>
<td>Endowment, E&amp;G only</td>
<td>48,888</td>
<td>27,996</td>
<td>79,092</td>
<td>69,150</td>
<td>71,237</td>
<td>73,396</td>
</tr>
<tr>
<td>Sales and Service</td>
<td>1,038,994</td>
<td>1,762,544</td>
<td>1,895,779</td>
<td>1,961,031</td>
<td>2,146,039</td>
<td>2,231,061</td>
</tr>
<tr>
<td>Other Sources</td>
<td>2,960,762</td>
<td>896,307</td>
<td>1,194,693</td>
<td>1,290,902</td>
<td>4,340,325</td>
<td>2,854,446</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$138,451,852</strong></td>
<td><strong>$128,372,801</strong></td>
<td><strong>$131,224,024</strong></td>
<td><strong>$135,297,286</strong></td>
<td><strong>$146,865,217</strong></td>
<td><strong>$148,061,428</strong></td>
</tr>
</tbody>
</table>

Fiscal Year Revenue % Change

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Revenue</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$138,451,852</td>
<td>9.8</td>
</tr>
<tr>
<td>2002</td>
<td>128,372,801</td>
<td>-7.3</td>
</tr>
<tr>
<td>2003</td>
<td>131,224,024</td>
<td>2.2</td>
</tr>
<tr>
<td>2004</td>
<td>135,297,286</td>
<td>3.1</td>
</tr>
<tr>
<td>2005</td>
<td>146,865,217</td>
<td>8.6</td>
</tr>
<tr>
<td>2006</td>
<td>148,061,428</td>
<td>0.8</td>
</tr>
</tbody>
</table>

6 year change: $ 9,609,576
6 year % change: 6.9 %

Percentage of Revenue by Source

- **Tuition and Fees**: 34.5%
- **State Appropriations**: 49.7%
- **Grants and Contracts**: 12.3%
- **Endowment, E&G only**: 0.05%
- **Sales and Service**: 1.5%
- **Other Sources**: 1.9%

* Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

Source: Office of the Controller
Grants & Contracts

Awards to Faculty for Scholarly Activity by Fiscal Year

<table>
<thead>
<tr>
<th>Purpose</th>
<th>FY 99-00</th>
<th>FY 00-01</th>
<th>FY 01-02</th>
<th>FY 02-03</th>
<th>FY 03-04</th>
<th>FY 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>1,491,056</td>
<td>1,597,679</td>
<td>2,307,547</td>
<td>1,633,916</td>
<td>1,746,822</td>
<td>1,988,534</td>
</tr>
<tr>
<td>Instruction/Public Service</td>
<td>4,115,111</td>
<td>2,658,208</td>
<td>5,062,269</td>
<td>2,373,698</td>
<td>3,700,758</td>
<td>4,154,840</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,606,167</strong></td>
<td><strong>$4,255,887</strong></td>
<td><strong>$7,369,816</strong></td>
<td><strong>$4,007,614</strong></td>
<td><strong>$5,447,580</strong></td>
<td><strong>$6,143,374</strong></td>
</tr>
</tbody>
</table>

Percentages by Total Value

- COE: 31.8%
- COBA: 9.2%
- CHHS: 14.1%
- CIT: 6.4%
- CLASS: 0.1%
- COST: 20.2%
- CE&PS: 1.7%
- Other: 16.6%

Awards by College, FY 2005

<table>
<thead>
<tr>
<th>College</th>
<th>#</th>
<th>Research</th>
<th>Instruction</th>
<th>Public Service</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBA</td>
<td>7</td>
<td>$429,721</td>
<td>$6,000</td>
<td>$130,000</td>
<td>$565,721</td>
</tr>
<tr>
<td>COE</td>
<td>14</td>
<td>$17,000</td>
<td>$1,759,316</td>
<td>176,224</td>
<td>1,952,540</td>
</tr>
<tr>
<td>CHHS</td>
<td>14</td>
<td>175,000</td>
<td>602,505</td>
<td>89,331</td>
<td>866,836</td>
</tr>
<tr>
<td>CIT</td>
<td>8</td>
<td>207,345</td>
<td>184,740</td>
<td></td>
<td>392,085</td>
</tr>
<tr>
<td>CLASS</td>
<td>2</td>
<td></td>
<td></td>
<td>4,520</td>
<td>4,520</td>
</tr>
<tr>
<td>COST</td>
<td>30</td>
<td>1,141,643</td>
<td>99,342</td>
<td></td>
<td>1,240,985</td>
</tr>
<tr>
<td>CE&amp;PS</td>
<td>3</td>
<td>17,826</td>
<td></td>
<td>83,556</td>
<td>101,382</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1,014,456</td>
<td></td>
<td>4,850</td>
<td>1,019,306</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>$1,988,534</strong></td>
<td><strong>$3,666,359</strong></td>
<td><strong>$488,481</strong></td>
<td><strong>$6,143,374</strong></td>
</tr>
</tbody>
</table>

Other - Associate VP for Academic Affairs and Dean of Graduate Studies, Associate VP for Academic Affairs and Dean of Undergraduate Studies, VP for Business & Finance, Vice President for Student Affairs and Dean of Students.

Note: Does not include Student Financial Aid Money.
Key: COBA—College of Business Administration, COE—College of Education, CHHS—College of Health & Human Sciences, CIT—College of Information Technology, CLASS—College of Liberal Arts & Social Sciences, COST—College of Science & Technology, CE&PS—Continuing Education & Public Service

Source: Office of Research Services and Sponsored Programs
Source of Funds for Faculty Awards, FY 2005

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Federal</th>
<th>State</th>
<th>Non-Profit</th>
<th>Industry</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>1,444,001</td>
<td>353,119</td>
<td>180,000</td>
<td>1,500</td>
<td>9,915</td>
<td>1,988,534</td>
</tr>
<tr>
<td>Instruction/Public Service</td>
<td>3,547,188</td>
<td>283,702</td>
<td>88,210</td>
<td>234,990</td>
<td>750</td>
<td>4,154,840</td>
</tr>
<tr>
<td>Total</td>
<td>$4,991,189</td>
<td>$636,821</td>
<td>$268,210</td>
<td>$236,490</td>
<td>$10,665</td>
<td>$6,143,374</td>
</tr>
</tbody>
</table>

Research Awards by Source

- Federal: 72.6%
- State: 17.8%
- Non-Profit: 9.1%
- Industry: 0.1%
- Other: 0.5%

Instructional/Public Service Awards by Source

- Federal: 85.4%
- State: 6.8%
- Non-Profit: 2.1%
- Industry: 5.7%
- Other: 0.02%

Total Awards by Source

- Federal: 81.2%
- State: 10.4%
- Non-Profit: 4.4%
- Industry: 3.8%
- Other: 0.2%

Source: Office of Research Services and Sponsored Programs
## Cost of Attendance
### Full Time Undergraduate
#### Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Georgia Resident - No Dependents</th>
<th>Non Georgia Resident - No Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and/or Supplies</td>
<td>$ 500.00</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>Fees</td>
<td>512.00</td>
<td>512.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>1,233.00</td>
<td>1,233.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>3,150.00</td>
<td>3,150.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>800.00</td>
<td>800.00</td>
</tr>
<tr>
<td>Tuition</td>
<td>1,219.00</td>
<td>4,877.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,414.00</strong></td>
<td><strong>11,072.00</strong></td>
</tr>
</tbody>
</table>

Full Time Undergraduate—Enrolled in >=12 credit hours.

Source: Office of Student Fees
Georgia Southern University Foundation

The Georgia Southern University Foundation, Inc. is a non-profit corporation established in 1963 to raise and manage private dollars to enhance the mission of Georgia Southern University by funding projects and activities which are not funded through state allocations.

Examples of Support provided by the Georgia Southern University Foundation during the 2004—2005 Fiscal Year are:

- Academic Projects/Faculty Development: $25,000
- Admissions: 45,000
- Arts Outreach: 3,200
- Marching Band: 3,200
- Scholarships: 848,709

Fund Balances by Fiscal Year

<table>
<thead>
<tr>
<th>Funds</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$2,069,693</td>
<td>$2,234,994</td>
<td>$1,839,185</td>
<td>$1,674,246</td>
<td>$1,987,280</td>
<td>$2,095,511</td>
</tr>
<tr>
<td>Restricted</td>
<td>4,246,262</td>
<td>3,876,003</td>
<td>3,804,763</td>
<td>3,684,469</td>
<td>4,049,750</td>
<td>4,623,944</td>
</tr>
<tr>
<td>Endowment</td>
<td>15,007,407</td>
<td>16,953,419</td>
<td>18,404,366</td>
<td>18,942,690</td>
<td>25,132,524</td>
<td>27,828,313</td>
</tr>
<tr>
<td>Total</td>
<td>21,323,362</td>
<td>23,064,416</td>
<td>24,048,314</td>
<td>24,301,405</td>
<td>31,169,554</td>
<td>34,547,768</td>
</tr>
</tbody>
</table>

Source: Development/GSU Foundation

Georgia Southern University Fact Book 2005—2006
## Library Statistics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Bound volumes</td>
<td>532,722</td>
<td>541,535</td>
<td>549,945</td>
<td>561,413</td>
<td>568,551</td>
<td>577,172</td>
</tr>
<tr>
<td># of Periodical titles</td>
<td>3,470</td>
<td>3,470</td>
<td>3,254</td>
<td>3,216</td>
<td>2,697</td>
<td>2,687</td>
</tr>
<tr>
<td># of Separate govt. documents</td>
<td>652,105</td>
<td>670,491</td>
<td>681,576</td>
<td>693,620</td>
<td>706,174</td>
<td>719,819</td>
</tr>
<tr>
<td># of Microform units¹</td>
<td>898,373</td>
<td>848,869</td>
<td>864,932</td>
<td>877,364</td>
<td>884,997</td>
<td>888,272</td>
</tr>
<tr>
<td># of Audiovisual materials²</td>
<td>29,522</td>
<td>29,003</td>
<td>28,807</td>
<td>28,871</td>
<td>28,913</td>
<td>29,059</td>
</tr>
<tr>
<td>Total Holdings ³</td>
<td>1,464,087</td>
<td>1,422,877</td>
<td>1,446,938</td>
<td>1,470,864</td>
<td>1,485,158</td>
<td>1,497,190</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Activity</th>
<th></th>
<th></th>
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| Operating Expenditures     | $ 3,564,341 | $ 3,586,406 | $ 3,908,598 | $ 3,600,336 | $ 3,756,666 | $ 3,837,567 |

¹ Microfilm & Microfiche
² Cartographic, graphic, audio, film, video, and machine readable units.
³ Total Holdings are total titles and volumes less government documents.

Source: Library Office
## Physical Facilities Inventory as of Fall 2005

<table>
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<th>Facility</th>
<th>Year Occupied</th>
<th>SqFt</th>
<th>Initial Cost</th>
<th>Replacement Cost</th>
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(Continued on page 96)
## Physical Facilities Inventory as of Fall 2005

(Continued from page 95)

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<th>SqFt</th>
<th>Initial Cost</th>
<th>Replacement Cost</th>
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(Continued on page 97)
Physical Facilities Inventory as of Fall 2005

(Continued from page 96)

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<th>Replacement Cost</th>
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**Residence Halls**

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<td>Eagle Village 1</td>
<td>2005</td>
<td>153,420</td>
<td>11,506,000</td>
<td>13,807,800</td>
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<tr>
<td>Eagle Village 2</td>
<td>2005</td>
<td>154,276</td>
<td>11,571,000</td>
<td>13,884,840</td>
</tr>
<tr>
<td>Eagle Village Community Center</td>
<td>2005</td>
<td>10,345</td>
<td>900,000</td>
<td>1,080,000</td>
</tr>
<tr>
<td>Hendricks Hall</td>
<td>1963</td>
<td>30,348</td>
<td>451,000</td>
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</tr>
<tr>
<td>Johnson Hall</td>
<td>1970</td>
<td>79,720</td>
<td>1,428,000</td>
<td>6,776,200</td>
</tr>
<tr>
<td>Kennedy Appartments</td>
<td>1998</td>
<td>94,552</td>
<td>6,559,000</td>
<td>6,433,830</td>
</tr>
<tr>
<td>Kennedy Suites</td>
<td>1998</td>
<td>58,061</td>
<td>35,970,000</td>
<td>3,519,360</td>
</tr>
<tr>
<td>Olliff Hall</td>
<td>1966</td>
<td>58,740</td>
<td>949,000</td>
<td>4,992,900</td>
</tr>
<tr>
<td>Sanford Hall</td>
<td>1937</td>
<td>32,197</td>
<td>1,400,000</td>
<td>2,736,745</td>
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<tr>
<td>Southern Courtyard - Bldg 1</td>
<td>2003</td>
<td>34,612</td>
<td>2,457,000</td>
<td>2,942,020</td>
</tr>
<tr>
<td>Southern Courtyard - Bldg 2</td>
<td>2003</td>
<td>34,796</td>
<td>2,470,000</td>
<td>2,957,660</td>
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<tr>
<td>Southern Courtyard - Bldg 3</td>
<td>2003</td>
<td>57,964</td>
<td>4,115,000</td>
<td>4,926,940</td>
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<td>Southern Courtyard - Bldg 4</td>
<td>2003</td>
<td>57,964</td>
<td>4,115,000</td>
<td>4,926,940</td>
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<tr>
<td>Southern Courtyard Community Center</td>
<td>2003</td>
<td>5,094</td>
<td>382,000</td>
<td>432,990</td>
</tr>
<tr>
<td>Southern Pines - Building 1</td>
<td>2003</td>
<td>50,104</td>
<td>4,209,000</td>
<td>n/a</td>
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<td>Southern Pines - Building 2</td>
<td>2003</td>
<td>50,104</td>
<td>4,209,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Southern Pines - Building 3</td>
<td>2003</td>
<td>50,104</td>
<td>4,209,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Southern Pines - Building 4</td>
<td>2003</td>
<td>50,104</td>
<td>4,209,000</td>
<td>n/a</td>
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<tr>
<td>Southern Pines - Building 5</td>
<td>2003</td>
<td>25,283</td>
<td>2,123,000</td>
<td>2,123,772</td>
</tr>
<tr>
<td>Southern Pines Community Center</td>
<td>2003</td>
<td>6,492</td>
<td>499,000</td>
<td>551,820</td>
</tr>
<tr>
<td>Watson Hall</td>
<td>1994</td>
<td>44,871</td>
<td>3,346,000</td>
<td>3,589,680</td>
</tr>
<tr>
<td>Watson Hall Commons</td>
<td>1994</td>
<td>25,296</td>
<td>1,886,000</td>
<td>2,023,680</td>
</tr>
<tr>
<td>Winburn Hall</td>
<td>1967</td>
<td>49,184</td>
<td>879,000</td>
<td>4,180,640</td>
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</tbody>
</table>

**Student Support Buildings**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Year Occupied</th>
<th>SqFt</th>
<th>Initial Cost</th>
<th>Replacement Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Center</td>
<td>1997</td>
<td>8,392</td>
<td>853,000</td>
<td>629,400</td>
</tr>
<tr>
<td>Health Services</td>
<td>1976</td>
<td>15,337</td>
<td>827,000</td>
<td>1,457,015</td>
</tr>
<tr>
<td>Lakeside Cafe</td>
<td>1991</td>
<td>14,375</td>
<td>1,500,000</td>
<td>1,293,750</td>
</tr>
<tr>
<td>Landrum Center</td>
<td>1968</td>
<td>40,582</td>
<td>835,000</td>
<td>3,652,380</td>
</tr>
<tr>
<td>Russell Union Building</td>
<td>1990</td>
<td>104,032</td>
<td>7,500,000</td>
<td>9,362,880</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1998</td>
<td>16,295</td>
<td>14,991,000</td>
<td>1,466,550</td>
</tr>
<tr>
<td>University Store</td>
<td>1989</td>
<td>18,979</td>
<td>1,400,000</td>
<td>1,803,005</td>
</tr>
</tbody>
</table>

Source: Facilities Inventory Reporting System. Replacement Cost is from the Report “University System of Georgia Selected Building Information—Fiscal Year 1999”.

Georgia Southern University Fact Book 2005—2006
## Facilities Room Use as of Fall 2005

<table>
<thead>
<tr>
<th>Room Use Type</th>
<th>SqFt</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic</td>
<td>156,680</td>
<td>4.08</td>
</tr>
<tr>
<td>Classroom</td>
<td>263,104</td>
<td>6.85</td>
</tr>
<tr>
<td>Health-Care</td>
<td>6,701</td>
<td>0.17</td>
</tr>
<tr>
<td>Laboratory</td>
<td>225,172</td>
<td>5.86</td>
</tr>
<tr>
<td>Library</td>
<td>126,723</td>
<td>3.30</td>
</tr>
<tr>
<td>Office</td>
<td>446,777</td>
<td>11.63</td>
</tr>
<tr>
<td>Other*</td>
<td>449,652</td>
<td>11.70</td>
</tr>
<tr>
<td>Residential</td>
<td>774,081</td>
<td>20.15</td>
</tr>
<tr>
<td>Unassignable **</td>
<td>1,393,231</td>
<td>36.26</td>
</tr>
<tr>
<td><strong>Total Gross Square Footage</strong></td>
<td><strong>3,842,121</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Net Assignable Square Footage</strong></td>
<td><strong>2,448,890</strong></td>
<td><strong>63.74</strong></td>
</tr>
</tbody>
</table>

### Room Use by Type

- **Athletic**: 4%
- **Classroom**: 7%
- **Health-Care**: 0.17%
- **Laboratory**: 6%
- **Library**: 3%
- **Office**: 12%
- **Other***: 12%
- **Residential**: 20%
- **Unassignable** ****: 36%

*Other - Inactive Area, Alteration Area, Conversion Area, Unfinished Area, or, otherwise not categorized here.

**Unassignable—Custodial Areas, Circulation Areas, Mechanical Areas, Public Bath Rooms, and Structural Area.

Note: Unassignable Gross Square Footage also includes buildings and areas under construction or renovation.
NOTES:
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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<td>Academic Distinction</td>
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<td>Student-Centered University</td>
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<td>Technological Advancement</td>
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<td>Transcultural Opportunities</td>
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<td>Private and Public Partnerships</td>
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<td>Physical Environment</td>
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<tr>
<td>Annual Strategic Planning Process Timeline</td>
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<tr>
<td>Conclusion</td>
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</tbody>
</table>
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 website makes available news, class materials, information from the institutional research function, academic and administrative policies, catalogs and calendars, email, 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.

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

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**

- **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.
- **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.
- **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.

- **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.

- **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.

- **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.
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**

- **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.

- **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.

- **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.

- **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.

- **Facilitate students' progression** through a seamless transition from campus life orientation through academic advising and career development to graduation as competent contributors to society.
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.
- **Increase electronic access** to administrative services.
- **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.
- **Design new facilities and renovate existing facilities** to accommodate multiple teaching and learning methodologies, technologies, and access to campus network resources.
Transcultural Opportunities

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**

- **Increase diversity among faculty, staff, students, and administrators.** Promote diversity and transcultural experiences through recruiting, retaining, and graduating under-represented student populations.
- **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.
- **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.
- **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

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

- Environment Assessment
- Identification of External Opportunities and Threats
- The “Matching” Process Relating External Opportunities and Threats to Internal Strengths and Values
- Identification of Internal Strengths and Weaknesses
- Evaluation of Programs, Finances, Facilities, and Other Resources

Institutional Values and Campus Culture

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

Development of Plans by Academic Units

Level III

- Budget Process
- Implementation and Evaluation

Development of Plans by Administrative Units

Development of Plans by Academic Units

Budget Process

Implementation and Evaluation