Georgia Southern University Fact Book

Georgia Southern University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/fact-book

Part of the Higher Education Commons

Recommended Citation
Georgia Southern University, "Georgia Southern University Fact Book" (2001). Georgia Southern University Fact Books. 10.
https://digitalcommons.georgiasouthern.edu/fact-book/10

This other is brought to you for free and open access by the Office of Student Affairs at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Southern University Fact Books by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
From the President

The 2001—2002 Fact Book chronicles Georgia Southern’s past year, as well as some markers of progress across recent years, which have positioned the institution to become one of the best public comprehensive universities in America within this decade. Subsequent Fact Books will chart our advancement toward the goals we have set in our Strategic Plan, which is included as an appendix.

The Fact Book serves two important purposes: It provides a readily accessible common data set to insure accuracy and consistency in the facts and figures we use in so many ways; this is the definitive source. And it creates, in a mosaic of thousands of pieces of information, the big picture of the University—our programmatic comprehensiveness, the demographic and geographic diversity of our student body, our growth over the decade, where our graduates live and work. Interesting items abound: What is our most popular major? What high schools send the most students to our campus? How does Georgia Southern compare to other University System institutions on enrollment factors?

I hope you find this edition a useful reference for current and comparative data and general institutional information—and a source of “I didn’t know that!” in learning more about Georgia Southern University.

Sincerely,

Bruce Grube
President
From the Editor

This twelfth edition of the Georgia Southern University Fact Book has been created for your reference and convenience. It contains Fall census data as well as historical data in selected cases. The Office of Institutional Research stands ready to answer any questions you might have regarding the data contained in this document.

In addition to the general information about Georgia Southern University, its history and its progress, this book provides statistics on our students, faculty and staff, and services. In all, the Fact Book provides us with a candid picture of our University.

I am grateful to the many people on campus who offered their time, expertise, and information in the preparation of this document. It could not have been completed without their help.

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

[Signature]
Paul Wilver
Institutional Research
# Table of Contents

**From the President** ................................................................. 1

**From the Editor** .................................................................. 2

**2001 - 2002 Year Highlights** ................................................. 6-8

**Summary of Facts - Fall 2001** ............................................. 9

**General Information**

- Profile of Georgia Southern University .................................. 10
- Mission Statement .................................................................. 11
- Vision Statement .................................................................. 11

**Administration**

- The University System of Georgia ........................................ 12
- The Board of Regents .......................................................... 13
- Regents’ Central Office Staff ................................................. 13
- Georgia Southern University Organization ............................. 14, 15
- Georgia Southern University Organization Chart .................. 16
- Past Presidents ..................................................................... 17

**Admissions**

- Admission Standards .......................................................... 18
- College Preparatory Curriculum Requirements for Freshman Admission, Fall 2001 ........................................ 18
- Applications for Admission, Fall 2000 & Fall 2001 classes .......................................................... 19
- Comparison of Applications Accepted/Enrolled, Fall 2000 & Fall 2001 ......................................................... 19
- Beginning Freshmen Applications Accepted versus Enrolled .......................................................... 20
- Distribution of SAT Scores for Fall Term Beginning Freshmen .......................................................... 21
- Average SAT Scores of Beginning Freshmen compared to University System and State/National Averages .... 22
- High Schools of Beginning Freshmen, Fall 2001 ...................... 23
- Undergraduate In-Transfer Students, Fall Terms ...................... 24
- Enrollment by Country of Citizenship, Fall 2001 ...................... 25
- Enrollment by State of Residence, Fall 2001 ........................................ 26
- Enrollment by Georgia County of Origin, Fall 2001 ................. 27, 28
- Fall Term Growth History .......................................................... 29

**Head Count Enrollment**

- Enrollment by Classification, Fall Terms .................................. 30
- Enrollment by Load Type, Fall Terms ........................................ 30
- Enrollment by Race & Gender, Fall Terms .................................. 31
- Regents Equivalent Full Time Enrollment, Fall Terms ............... 32
- Enrollment by Age, Fall 2001 .................................................. 32
- Enrollment by Residency Type, Fall Terms .................................. 32
- Enrollment by College, Fall Terms ........................................... 33-40
Credit Hours Production

Credit Hours Produced by College and Fiscal Year ................................................................. 41

Instructional Production

Credit Hours Produced by Level, Fall Terms ........................................................................... 42
Credit Hours Produced by College and Level, Fall 2001 ......................................................... 42
Average Class Size by College and Course Level, Fall 2001 ................................................... 42

Retention and Graduation Rates - Fall Term, First Time, Full Time Freshmen

Fall Term Retention and Graduation Rates ............................................................................ 43
1st Year Retention by Race and Gender, Fall 2000 Cohort Returning Fall 2001 ......................... 43
Graduation Rate by Race and Gender, Fall 1995 Cohort ......................................................... 43

Enrollment Comparisons, University System of Georgia

Headcount, Equivalent Full Time, and Full Time Status ......................................................... 44
Enrollment by Class Level, Fall 2001 ................................................................................... 45
Credit Hours Produced Annually, Fiscal Year .................................................................... 46

Academic Programs

Georgia Southern University Accreditations ........................................................................ 47
Degrees and Majors Authorized by College ........................................................................... 48,49
Degrees Conferred by College and Fiscal Year ..................................................................... 50,51

Division of Continuing Education and Public Service .......................................................... 52-54

Engineering Studies Program ............................................................................................. 55

Student Related Information

Institutes and Centers .......................................................................................................... 56
Student Financial Aid Summary, 2000 - 2001 Academic Year ............................................. 57
Student Organizations ......................................................................................................... 57
Career Services Summary by Academic Year ....................................................................... 58
Student Housing, Fall 2001 ............................................................................................... 59

Alumni Association

Officers and Executive Committee ....................................................................................... 60
Alumni Relations Office Staff ............................................................................................... 60
Eagle Club Presidents ........................................................................................................... 61
Alumni by State .................................................................................................................. 62
Alumni by County ................................................................................................................ 63,64

Athletics ............................................................................................................................... 65

Faculty and Staff Information

Faculty Profile - All Faculty, Fall 2001 .................................................................................. 66
Faculty Profile - New Faculty, Fall 2001 ............................................................................... 67
Full Time Faculty, Fall Semester ......................................................................................... 68
Instructional Faculty by Age, Rank, and Gender as of August 1, 2001 .................................. 69
Full Time Instructional Faculty by Gender, Rank, and Tenure Status - Academic Year 2001- 2002 ................................................................. 69
Years of Service by Gender and Rank as of August 1, 2001 ............................................... 70
Full Time Faculty Rank by College, Fall 2001 ................................................................. 70
College of Business Administration Faculty, Fall 2001 ....................................................... 71
College of Education Faculty, Fall 2001 .............................................................................. 72
College of Health & Professional Studies Faculty, Fall 2001 ............................................. 73
College of Liberal Arts & Social Sciences Faculty, Fall 2001 ........................................... 74
College of Science & Technology Faculty, Fall 2001 ....................................................... 75
Library Faculty, Fall 2001 ................................................................................................. 76
Academic Services Faculty, Fall 2001 ................................................................................ 77
Full Time Faculty Tenure Profile by College & Department, Fall 2001 ......................... 78
Graduate Faculty by Rank & Gender, Fall 2001 ................................................................. 79
Average Salary by Rank & College, Fiscal Year 2001 ....................................................... 79
Faculty Research Grants, Fiscal Year 2002 .................................................................... 80
Faculty Research Stipends, Fiscal Year 2002 .................................................................. 81
Faculty Awards for Excellence ......................................................................................... 82
Full Time University Employees by Classification, Fall 2001 ........................................ 83
Staff Awards of Excellence .............................................................................................. 83

University Finance
Education and General Expenditures (E&G), Fiscal Years 1996 - 2001 ............................. 84
E&G Expenditures by Function and Object, Fiscal Year 2001 .......................................... 84
E&G Expenditures by Object, Fiscal Years 1996 - 2001 .................................................. 85
E&G Expenditures by Function, Fiscal Years 1999 - 2001 ............................................ 85
E&G Revenue by Source, Fiscal Years 1996 - 2001 ....................................................... 86

Grants and Contracts
Awards to Faculty for Scholarly Activity by Fiscal Year ................................................... 87
Source of Funds for Faculty Awards, Fiscal Year 2001 .................................................... 88

Semester Tuition and Fees ............................................................................................... 89

Georgia Southern University Foundation
Fund Balances by Fiscal Year .......................................................................................... 90

Library Statistics ............................................................................................................. 91

Facilities
Physical Facilities Inventory as of Fall 2001 ..................................................................... 92-95
Room Use as of Fall 2001 ............................................................................................... 95

Appendix A—Georgia Southern University Strategic Plan.
2001 - 2002 Year Highlights

$400,000 gift establishes chair in Nursing. The gift, from the Bulloch Health Care Foundation, Inc., will establish the first endowed chair in nursing at Georgia Southern. Its membership unanimously decided to create the Bulloch County Hospital Foundation Chair, which will bring a prestigious professor in health care to the School of Nursing. The $400,000 gift will be more than doubled by matching funds to build the $1 million endowment required for a university chair. Georgia Southern will raise the additional $100,000 needed to qualify for a $500,000 grant from the Board of Regents Eminent Scholars fund.

Groundbreaking held for the new Science and Nursing Building. The new building is a $24 million project that will house the University’s Chemistry and Nursing Departments. The building features 17 student labs, 20 faculty research labs, an audiovisual suite, classrooms, computer labs, lecture rooms, offices, and a coffee shop. Expected completion date is Spring 2003.

Gift of $53,000 creates scholarship to honor slain deputies. Georgia Southern’s Office of Development accepted a $53,000 gift from Camden County Sheriff Bill Smith’s office. The money will be used to establish the Camden County Sheriff’s Deputies Memorial Scholarship, and will honor officers who have died in the line of duty. The money, which comes from seized drug assets, will be available to needy students who plan to study criminal justice or a related field and agree to serve in a criminal justice capacity after graduation. Georgia Southern will make the scholarship available for the first time during the 2002-2003 academic year.

Coastal Georgia Center expansion to feature technology wing for distance education. Plans for the expansion of the Coastal Georgia Center feature a “technology wing” that will enable the facility to better serve the needs of the area’s businesses and students. The $2.34 million, 13,718 square foot project will have seven new classrooms, two of which will be equipped with a state-of-the-art distance learning system, and 10 offices. It is scheduled for completion in the fall of 2002. Located on Martin Luther King Boulevard in Savannah’s historic downtown district, the Coastal Georgia Center is operated by Georgia Southern in partnership with Armstrong Atlantic State University and Savannah State University.

Researchers awarded grant to study fish proteins. Two members of Georgia Southern’s Biology Department received another substantial research grant from the National Science Foundation (NSF). James B. Claiborne and Alison Morrison-Shetlar were presented with a four-year grant worth $534,620 from the Integrative Animal Biology program of the NSF. The money will fund the team’s research of fish proteins that could lead to a better understanding of certain diseases in the human body. Since 1995, Claiborne and Morrison-Shetlar’s project has received more than $927,000 from the NSF, making it one of the two largest, continuously funded research projects in Georgia Southern history. The grant also provides funding for Susan Edwards, a visiting research scientist from Australia, plus biology undergraduate and graduate students who will work on the project. The new grant went into effect Sept. 1, 2001.

University reacts to terrorist attacks. The American flag on Sweetheart Circle was lowered to half staff, the A Day For Southern fundraising drive was suspended and classes were cancelled Tuesday afternoon as America reacted to terrorist attacks in New York City and Washington, D.C. on September 11th. “As a faculty, staff and student body representing nationalities around the world, Georgia Southern University joins our nation and all civilized societies in mourning the loss of life and the suffering inflicted by these horrific acts of violence,” said President Bruce F. Grube. “The University community is united in our condolence to all who have suffered and united in our confidence in America’s resilience and indomitable spirit.”

Botanical Garden receives $90,000 in donations. Georgia Southern University’s Botanical Garden received two donations worth a total of $90,000. Planters Rural Telephone Cooperative Inc. of Newington contributed $75,000 for the renovation of the Weather Vane Barn. R.J. Kennedy Jr. of Statesboro contributed $15,000 for the construction of an outdoor classroom. “These donations represent a major step for us,” said Sue Sill, the Garden’s director. “They will enable us to add some attractions that will greatly enhance what we already have to offer.” The Garden will convert the Weather Vane Barn into a museum. Once restored, the structure will be home to numerous farming artifacts and interpretive exhibits about rural life.

A Day For Southern tops $1 million for fourth straight year. This year’s volunteer appreciation reception and dinner was a time for Georgia Southern University to give thanks for community cooperation and support - symbolized by the unveiling of the grand total of $1,203,748 raised through the 28th annual A Day For Southern campaign. More than 200 volunteers from the campus and community called on more than 1,100 Bulloch County businesses for support for academic scholarships and programs through the Georgia Southern University Foundation and athletics programs through the Southern Boosters, Inc.
New water policy think tank keeps ideas flowing. From irrigation issues to saltwater intrusion into the Floridan Aquifer, Georgians must answer a range of difficult questions in coming years. The Coastal Rivers Water Planning & Policy Center, headquartered at Georgia Southern launched Oct. 1, 2001. Working cooperatively with sister programs at Georgia State University and Albany State University, the Center is addressing the critical water issues surrounding 49 counties and Southeast Georgia’s five major river basins. The Center springs from $1.75 million in federal funds, spearheaded by Congressman Jack Kingston, to investigate new ways to solve Georgia’s water woes. “We will have geologists, hydrologists and biologists involved in providing the scientific data needed to make solid decisions,” said Dallas Rhodes, co-director of the Center. “We will also be the data center for all three water policy centers, providing the sources of information that they will be using.”

Sports medicine-athletic training program awarded national accreditation. Georgia Southern University earned distinction as one of only three nationally accredited athletic training programs in the state. The Commission for Accreditation of Allied Health Education Programs (CAAHEP) awarded a five-year accreditation to the program, which is in the University’s Department of Health and Kinesiology. “This is the first step towards becoming a regional and national leader in athletic training education,” said program director Paul R. Geisler. “Program accreditation will better allow us to recruit high quality students interested in studying the dynamic allied health care profession of athletic training.”

Moscow Chamber Orchestra performs October 10, 2001. Created in 1956 by renowned conductor and violinist Rudolph Barshai, the Moscow Chamber Orchestra is one of the world’s great chamber orchestras. Appointment of Constantine Orbelian, an American pianist and conductor, as music director in 1991 brought the orchestra into a new era of international activity and acclaim. Maestro Orbelian and the Orchestra perform more than 120 concerts per year.

University hosts state conference on alternative teacher certification. As Georgia faces a teacher shortage in elementary and secondary schools, the colleges and universities that graduate many of the state’s educators are looking at other ways to meet the need for qualified teachers. Deans of every college of education in Georgia convened at a statewide conference co-hosted by Georgia Southern University, November 11, 2001 in Macon to take a hard look at one option, the sometimes controversial Georgia Teacher Alternative Preparation Program (GTAPP). “Alternative certification is an attempt to take people who have some natural teaching skills and who have content knowledge - either from previous degrees or life experience - and giving them an opportunity to learn how to teach,” said Cindi Chance, the dean of Georgia Southern’s College of Education, who organized the conference.

Goizueta Foundation awards University $1 million grant to endow chair, scholarships. An Atlanta foundation established by the late CEO of The Coca-Cola Company, Roberto Goizueta, has made a $1 million grant to Georgia Southern University to endow a chair for an eminent scholar in the College of Education and scholarships for Hispanic/Latino students. The Goizueta Foundation Chair in Educational Administration will be the College of Education’s first chair for an eminent scholar and the University’s sixth endowed chair. The scholarship endowment will provide annual need-based scholarships to Hispanic/Latino students with preference to education majors. The Foundation split the grant between the two endowments. The $500,000 gift earmarked for the Goizueta Chair is eligible for matching funds through the state legislature’s eminent scholars program. “The Goizueta Foundation and Georgia Southern share a mission to improve educational opportunities in our state, and this partnership promotes very promising developments in two important areas,” University President Bruce Grube said. “The Goizueta Chair will focus on educational leadership in schools and understanding what makes highly effective teachers, principals and other administrators who lead the schools where students achieve. “The Goizueta Scholarship endowment will open a new horizon for Georgia’s growing population of Hispanic and Latino families who see a college education in the future of their children.”

Georgia Southern University surpasses goal in State Charitable Contributions Program. The employees and students of Georgia Southern University surpassed their goal in the 2002 State Charitable Contributions Program by raising $42,398 for the United Way. 638 faculty and staff members pledged to give $40,398. The Student Government Association raised an additional $2,000 in pledges from the student body, enabling the University to exceed its goal of $40,000 by $2,398.

Nessmith-Lane Continuing Education Building ribbon cutting and dedication. Governor Roy Barnes cut the ribbon to open Georgia Southern University’s Nessmith-Lane Continuing Education Building at its dedication ceremony on January 25, 2002. The $17 million construction and renovation project more than quadrupled the size of the original continuing education center, formerly known as the Southern Center, which was built in 1981. Named for former state representatives Paul E. Nessmith and the late W. Jones Lane, who were instrumental in legislative funding of the project, the new continuing education building expands meeting and learning space for adult classes, conferences and large-scale events. The facility, which includes a 376-seat auditorium and a multi-purpose room accommodating 600 people, is served by a kitchen and executive dining room. In addition, the continuing education building includes nine meeting rooms that can be subdivided into a dozen rooms and a distance learning classroom. The Performing Arts Center is the largest of its kind in Southeast Georgia. The 850 seats include a balcony and box seats. The stage features an orchestra shell, and the orchestra pit can be raised to stage level. “Through this state-of-the-art facility, Georgia Southern will be able to increase our offerings for adult learners as well as
bring to the region high-quality cultural programming in the performing arts,” said Kathleen Burke, dean of the University’s Division of Continuing Education and Public Service. “We hope the facility will bring members of the community and others together for the exchange of ideas.”

**U.S. News and World Report recognized Georgia Southern’s Web MBA program** as one of the “Best Online Graduate Business Programs” in the nation. The recognition by *U.S. News* includes only fully accredited business programs. The program is a consortium of MBA programs which include Georgia Southern, Georgia College and State University, Kennesaw State University, Valdosta State University, and The State University of West Georgia. This online 10-course program enables business professionals to earn a Master’s in Business Administration degree without interrupting their professional and/or personal careers. To learn more about the program visit [http://www2.gasou.edu/mba](http://www2.gasou.edu/mba) or call ext. 5767.

**The College of Education selected for membership in the National Network for School Renewal.** Of the 1300 teacher training institutions in the United States, membership includes only 20 institutions. Additionally, Georgia Southern is the only institution in Georgia with this distinction. “This is a very prestigious and selective group,” said College of Education Dean Cindi Chance. “We were selected thanks to our professionalism and dedication to teacher training.”

**Nobel Laureate draws crowd.** More than 600 people came to the Performing Arts Center on Friday, March 1, 2002, for a lecture by Nobel Prize winner Bill Phillips. Phillips, who won the prize in Physics, presented two lectures at the University. A technical lecture was presented to faculty and students. The public presentation attracted a large crowd, including high school students from surrounding counties. Phillips is known for presenting sophisticated concepts of physics in a way that non-scientists can understand.

**World famous paleoanthropologist and zoologist Meave Leakey lectures.** “My Life in Science: An Evening with Meave Leakey” March 21, 2002, presented the discoveries of this member of the Leakey team, known for her work uncovering fossilized clues to the origin of the earliest human ancestors in Africa.

**Ground broken for the new School of Information Technology Building.** The Lt. Governor keynoted the ground breaking ceremonies on April 11, 2002. The building will house the new School of Information Technology which began Fall 2001. The $33 million state-of-the-art facility will house classrooms, computer labs, offices, lecture halls, and a bookstore and café. The targeted completion date is June 2003.

**Annual Alumni Awards Dinner held April 6, 2002.** Chick-Fil-A Inc. President and Chief Operating Officer Dan Truett Cathy was named Georgia Southern’s Alumnus of the Year. The awards recognize outstanding graduates and friends of the University. Winners included Max Manack, Alumnus of the Year in Private Enterprise; Angelia Aaron, Young Alumna of the Year; State Representative Bob Lane, Friend of Georgia Southern award; and State Representative Terry Coleman, Eagle Lifetime Achievement award. Alumni of the year were H. Phillip Moore Jr., College of Business Administration; Marie Craig Hooks, College of Education; Thomas N. Troutman, Allen E. Paulson College of Science and Technology; Charlotte White, College of Health and Professional Studies; Steve McCallum, College of Liberal Arts and Social Sciences; and Ellen Marie Dotson, Department of Biology.

**Excellent Audit applauded.** University System of Georgia Chancellor Thomas C. Meredith recognized Georgia Southern for its fiscal year 2001 State Department of Audits and Accounts report. The report was rated as excellent, which indicates no identified control weaknesses and good adherence to applicable policies and procedures. He also commended the staff on its excellent work and the high standards that have been achieved.

Source: Office of Marketing & Communications
Summary of Facts – Fall 2001

There were 2612 Beginning Freshmen:
- Average High School GPA was 3.01.
- Average SAT Score was 1028. This compares to a University System of Georgia average of 1026 and a National Average of 1020.

Retention/Graduation Rate:
- The first year retention rate of first time, full time, degree-seeking freshmen who entered in Fall 2000 (and returned in Fall 2001) was 75%.
- The six year graduation rate for first time, full time, degree-seeking freshmen who entered in Fall 1995 and completed a bachelor’s degree (before Fall 2001) is 38%.

Total Enrollment was 14,371:
- 89.1% (12,798) were undergraduates, 10.9% (1,573) graduate level.
- 88.9% (11,381) of undergraduates were full time, 11.1% (1,417) part time.
- 25.4% (399) of graduate level students were full time, 74.6% (1,174) part time.
- 53.7% (7,722) were women, 46.3% (6,649) men.
- 30.1% (4,321) were minorities.
- 79.2% (10,131) of undergraduates lived off campus, 20.8% (2,667) on-campus. 42% of Freshmen lived on-campus.
- 97.5% (14,014) were U.S. citizens with non-citizens representing 73 countries.
- 93.6% (13,446) were Georgia Residents with non-residents representing 42 of the 50 States.
- 4.9% (704) were transfers. 19.7% (139) were from University System of Georgia four year Institutions, 49.1% (346) University System of Georgia two year Institutions, 1.1% (8) Georgia Technical Colleges, 8.7% (61) Private Institutions, and 21.3% (150) Out of State Institutions.

Degrees Conferred:
- Georgia Southern University awarded 2,285 Degrees in 115 majors in Fiscal Year 2001. 1,869 Bachelor Degrees, 365 Masters Degrees, 42 Education Specialist Degrees, and 9 Doctorates.
- 81.8% of degrees were undergraduate and 19.2% graduate level.
- Minorities received 29.3% of undergraduate degrees and 16.1% of graduate level degrees.
- Women received 56.7% of undergraduate degrees and 66.6% of graduate level degrees.

Credit Hours:
- Students were enrolled in courses totaling 390,534 semester credit hours for Fiscal Year 2002 *(516 ROTC)*. They were enrolled in 179,551 semester credit hours in Fall 2001 *(258 ROTC)*.

Class Size:
- The average class size of lower division courses was 38, upper division was 20, and graduate level was 8.
- The Student to Faculty Ratio was 18:1.

Financial Aid:
- There were 26,358 Financial Aid awards to students totaling $66,913,553 in the 2000-2001 aid year.

Faculty/Staff:
- There were 1,774 full time employees including faculty, 23% (408) were minorities, 54.7% (971) were women.
- Of full time faculty, 43.9% were female, 10.4% minorities, 71.2% had doctorate level degrees, 53% were tenured, and 43.6% on tenure track.
- Awards to Faculty for Research, Instruction, and Public Service for Fiscal Year 2001 totaled $4,255,887.
Profile of Georgia Southern University

**Georgia Southern University is the largest and most comprehensive center of higher education** in the southern half of Georgia. A residential campus of 14,371 students, Georgia Southern is one of the top two universities of choice in Georgia for new freshman; every state and 80 nations are represented in the student body. The University’s hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Accredited by the Southern Association of Colleges and Schools, Georgia Southern offers 130 undergraduate and graduate degree programs through the doctoral level in its six Colleges: Liberal Arts and Social Sciences, Business Administration; Education; Health and Professional Studies; The Jack N. Averitt College of Graduate Studies; and the Allen E. Paulson College of Science and Technology. The University has earned national accreditation in 29 program areas.

**Founded in 1906 as a district agricultural school.** Georgia Southern advanced to become a teachers' college, a senior college, and in 1990 earned its status as the first university in the southern half of Georgia. Since becoming a university, Georgia Southern has invested more than $200 million in a renaissance of buildings and beautification on its 634-acre park-like campus. The learning environment for students and the public is enhanced by a museum of cultural and natural history, a botanical garden, and a unique wildlife education center. A new campus master plan will guide future construction.

**Georgia Southern serves** its mostly rural coastal region through outreach and research in economic development, education, cultural opportunities, rural health, and environmental interests. The University extends educational opportunities throughout the region at graduate centers in Savannah, Augusta, Brunswick, Hinesville, Dublin, and at numerous remote sites statewide via distance learning.


Source: Office of Marketing & Communications
Mission Statement

Georgia Southern University is a predominantly undergraduate university devoted to "teaching first," a student-centered residential campus that nurtures a fulfilling college experience, and a serving institution strongly identified with the heritage and hopes of its region. The University's uncommon breadth of nationally accredited academic programs in the liberal arts and professional studies attracts a statewide enrollment of undergraduate students. As a University granting professionally-oriented doctoral degrees and an array of master's degrees designed to meet the needs of the region, Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically-needed professions.

Our Mission is Rooted in South Georgia, a largely rural region that encompasses coastline, wetlands, cities and rich histories, and areas of endemic privation but abundant potential. Our quest is to uplift our region's educational attainment, cultural opportunities, economic growth, environmental quality, scientific and technological progress, and social and personal well-being. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us.

Most of Our Students are Georgians who begin as full-time freshmen, reflect Georgia's and the globe's cultural diversity, and have the motivation and ability to complete our increasingly demanding programs. Working professionals and transfer students are a growing presence. Student life is characterized by a culture of learning inside and outside the classroom. A safe campus serves as a laboratory for developing citizenship and leadership in a collegial environment. The Georgia Southern experience promotes the development of students who value honesty, civility, and the dignity of work. Our mission is to graduate students who are knowledgeable, clear-thinking, articulate, and effective in problem-solving.

Our Comprehensive Curriculum Focuses on undergraduate programs of high quality, enhanced by masters and professionally-oriented doctoral programs pertinent to the region. At the University's core is excellent instruction, strengthened by research and service. Innovative classes increasingly incorporate new instructional techniques and technologies.

The University is a Center of Learning applied to regional planning, economic development, partnerships in schools, science, industries, international trade, community needs, and the health of South Georgians. We expand horizons through outreach in sciences and liberal arts, preservation of distinctive cultural legacies, and attention to the integrity of South Georgia's environment. Faculty, staff, and students exemplify service, contributing time and expertise to enhance the quality of life.

Scholarship is Central to the Mission of the University. We practice scholarship in terms of the discovery, integration, application, and teaching of knowledge and creative activity. Scholarship of relevance to South Georgia, and of a standard that can earn national or international recognition, is especially esteemed.

Georgia Southern Will Be one of the nation's best public undergraduate universities by nurturing a faculty who are devoted to teaching able and diverse students. We will provide society with graduates who are both equipped to master a competitive world and educated to build a better civilization. Georgia Southern exemplifies how kindness, quality, and collaboration can complement efficiency, effectiveness, and integrity. Georgia Southern University will be a catalyst for the aspirations of South Georgians and an emblem of their achievements.

Approved by the Board of Regents, July 9, 1996

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 A.
The University System of Georgia

The University System of Georgia includes 34 state-operated institutions of higher education located throughout the state. A 16 member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members, five from the state-at-large and one from each of the state’s 11 Congressional Districts, 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-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.

Source: 2001—2002 Undergraduate & Graduate Catalog
The Board of Regents

CARTER, Hugh A., Jr.  
At-Large (8/08/00 - 1/01/09)

CATER, (Mr.) Connie  
Eighth (6/18/99 - 1/01/06)

CLEVELAND, William H.  
At-Large (10/04/01 - 1/01/09)

COLES, Michael J.  
Sixth (1/09/01 - 1/01/08)

HARRIS, Joe Frank (VICE CHAIR)  
Seventh (6/18/99 - 1/01/06)

HOWELL, Hilton H., Jr. (CHAIR)  
At-Large (6/15/98 - 1/01/04)

HUNT, John  
Second (1/07/97 - 1/01/04)

LEEBERN, Donald M., Jr.  
At-Large (1/01/98 - 1/05/05)

McMILLAN, Elridge W.  
Fifth (1/01/96 - 1/01/03)

NeSMITH, Martin W.  
First (6/18/99 - 1/01/06)

RODWELL, Wanda Yancey  
Fourth (3/29/02 - 1/01/05)

SHELNUT, J. Timothy  
Tenth (8/25/00 - 1/01/07)

WHITE, Glenn S.  
Eleventh (1/01/98 - 1/01/05)

WOOTEN, Joel O., Jr.  
At-Large (6/18/99 - 1/01/06)

YANCEY, James D.  
Third (1/01/00 - 1/01/07)

Regents’ Central Office Staff

Dr. Thomas C. Meredith, Chancellor  
Ms. Shelly C. Nickel, Special Assistant  
Ms. Gail S. Weber, Secretary to the Board  
Ms. Margaret Taylor, Deputy to the Senior Vice Chancellors

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. Robyn A. Crittenden, Assistant Vice Chancellor Legal Affairs (Contracts)  
Mr. William Wallace, Associate Vice Chancellor Human Resources  
Ms. Sherea Timmons, Director of Human Resources  
Mr. Ronald B. Stark, Associate Vice Chancellor Internal Audit

Mr. Thomas E. Daniel, Senior Vice Chancellor, Office of External Activities & Facilities  
Dr. Lamar Veatch, Assistant Vice Chancellor, Georgia Public Library Service  
Ms. Annie Hunt Burriss, Assistant Vice Chancellor Development & Economic Services  
Ms. Terry Durden, Director of ICAPP Operations  
Ms. Arlethia Perry-Johnson, Assistant Vice Chancellor Media & Publications  
Mr. John Millsaps, Director of Communications/Marketing

Ms. Diane Payne, Director of Publications  
Mr. George B. Wingblade, Vice Chancellor - Facilities  
Ms. Linda Daniels, Assistant Vice Chancellor Design & Construction  
Mr. Peter J. Hickey, Assistant Vice Chancellor Real Properties  
Mr. Mark Demyanek, Director of Environmental Safety

Dr. Daniel S. Papp, Senior Vice Chancellor, Office of Academics and Fiscal Affairs  
Dr. Frank A. Butler, Vice Chancellor Academics, Faculty, and Student Affairs  
Dr. Cathie M. Hudson, Associate Vice Chancellor Strategic Research & Analysis  
Dr. John T. Wolfe, Jr. Associate Vice Chancellor Faculty Affairs  
Dr. Barry A. Fullerton, Associate Vice Chancellor Student Services  
Dr. Joseph J. Szutz, Assistant Vice Chancellor Planning  
Dr. Jan Kettlewell, Associate Vice Chancellor P-16 Initiatives  
Dr. Kathleen Burk, Assistant Vice Chancellor Academic Affairs/Director of Regents' Testing  
Dr. Kris Biesinger, Assistant Vice Chancellor Advanced Learning Technologies  
Dr. Richard Sutton, Senior Advisor for Academic Affairs Director - International Programs  
Ms. Susan Leisure, Assistant Director, Office of International Education

Mr. Randall Thursby, Vice Chancellor Information & Instructional Technology/CIO  
Ms. Beth Brigdon, Assistant Vice Chancellor Enterprise Systems & Services  
Ms. Jayne Williams, Assistant Vice Chancellor Library & Customer Information Services  
Ms. Merryl Penson, Executive Director Library Services  
Dr. Tom Maier, Executive Director Strategic Planning & Policy Development  
Mr. John Graham, Executive Director Enterprise Applications Systems  
Mr. John Scoville, Executive Director Enterprise Infrastructure Services

Mr. William Bowes, Vice Chancellor Office of Fiscal Affairs  
Ms. Usha Ramachandran, Budget Director  
Mr. Gerald Vaughan, Assistant Budget Director  
Ms. Debra Wike, Executive Director Business & Financial Affairs  
Mr. Robert Elmore, Assistant Director Business Services  
Mr. Michael Cole, Assistant Director Financial Services & Systems

Source: Board of Regents

Georgia Southern University Fact Book 2001—2002
Georgia Southern University Organization

Dr. Bruce F. Grube, President
Ms. Marilyn Bruce, Executive Assistant to the President
Dr. Marcia Jones, Affirmative Action Officer
Mr. Scott Pierce, Director, Audit & Advisory Services
Dr. Jeff McLellan, Legal Advisor, Legal Affairs Office
Mr. E. Lee Davis, Legal Advisor, Legal Affairs Office

Ms. Sharon McMahon, Director, Marketing and Communications
Ms. Rosemary Carter, Associate Director, Operations
Ms. Caryl Brown, Assistant Director, Design Services
Mr. Frank Fortune, Assistant Director, Photographic Services
Mr. Michael Sullivan, Assistant Director, Media Relations
Mr. C. David Thompson, Assistant Director, Editorial Services

Dr. Vaughn Vandegrift, Provost and Vice President for Academic Affairs/CIO
Dr. Robert W. Haney, Associate Provost
Dr. Alison Ridley, Associate Vice President
Ms. Edna Levernier, Business Manager
Ms. Candace Griffith, Assistant to the Provost
Dr. Judy Schomber, Director, Advisement/Retention/First Year Experience
Dr. Hew Joiner, Director, Bell Honors Program
Dr. Alison Morrison-Shetlar, Director, Faculty Development
Ms. Lisa Spence, Director, Information Technology Services
Dr. Nancy Shumaker, Director, International Studies
Dr. Synnove Heggoy, Director, Regents Center for Learning Disorders
Dr. Martha Abell, Acting Director, University Honors Program

Dr. Bede Mitchell, Dean of the Library and University Librarian
Ms. Ann Hamilton, Associate Dean of the Library & Associate University Librarian

Dr. Lane Van Tassell, Associate VPAA/Dean of Graduate Studies
Dr. John Diebolt, Associate Dean
Dr. Howard Kaplan, Director, Research Services & Sponsored Programs

Dr. Kathleen Burke, Dean, Continuing Education and Public Service
Ms. Ruth Ann Rogers, Executive Assistant to the Dean
Dr. Sue Sill, Director, Botanical Garden
Dr. Henry Barber, Director, Brunswick Center (CGCC)
Ms. Carol Thompson, Director, Campus Life Enrichment & Performing Arts Program
Mr. Steve Hein, Director, Center for Wildlife Education
Ms. Pam Peaster, Director, Distance Learning Center
Dr. Catherine Woody, Director, Dublin Center (Dublin)
Dr. Brent Tharp, Director, GSU Museum
Ms. Gisela Grant, Director, Liberty Center (Hinesville)

Dr. Ralph Byington, Acting Dean, College of Business Administration
Dr. Jake Simons, Acting Associate Dean
Dr. Lowell Mooney, Director, School of Accountancy
Dr. Chris Paul, Chair, Finance & Economics
Dr. Mark Hanna, Chair, Information Systems and Logistics
Dr. Barbara Price, Interim Director, School of Information Technology
Dr. Glen Riecken, Chair, Management & Marketing

Dr. Cindi Chance, Dean, College of Education
Dr. Fred Page, Associate Dean
Dr. Jennie Rakestraw, Associate Dean
Dr. Jane Page, Chair, Curriculum, Foundations & Research
Dr. Amy Heaston, Acting Chair, Early Childhood Ed. & Reading
Dr. Robert Martin, Acting Chair, Leadership/Technology/Human Development
Dr. Ronnie Sheppard, Chair, Middle Grades & Secondary Education

Dr. Fred Whitt, Dean, College of Health & Professional Studies
Dr. Charles Hardy, Associate Dean
Dr. Virginia Richards, Assistant Dean for Student Services
Dr. Diana Cone, Acting Chair, Family & Consumer Sciences
Dr. James McMillan, Acting Chair, Health & Kinesiology
Dr. Jean Bartels, Chair, School of Nursing
Dr. Henry Eisenhart, Chair, Recreation & Sport Management

Dr. Kate Conway-Turner, Dean, College of Liberal Arts & Social Sciences
Dr. Curtis Ricker, Associate Dean
Ms. Nancy Wright, Assistant Dean
Mr. Richard Tichich, Chair, Art Department
Dr. Hal Fulmer, Chair, Communication Arts
Dr. Donnie Richards, Chair, Foreign Languages
Dr. Jerome Steffen, Chair, History
Dr. Bruce Krajewski, Chair, Literature & Philosophy
Dr. David Mathew, Chair, Music
Dr. Sudha Ratan, Acting Chair, Political Science
Dr. Richard Rogers, Chair, Psychology
Dr. Sue Moore, Chair, Sociology & Anthropology
Dr. Larry Burton, Chair, Writing & Linguistics

(Continued on page 15)
Dr. Jimmy Solomon, Dean,  
Allen E. Paulson College of Science & Technology  
Dr. Denise Battles, Associate Dean  
Dr. Todd Deal, Associate Dean  
Mr. John Wallace, Director, School of Technology  
Dr. John Averett, Chair, Biology  
Dr. William S. Richardson III, Chair, Chemistry  
Dr. Dallas Rhodes, Chair, Geology & Geography  
Dr. Jimmy Solomon,  
Acting Chair, Mathematics & Computer Science  
LTC William G. Roberts, Chair, Military Science  
Dr. Marvin Payne, Chair, Physics

Dr. Ronald J. Core,  
Vice President for Business and Finance  
Ms. Connie Palfy, Assistant to the Vice President  
Mr. Sam Baker, Director, Athletics  
Mr. Joe Franklin, Director, Auxiliary Services  
Ms. Kim Thompson, Controller  
Ms. Susan Norton, Director, Human Resources  
Mr. Richard Mellett, Director, Physical Plant  
Mr. Kenneth W. Brown, Director, Public Safety

Dr. Linda Bleicken,  
Vice President for Student Affairs and  
Enrollment Management  
Mr. Randy Gunter,  
Associate Vice President & Dean of Students  
Ms. Virginia Samiratedu, Assistant to the Vice President  
Ms. Janet O’Brien, Director, Academic Success Center  
Dr. Teresa Thompson, Director Admissions  
Mr. Willie Ehling,  
Director, Campus Recreation & Intramurals  
Mr. Warren Riles, Director, Career Services  
Dr. David Matthews, Director, Counseling Center  
Ms. Sue Hawks-Foster,  
Director, Educational Opportunity Programs  
Ms. Connie Murphey, Director, Financial Aid  
Mr. Lynn Tabor, Administrator, Health Services  
Dr. Jayne Perkins, Director, Institutional Research  
Dr. Ed Bayens, Judicial Affairs Officer  
Ms. Renata Newbill-Jallow, Acting Director,  
Multicultural & International Student Center  
Mr. Mike Deal, Registrar  
Mr. Earl Cashon, Director, Russell Union  
Mr. Wayne Akins,  
Director, Student Disability Resource Center  
Ms. Vickie Hawkins, Director, University Housing

Dr. James M. Britt,  
Vice President for University Advancement  
Ms. Grace Adams, Assistant to the Vice President  
Mr. Frank Hook, Director, Alumni Relations  
Ms. Beth Matthews, Director Annual Giving  
Mr. William Griffis, Director Development  
Dr. Bill Golden, Director Governmental Relations  
Mr. Jeff Snow, Director Major Gifts  
Ms. Sheryl Burnsed, Director Planned Giving

Current as of June 30, 2002

See the Office of the Provost & Vice President for Academic Affairs Web Site for the latest Organizational Structure (http://www2.gasou.edu/acadaff/).
# Past Presidents

<table>
<thead>
<tr>
<th>Period</th>
<th>Institution</th>
<th>Position</th>
<th>Names</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>First District A&amp;M School</td>
<td>Principal</td>
<td>J. Walter Hendricks</td>
<td>1908-1909</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E.C.J. Dickens</td>
<td>1909-1914</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F.M. Rowan</td>
<td>1915-1920</td>
</tr>
<tr>
<td>1924</td>
<td>Georgia Normal School</td>
<td>President</td>
<td>Ernest V. Hollis</td>
<td>1920-1926</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guy H. Wells</td>
<td>1926-1934</td>
</tr>
<tr>
<td>1929</td>
<td>South Georgia Teachers College</td>
<td>President</td>
<td>Marvin S. Pittman</td>
<td>1934-1941</td>
</tr>
<tr>
<td>1939</td>
<td>Georgia Teachers College</td>
<td>President</td>
<td>Albert M. Gates</td>
<td>1941-1943</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marvin S. Pittman</td>
<td>1943-1947</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Judson C. Ward</td>
<td>1947-1948</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zach S. Henderson</td>
<td>1948-1968</td>
</tr>
<tr>
<td>1959</td>
<td>Georgia Southern College</td>
<td>President</td>
<td>John O. Eidson</td>
<td>1968-1971</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pope A. Duncan</td>
<td>1971-1977</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nicholas W. Quick</td>
<td>1977-1978</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dale W. Lick</td>
<td>1978-1986</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Harry S. Carter</td>
<td>1986-1987</td>
</tr>
<tr>
<td>1990</td>
<td>Georgia Southern University</td>
<td>President</td>
<td>Nicholas L. Henry</td>
<td>1987-1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Harry S. Carter</td>
<td>1998-1999</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bruce F. Grube</td>
<td>1999 - Present</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research
Admission Standards

Fall 1998 - Fall 2001:

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

Regular Admission:

Minimum Verbal SAT of 480
Minimum Math SAT of 440
Minimum High School GPA of 2.0

College Preparatory Curriculum
Requirements for Freshman Admission, Fall 2001

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.
6. 2 additional academic units.

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://www2.gasou.edu/sta/adm/
Graduate Admissions : http://www2.gasou.edu/gradcoll/

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accepted</td>
<td>Enrolled</td>
<td>% Enrolled</td>
<td>Accepted</td>
</tr>
<tr>
<td>Freshmen</td>
<td>5,552</td>
<td>2,829</td>
<td>51.0%</td>
<td>4,886</td>
</tr>
<tr>
<td>Transfers</td>
<td>874</td>
<td>657</td>
<td>75.2%</td>
<td>897</td>
</tr>
<tr>
<td>Graduates</td>
<td>587</td>
<td>338</td>
<td>57.6%</td>
<td>540</td>
</tr>
<tr>
<td>Total</td>
<td>7,013</td>
<td>3,824</td>
<td>54.5%</td>
<td>6,323</td>
</tr>
</tbody>
</table>

Comparison of Applications Accepted/Enrolled

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accepted</td>
<td>Enrolled</td>
<td>% Enrolled</td>
<td>Accepted</td>
</tr>
<tr>
<td>Freshmen</td>
<td>5,552</td>
<td>2,829</td>
<td>51.0%</td>
<td>4,886</td>
</tr>
<tr>
<td>Transfers</td>
<td>874</td>
<td>657</td>
<td>75.2%</td>
<td>897</td>
</tr>
<tr>
<td>Graduates</td>
<td>587</td>
<td>338</td>
<td>57.6%</td>
<td>540</td>
</tr>
<tr>
<td>Total</td>
<td>7,013</td>
<td>3,824</td>
<td>54.5%</td>
<td>6,323</td>
</tr>
</tbody>
</table>

Source: Office of Admissions, Office of Graduate Admissions, Fall 2000 and Fall 2001 Regents Semester Enrollment Reports.
Beginning Freshmen Applications
Accepted versus Enrolled

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Applicants</th>
<th>Accepted</th>
<th>% Accepted</th>
<th>Enrolled</th>
<th>% Accepted/Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998¹</td>
<td>9,225</td>
<td>7,247</td>
<td>78.6%</td>
<td>2,842</td>
<td>39.2%</td>
</tr>
<tr>
<td>1999</td>
<td>9,971</td>
<td>6,552</td>
<td>65.7%</td>
<td>3,243</td>
<td>49.5%</td>
</tr>
<tr>
<td>2000</td>
<td>8,548</td>
<td>5,552</td>
<td>65.0%</td>
<td>2,829</td>
<td>51.0%</td>
</tr>
<tr>
<td>2001</td>
<td>8,386</td>
<td>4,886</td>
<td>58.3%</td>
<td>2,612</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

¹ Conversion from quarter to semester system.

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

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>Score</th>
<th>1998 no.</th>
<th>Cum%</th>
<th>1999 no.</th>
<th>Cum%</th>
<th>2000 no.</th>
<th>Cum%</th>
<th>2001 no.</th>
<th>Cum%</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td>13</td>
<td>.5%</td>
<td>14</td>
<td>.4%</td>
<td>13</td>
<td>.5%</td>
<td>12</td>
<td>.5%</td>
</tr>
<tr>
<td>600-699</td>
<td>190</td>
<td>7.3%</td>
<td>227</td>
<td>7.6%</td>
<td>247</td>
<td>9.6%</td>
<td>292</td>
<td>12.1%</td>
</tr>
<tr>
<td>500-599</td>
<td>979</td>
<td>42.4%</td>
<td>1,157</td>
<td>44.2%</td>
<td>1,119</td>
<td>50.9%</td>
<td>1,157</td>
<td>58.1%</td>
</tr>
<tr>
<td>400-499</td>
<td>1,419</td>
<td>93.3%</td>
<td>1,583</td>
<td>94.3%</td>
<td>1,267</td>
<td>97.6%</td>
<td>1,025</td>
<td>98.9%</td>
</tr>
<tr>
<td>300-399</td>
<td>186</td>
<td>99.9%</td>
<td>179</td>
<td>99.9%</td>
<td>60</td>
<td>99.9%</td>
<td>28</td>
<td>100.0%</td>
</tr>
<tr>
<td>200-299</td>
<td>1</td>
<td>100.0%</td>
<td>1</td>
<td>100.0%</td>
<td>4</td>
<td>100.0%</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,788</strong></td>
<td>100.0%</td>
<td><strong>3,161</strong></td>
<td>100.0%</td>
<td><strong>2,710</strong></td>
<td>100.0%</td>
<td><strong>2,514</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Verbal Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>1998 no.</th>
<th>Cum%</th>
<th>1999 no.</th>
<th>Cum%</th>
<th>2000 no.</th>
<th>Cum%</th>
<th>2001 no.</th>
<th>Cum%</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td>24</td>
<td>.9%</td>
<td>21</td>
<td>.7%</td>
<td>20</td>
<td>.7%</td>
<td>20</td>
<td>.8%</td>
</tr>
<tr>
<td>600-699</td>
<td>206</td>
<td>8.3%</td>
<td>212</td>
<td>7.4%</td>
<td>221</td>
<td>8.9%</td>
<td>238</td>
<td>10.3%</td>
</tr>
<tr>
<td>500-599</td>
<td>1,069</td>
<td>46.6%</td>
<td>1,263</td>
<td>47.3%</td>
<td>1,167</td>
<td>52.0%</td>
<td>1,203</td>
<td>58.1%</td>
</tr>
<tr>
<td>400-499</td>
<td>1,358</td>
<td>95.3%</td>
<td>1,508</td>
<td>95.0%</td>
<td>1,228</td>
<td>97.3%</td>
<td>1,027</td>
<td>99.9%</td>
</tr>
<tr>
<td>300-399</td>
<td>131</td>
<td>100.0%</td>
<td>155</td>
<td>99.9%</td>
<td>69</td>
<td>99.8%</td>
<td>25</td>
<td>99.9%</td>
</tr>
<tr>
<td>200-299</td>
<td>0</td>
<td>100.0%</td>
<td>2</td>
<td>100.0%</td>
<td>5</td>
<td>100.0%</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,788</strong></td>
<td>100.0%</td>
<td><strong>3,161</strong></td>
<td>100.0%</td>
<td><strong>2,710</strong></td>
<td>100.0%</td>
<td><strong>2,514</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Composite Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>1998 no.</th>
<th>Cum%</th>
<th>1999 no.</th>
<th>Cum%</th>
<th>2000 no.</th>
<th>Cum%</th>
<th>2001 no.</th>
<th>Cum%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1600</td>
<td>8</td>
<td>.3%</td>
<td>7</td>
<td>.2%</td>
<td>7</td>
<td>.3%</td>
<td>5</td>
<td>.2%</td>
</tr>
<tr>
<td>1200-1399</td>
<td>144</td>
<td>5.5%</td>
<td>148</td>
<td>4.9%</td>
<td>156</td>
<td>6.0%</td>
<td>177</td>
<td>7.2%</td>
</tr>
<tr>
<td>1000-1199</td>
<td>1,027</td>
<td>42.3%</td>
<td>1,250</td>
<td>44.5%</td>
<td>1,208</td>
<td>50.6%</td>
<td>1,249</td>
<td>56.9%</td>
</tr>
<tr>
<td>800-999</td>
<td>1,556</td>
<td>98.1%</td>
<td>1,695</td>
<td>98.1%</td>
<td>1,317</td>
<td>99.2%</td>
<td>1,074</td>
<td>99.6%</td>
</tr>
<tr>
<td>600-799</td>
<td>53</td>
<td>100.0%</td>
<td>61</td>
<td>100.0%</td>
<td>19</td>
<td>99.9%</td>
<td>9</td>
<td>100.0%</td>
</tr>
<tr>
<td>400-599</td>
<td>0</td>
<td>100.0%</td>
<td>0</td>
<td>100.0%</td>
<td>3</td>
<td>100.0%</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,788</strong></td>
<td>100.0%</td>
<td><strong>3,161</strong></td>
<td>100.0%</td>
<td><strong>2,710</strong></td>
<td>100.0%</td>
<td><strong>2,514</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

**Source:** Student Information Reporting System.
Average SAT Scores of Beginning Freshmen Compared to the University System Beginning Freshmen and to State and National Averages

<table>
<thead>
<tr>
<th>Fall Terms</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU Learning Support</td>
<td>444</td>
<td>446</td>
<td>462</td>
<td>488</td>
</tr>
<tr>
<td>GSU Regular</td>
<td>518</td>
<td>518</td>
<td>522</td>
<td>515</td>
</tr>
<tr>
<td>GSU - All</td>
<td>488</td>
<td>492</td>
<td>504</td>
<td>514</td>
</tr>
<tr>
<td>State Average</td>
<td>482</td>
<td>482</td>
<td>486</td>
<td>491</td>
</tr>
<tr>
<td>National Average</td>
<td>512</td>
<td>511</td>
<td>514</td>
<td>514</td>
</tr>
<tr>
<td><strong>VERBAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU Learning Support</td>
<td>445</td>
<td>444</td>
<td>448</td>
<td>449</td>
</tr>
<tr>
<td>GSU Regular</td>
<td>527</td>
<td>526</td>
<td>528</td>
<td>516</td>
</tr>
<tr>
<td>GSU - All</td>
<td>495</td>
<td>496</td>
<td>504</td>
<td>514</td>
</tr>
<tr>
<td>State Average</td>
<td>486</td>
<td>487</td>
<td>488</td>
<td>489</td>
</tr>
<tr>
<td>National Average</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>506</td>
</tr>
<tr>
<td><strong>COMPOSITE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU Learning Support</td>
<td>889</td>
<td>891</td>
<td>910</td>
<td>938</td>
</tr>
<tr>
<td>GSU Regular</td>
<td>1045</td>
<td>1044</td>
<td>1050</td>
<td>1032</td>
</tr>
<tr>
<td>GSU - All</td>
<td>983</td>
<td>987</td>
<td>1008</td>
<td>1028</td>
</tr>
<tr>
<td>University System</td>
<td>1013</td>
<td>1016</td>
<td>1021</td>
<td>1026</td>
</tr>
<tr>
<td>State Average</td>
<td>968</td>
<td>969</td>
<td>974</td>
<td>980</td>
</tr>
<tr>
<td>National Average</td>
<td>1017</td>
<td>1016</td>
<td>1019</td>
<td>1020</td>
</tr>
</tbody>
</table>

Notes:
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 Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

Source: Student Information Reporting System.
## Georgia High Schools of Beginning Freshmen, Fall 2001

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolled</th>
<th>School</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of State</td>
<td>160</td>
<td>Fayette County High School</td>
<td>16</td>
</tr>
<tr>
<td>Statesboro High School</td>
<td>53</td>
<td>Lakeside High School-Evans</td>
<td>16</td>
</tr>
<tr>
<td>Collins Hill High School</td>
<td>38</td>
<td>Norcross High School</td>
<td>16</td>
</tr>
<tr>
<td>Brookwood High School</td>
<td>37</td>
<td>Warner Robins High School</td>
<td>16</td>
</tr>
<tr>
<td>Chattahoochee High School</td>
<td>35</td>
<td>Burke County Comprehensive High School</td>
<td>15</td>
</tr>
<tr>
<td>Parkview High School</td>
<td>35</td>
<td>South Forsyth High School</td>
<td>15</td>
</tr>
<tr>
<td>South Effingham High School</td>
<td>35</td>
<td>Thomas County Central High School</td>
<td>15</td>
</tr>
<tr>
<td>Harrison High School</td>
<td>30</td>
<td>Ware County High School</td>
<td>15</td>
</tr>
<tr>
<td>Houston County High School</td>
<td>29</td>
<td>West Laurens High School</td>
<td>15</td>
</tr>
<tr>
<td>Shiloh High School</td>
<td>28</td>
<td>Centennial High School</td>
<td>14</td>
</tr>
<tr>
<td>Walton High School</td>
<td>28</td>
<td>Heritage High School</td>
<td>14</td>
</tr>
<tr>
<td>Effingham County High School</td>
<td>27</td>
<td>Mount De Sales Academy</td>
<td>14</td>
</tr>
<tr>
<td>South Gwinnett High School</td>
<td>27</td>
<td>North Cobb High School</td>
<td>14</td>
</tr>
<tr>
<td>Southeast Bulloch High School</td>
<td>27</td>
<td>Saint Vincent's Academy</td>
<td>14</td>
</tr>
<tr>
<td>Lassiter High School</td>
<td>26</td>
<td>Tattnall County High School</td>
<td>14</td>
</tr>
<tr>
<td>Greenbrier High School</td>
<td>25</td>
<td>Brentwood High School</td>
<td>13</td>
</tr>
<tr>
<td>Milton High School</td>
<td>25</td>
<td>Calvary Baptist Day School</td>
<td>13</td>
</tr>
<tr>
<td>Alan C Pope High School</td>
<td>21</td>
<td>Claxton High School</td>
<td>13</td>
</tr>
<tr>
<td>Eagles Landing High School</td>
<td>21</td>
<td>Dacula High School</td>
<td>13</td>
</tr>
<tr>
<td>Northside High School - Warner Robins</td>
<td>21</td>
<td>Lakeside High School-Atlanta</td>
<td>13</td>
</tr>
<tr>
<td>Richmond Hill High School</td>
<td>21</td>
<td>McIntosh High School</td>
<td>13</td>
</tr>
<tr>
<td>Roswell High School</td>
<td>21</td>
<td>Windsor Forest High School</td>
<td>13</td>
</tr>
<tr>
<td>Screven County High School</td>
<td>21</td>
<td>Benedictine Military School</td>
<td>12</td>
</tr>
<tr>
<td>Evans High School</td>
<td>20</td>
<td>Glynn Academy</td>
<td>12</td>
</tr>
<tr>
<td>Herschel Jenkins High School</td>
<td>20</td>
<td>Savannah Christian School</td>
<td>12</td>
</tr>
<tr>
<td>Wayne County High School</td>
<td>20</td>
<td>Wheeler High School</td>
<td>12</td>
</tr>
<tr>
<td>Camden County High School</td>
<td>19</td>
<td>Benjamin E Mays High School</td>
<td>11</td>
</tr>
<tr>
<td>Columbus High School</td>
<td>19</td>
<td>Bradwell Institute</td>
<td>11</td>
</tr>
<tr>
<td>Appling County High School</td>
<td>18</td>
<td>Columbia High School</td>
<td>11</td>
</tr>
<tr>
<td>Brunswick High School</td>
<td>17</td>
<td>Jonesboro High School</td>
<td>11</td>
</tr>
<tr>
<td>Dalton High School</td>
<td>17</td>
<td>Lithonia High School</td>
<td>11</td>
</tr>
<tr>
<td>Jenkins County High School</td>
<td>17</td>
<td>Meacham High School</td>
<td>11</td>
</tr>
<tr>
<td>Lovejoy High School</td>
<td>17</td>
<td>Metter High School</td>
<td>11</td>
</tr>
<tr>
<td>Redan High School</td>
<td>17</td>
<td>Oconee County High School</td>
<td>11</td>
</tr>
<tr>
<td>Vidalia High School</td>
<td>17</td>
<td>Sprayberry High School</td>
<td>11</td>
</tr>
<tr>
<td>Bryan County High School</td>
<td>16</td>
<td>Starr's Mill High School</td>
<td>11</td>
</tr>
<tr>
<td>Deerfield-Windsor School</td>
<td>16</td>
<td>Upson-Lee High School</td>
<td>11</td>
</tr>
<tr>
<td>Etowah High School</td>
<td>16</td>
<td>Westside High School</td>
<td>11</td>
</tr>
</tbody>
</table>

**Notes:**
Includes only Schools with >10 students.
Beginning Freshman - A degree-seeking student who enters college for the first time Fall Term or who has graduated from high school within the calendar year of that Fall Term. Regents definition.

**Source:** Student Information Reporting System.
Undergraduate In-Transfer Students, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University System of Georgia Four Year Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany State University</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>40</td>
<td>30</td>
<td>47</td>
<td>32</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Augusta State University</td>
<td>18</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Clayton College and State University</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Georgia College and State University</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Georgia Southwestern State University</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>15</td>
<td>10</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>North Georgia College and State University</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Savannah State University</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Southern Polytechnic State University</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>State University of West Georgia</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>16</td>
<td>16</td>
<td>11</td>
<td>17</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td><strong>University System of Georgia Two Year Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College</td>
<td>19</td>
<td>16</td>
<td>11</td>
<td>15</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Atlanta Metropolitan College</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Bainbridge College</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Coastal Georgia Community College</td>
<td>16</td>
<td>12</td>
<td>19</td>
<td>24</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Dalton State College</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Darton College</td>
<td>20</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>East Georgia College</td>
<td>36</td>
<td>41</td>
<td>73</td>
<td>80</td>
<td>86</td>
<td>148</td>
</tr>
<tr>
<td>Floyd College</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Gainesville College</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>18</td>
<td>12</td>
<td>31</td>
<td>22</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Gordon College</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>17</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Macon State College</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Middle Georgia College</td>
<td>41</td>
<td>39</td>
<td>34</td>
<td>34</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td>South Georgia College</td>
<td>14</td>
<td>18</td>
<td>18</td>
<td>26</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Waycross College</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>21</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td><strong>Department of Technical and Adult Education Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Combined</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Private Institutions in Georgia</strong></td>
<td>73</td>
<td>78</td>
<td>63</td>
<td>72</td>
<td>88</td>
<td>61</td>
</tr>
<tr>
<td><strong>Out of State Institutions</strong></td>
<td>140</td>
<td>136</td>
<td>125</td>
<td>120</td>
<td>98</td>
<td>136</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>3</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>591</td>
<td>550</td>
<td>589</td>
<td>602</td>
<td>657</td>
<td>704</td>
</tr>
</tbody>
</table>

1 Non-Degree and 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
## Enrollment by Country of Citizenship, Fall 2001

Source: Student Information Reporting System

<table>
<thead>
<tr>
<th>Country</th>
<th>U/G</th>
<th>G</th>
<th>Total</th>
<th>Country</th>
<th>U/G</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Jordan</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Argentina</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Kenya</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Aruba</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Korea, South</td>
<td>15</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Australia</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Liberia</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Macedonia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bahamas</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>Malaysia</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Bahrain</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Mexico</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>Nepal</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Barbados</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Nigeria</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Belize</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Pakistan</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Bolivia</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Panama</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>Peru</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Philippines</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Canada</td>
<td>26</td>
<td>3</td>
<td>29</td>
<td>Poland</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>China</td>
<td>7</td>
<td>12</td>
<td>19</td>
<td>Romania</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Colombia</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>Russia</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cyprus</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Saint Kitts and Nevis</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Denmark</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>Slovakia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dominica</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Somalia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>El Salvador</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>South Africa</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Eritrea</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Spain</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>Sudan</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Finland</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Suriname</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Sweden</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Gabon</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Taiwan</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Thailand</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Germany</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>Trinidad and Tobago</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ghana</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Turkey</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Guyana</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>United Kingdom/Gr Britain</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>United States of America</td>
<td>12511</td>
<td>1503</td>
<td>14014</td>
</tr>
<tr>
<td>Honduras</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>Venezuela</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Vietnam</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>India</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>Zambia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>Zimbabwe</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>12</td>
<td>1</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>19</td>
<td>4</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 12,798, 1,573, 14,371

Number - Non-USA: 287, 70, 357
Percent - Non-USA: 2.2%, 4.5%, 2.5%

Source: Student Information Reporting System
### Enrollment by State of Residence, Fall 2001

<table>
<thead>
<tr>
<th>State</th>
<th>U/G</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Alaska</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Arizona</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Colorado</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Connecticut</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Delaware</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Florida</td>
<td>135</td>
<td>7</td>
<td>142</td>
</tr>
<tr>
<td>Georgia</td>
<td>12,035</td>
<td>1,411</td>
<td>13,446</td>
</tr>
<tr>
<td>Hawaii</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Illinois</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Indiana</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Louisiana</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Maine</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Maryland</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Michigan</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mississippi</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Missouri</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Montana</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nebraska</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nevada</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>New York</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>North Carolina</td>
<td>19</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ohio</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>20</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>102</td>
<td>13</td>
<td>115</td>
</tr>
<tr>
<td>South Dakota</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tennessee</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Texas</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Utah</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Vermont</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Virginia</td>
<td>21</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Washington</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Wyoming</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Country</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>None Reported</td>
<td>288</td>
<td>70</td>
<td>358</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,798</strong></td>
<td><strong>1,573</strong></td>
<td><strong>14,371</strong></td>
</tr>
</tbody>
</table>

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

---

Map shows Total Undergraduate and Graduate Enrollment

Source: Student Information Reporting System – Current State of Legal Residence
### Enrollment by County of Origin, Fall 2001

<table>
<thead>
<tr>
<th>U/G</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falcons</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Oconee</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Fannin</td>
<td>228</td>
<td>2</td>
</tr>
<tr>
<td>Paulding</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>Fayette</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>Peach</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Floyd</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Pickens</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Forsyth</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Pierce</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>Franklin</td>
<td>685</td>
<td>5</td>
</tr>
<tr>
<td>Pike</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Fulton</td>
<td>186</td>
<td>96</td>
</tr>
<tr>
<td>Putnam</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Butts</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Quitman</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Calhoun</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Rabun</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Cobb</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Randolph</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Cherokee</td>
<td>884</td>
<td>11</td>
</tr>
<tr>
<td>Richmond</td>
<td>324</td>
<td>41</td>
</tr>
<tr>
<td>Clayton</td>
<td>63</td>
<td>1</td>
</tr>
<tr>
<td>Rockdale</td>
<td>108</td>
<td>3</td>
</tr>
<tr>
<td>Cobb</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Screven</td>
<td>152</td>
<td>19</td>
</tr>
<tr>
<td>Butts</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Seminole</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Calhoun</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Spalding</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Camden</td>
<td>112</td>
<td>3</td>
</tr>
<tr>
<td>Stephens</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Carroll</td>
<td>263</td>
<td>8</td>
</tr>
<tr>
<td>Steward</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Catoosa</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Sumter</td>
<td>41</td>
<td>5</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Taliaferro</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Chattooga</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Tattnall</td>
<td>118</td>
<td>30</td>
</tr>
<tr>
<td>Cherokee</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Taylor</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Clarke</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Telfair</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Clay</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Terrell</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Clayton</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Thomas</td>
<td>53</td>
<td>2</td>
</tr>
<tr>
<td>Clinch</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Toombs</td>
<td>175</td>
<td>39</td>
</tr>
<tr>
<td>Cobb</td>
<td>198</td>
<td>38</td>
</tr>
<tr>
<td>Troup</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Coffee</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>Turner</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Colquitt</td>
<td>276</td>
<td>47</td>
</tr>
<tr>
<td>Twiggs</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Columbia</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Union</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Cook</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Upson</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Coweta</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Walker</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Crawford</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Walton</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td>Crisp</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Ware</td>
<td>105</td>
<td>10</td>
</tr>
<tr>
<td>Dade</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Warren</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Dawson</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Washington</td>
<td>86</td>
<td>4</td>
</tr>
<tr>
<td>Decatur</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>Wayne</td>
<td>116</td>
<td>25</td>
</tr>
<tr>
<td>De Kalb</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Webster</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Dodge</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Wheeler</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Dooly</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Dougherty</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Whitley</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>Douglas</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Wilcox</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Early</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Wilkes</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Echols</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>Wilkinson</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Effingham</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Worth</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Elbert</td>
<td>131</td>
<td>6</td>
</tr>
<tr>
<td>Out of State</td>
<td>929</td>
<td>199</td>
</tr>
<tr>
<td>Emanuel</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12,798</td>
<td>1,573</td>
</tr>
<tr>
<td>Evans</td>
<td>40</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Student Information Reporting System – County of Legal Residence at matriculation
Map of Enrollment by County of Origin, Fall 2001

Map shows Total Undergraduate and Graduate Enrollment
Fall Term Growth History

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Freshman</td>
<td>3,052</td>
<td>2,488</td>
<td>2,842</td>
<td>3,243</td>
<td>2,829</td>
<td>2,612</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>211</td>
<td>467</td>
<td>244</td>
<td>366</td>
<td>338</td>
<td>440</td>
</tr>
<tr>
<td>Other Undergraduate (^2)</td>
<td>83</td>
<td>137</td>
<td>228</td>
<td>333</td>
<td>316</td>
<td>389</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,346</td>
<td>3,092</td>
<td>3,314</td>
<td>3,942</td>
<td>3,483</td>
<td>3,441</td>
</tr>
<tr>
<td><strong>Difference Between Terms</strong></td>
<td>-7.6%</td>
<td>7.2%</td>
<td>18.9%</td>
<td>-11.6%</td>
<td>-1.2%</td>
<td></td>
</tr>
</tbody>
</table>

**New Transfers**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>193</td>
<td>174</td>
<td>188</td>
<td>211</td>
<td>201</td>
<td>223</td>
</tr>
<tr>
<td>Sophomore</td>
<td>244</td>
<td>219</td>
<td>213</td>
<td>206</td>
<td>211</td>
<td>247</td>
</tr>
<tr>
<td>Junior</td>
<td>139</td>
<td>142</td>
<td>165</td>
<td>156</td>
<td>200</td>
<td>193</td>
</tr>
<tr>
<td>Senior</td>
<td>15</td>
<td>15</td>
<td>23</td>
<td>29</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>591</td>
<td>550</td>
<td>589</td>
<td>602</td>
<td>657</td>
<td>704</td>
</tr>
<tr>
<td><strong>Difference Between Terms</strong></td>
<td>-6.9%</td>
<td>7.1%</td>
<td>2.2%</td>
<td>9.1%</td>
<td>7.2%</td>
<td></td>
</tr>
</tbody>
</table>

**Continuing Students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>10,375</td>
<td>10,323</td>
<td>10,001</td>
<td>9,932</td>
<td>10,044</td>
<td>10,226</td>
</tr>
<tr>
<td><strong>Difference Between Terms</strong></td>
<td>-0.5%</td>
<td>-3.1%</td>
<td>-0.7%</td>
<td>1.1%</td>
<td>1.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Enrollment**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14,312</td>
<td>13,965</td>
<td>13,904</td>
<td>14,476</td>
<td>14,184</td>
<td>14,371</td>
</tr>
<tr>
<td><strong>Difference Between Terms</strong></td>
<td>-2.4%</td>
<td>-0.4%</td>
<td>4.1%</td>
<td>-2.0%</td>
<td>1.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Fall Term Enrollment**

![Fall Term Enrollment graph]

\(^1\) Conversion from quarter to semester system.

\(^2\) Other Undergraduate—Joint Enrolled, Transients, Post Baccalaureates, and Auditors.

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

Source: Regents Semester Enrollment Reports.
## Head Count Enrollment

### Enrollment by Classification, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>5,392</td>
<td>5,057</td>
<td>4,897</td>
<td>5,652</td>
<td>5,496</td>
<td>5,003</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,422</td>
<td>2,474</td>
<td>2,548</td>
<td>2,289</td>
<td>2,511</td>
<td>2,857</td>
</tr>
<tr>
<td>Junior</td>
<td>2,022</td>
<td>2,112</td>
<td>2,190</td>
<td>2,064</td>
<td>1,947</td>
<td>2,221</td>
</tr>
<tr>
<td>Senior</td>
<td>2,633</td>
<td>2,458</td>
<td>2,398</td>
<td>2,415</td>
<td>2,251</td>
<td>2,175</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,662</td>
<td>1,717</td>
<td>1,518</td>
<td>1,567</td>
<td>1,536</td>
<td>1,573</td>
</tr>
<tr>
<td>Other Undergraduate&lt;sup&gt;2&lt;/sup&gt;</td>
<td>181</td>
<td>147</td>
<td>353</td>
<td>489</td>
<td>443</td>
<td>542</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,312</strong></td>
<td><strong>13,965</strong></td>
<td><strong>13,904</strong></td>
<td><strong>14,476</strong></td>
<td><strong>14,184</strong></td>
<td><strong>14,371</strong></td>
</tr>
</tbody>
</table>

### Fall Term Enrollment

![Fall Term Enrollment Chart]

Undergraduate in graph includes Other.

### Enrollment by Load Type, Fall Terms

<table>
<thead>
<tr>
<th>Type</th>
<th>1996</th>
<th>1997</th>
<th>1998&lt;sup&gt;1&lt;/sup&gt;</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>11,674</td>
<td>11,319</td>
<td>11,172</td>
<td>11,602</td>
<td>11,409</td>
<td>11,381</td>
</tr>
<tr>
<td>Part Time</td>
<td>976</td>
<td>929</td>
<td>1,214</td>
<td>1,307</td>
<td>1,239</td>
<td>1,417</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,650</strong></td>
<td><strong>12,248</strong></td>
<td><strong>12,386</strong></td>
<td><strong>12,909</strong></td>
<td><strong>12,648</strong></td>
<td><strong>12,798</strong></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>172</td>
<td>697</td>
<td>333</td>
<td>351</td>
<td>407</td>
<td>399</td>
</tr>
<tr>
<td>Part Time</td>
<td>1,490</td>
<td>1,020</td>
<td>1,185</td>
<td>1,216</td>
<td>1,129</td>
<td>1,174</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,662</strong></td>
<td><strong>1,717</strong></td>
<td><strong>1,518</strong></td>
<td><strong>1,567</strong></td>
<td><strong>1,536</strong></td>
<td><strong>1,573</strong></td>
</tr>
</tbody>
</table>

Total     | 14,312 | 13,965 | 13,904 | 14,476 | 14,184 | 14,371

---

<sup>1</sup> Conversion from quarter to semester system.

<sup>2</sup> Other Undergraduate—Joint Enrolled, Transients, Post Baccalaureates, and Auditors.

Source: Student Information Reporting System
## Enrollment by Race & Gender, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>3,561</td>
<td>24.9%</td>
<td>3,509</td>
<td>25.1%</td>
<td>3,572</td>
<td>25.7%</td>
<td>3,820</td>
<td>26.4%</td>
<td>3,736</td>
<td>26.3%</td>
<td>3,631</td>
<td>25.3%</td>
</tr>
<tr>
<td>Female</td>
<td>2,229</td>
<td>15.6%</td>
<td>2,176</td>
<td>15.6%</td>
<td>2,224</td>
<td>16.0%</td>
<td>2,356</td>
<td>16.3%</td>
<td>2,278</td>
<td>16.1%</td>
<td>2,176</td>
<td>15.1%</td>
</tr>
<tr>
<td>Male</td>
<td>1,332</td>
<td>9.3%</td>
<td>1,333</td>
<td>9.6%</td>
<td>1,348</td>
<td>9.7%</td>
<td>1,464</td>
<td>10.1%</td>
<td>1,458</td>
<td>10.3%</td>
<td>1,455</td>
<td>10.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>22</td>
<td>.2%</td>
<td>33</td>
<td>.2%</td>
<td>34</td>
<td>.2%</td>
<td>34</td>
<td>.2%</td>
<td>26</td>
<td>.2%</td>
<td>28</td>
<td>.2%</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>.1%</td>
<td>15</td>
<td>.1%</td>
<td>14</td>
<td>.1%</td>
<td>16</td>
<td>.1%</td>
<td>13</td>
<td>.1%</td>
<td>17</td>
<td>.1%</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>.1%</td>
<td>18</td>
<td>.1%</td>
<td>20</td>
<td>.1%</td>
<td>18</td>
<td>.1%</td>
<td>13</td>
<td>.1%</td>
<td>11</td>
<td>.1%</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
<td>215</td>
<td>1.5%</td>
<td>201</td>
<td>1.4%</td>
<td>219</td>
<td>1.6%</td>
<td>253</td>
<td>1.8%</td>
<td>235</td>
<td>1.7%</td>
<td>240</td>
<td>1.7%</td>
</tr>
<tr>
<td>Female</td>
<td>102</td>
<td>.7%</td>
<td>92</td>
<td>.7%</td>
<td>101</td>
<td>.7%</td>
<td>119</td>
<td>.8%</td>
<td>110</td>
<td>.8%</td>
<td>111</td>
<td>.8%</td>
</tr>
<tr>
<td>Male</td>
<td>113</td>
<td>.8%</td>
<td>109</td>
<td>.8%</td>
<td>118</td>
<td>.9%</td>
<td>134</td>
<td>.9%</td>
<td>125</td>
<td>.9%</td>
<td>129</td>
<td>.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>138</td>
<td>1.0%</td>
<td>134</td>
<td>1.0%</td>
<td>164</td>
<td>1.2%</td>
<td>158</td>
<td>1.1%</td>
<td>177</td>
<td>1.3%</td>
<td>191</td>
<td>1.3%</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>.5%</td>
<td>62</td>
<td>.4%</td>
<td>85</td>
<td>.6%</td>
<td>88</td>
<td>.6%</td>
<td>96</td>
<td>.7%</td>
<td>99</td>
<td>.7%</td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td>.5%</td>
<td>72</td>
<td>.5%</td>
<td>79</td>
<td>.6%</td>
<td>70</td>
<td>.5%</td>
<td>81</td>
<td>.6%</td>
<td>92</td>
<td>.6%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>74</td>
<td>.5%</td>
<td>136</td>
<td>1.0%</td>
<td>154</td>
<td>1.1%</td>
<td>222</td>
<td>1.5%</td>
<td>216</td>
<td>1.5%</td>
<td>231</td>
<td>1.6%</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>.2%</td>
<td>68</td>
<td>.5%</td>
<td>85</td>
<td>.6%</td>
<td>128</td>
<td>.9%</td>
<td>115</td>
<td>.8%</td>
<td>122</td>
<td>.9%</td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>.3%</td>
<td>68</td>
<td>.5%</td>
<td>69</td>
<td>.5%</td>
<td>94</td>
<td>.7%</td>
<td>101</td>
<td>.7%</td>
<td>109</td>
<td>.8%</td>
</tr>
<tr>
<td>White</td>
<td>10,302</td>
<td>72.0%</td>
<td>9,952</td>
<td>71.3%</td>
<td>9,761</td>
<td>70.2%</td>
<td>9,989</td>
<td>69.9%</td>
<td>9,794</td>
<td>69.1%</td>
<td>10,050</td>
<td>69.9%</td>
</tr>
<tr>
<td>Female</td>
<td>5,555</td>
<td>38.8%</td>
<td>5,296</td>
<td>37.9%</td>
<td>5,156</td>
<td>37.1%</td>
<td>5,258</td>
<td>36.3%</td>
<td>5,110</td>
<td>36.0%</td>
<td>5,197</td>
<td>36.2%</td>
</tr>
<tr>
<td>Male</td>
<td>4,747</td>
<td>33.2%</td>
<td>4,656</td>
<td>33.3%</td>
<td>4,605</td>
<td>33.1%</td>
<td>4,731</td>
<td>32.7%</td>
<td>4,684</td>
<td>33.3%</td>
<td>4,853</td>
<td>33.8%</td>
</tr>
<tr>
<td>Total Female</td>
<td>7,999</td>
<td>55.9%</td>
<td>7,709</td>
<td>55.2%</td>
<td>7,665</td>
<td>55.1%</td>
<td>7,965</td>
<td>55.0%</td>
<td>7,722</td>
<td>54.4%</td>
<td>7,722</td>
<td>53.7%</td>
</tr>
<tr>
<td>Total Male</td>
<td>6,313</td>
<td>44.1%</td>
<td>6,256</td>
<td>44.8%</td>
<td>6,239</td>
<td>44.9%</td>
<td>6,511</td>
<td>45.0%</td>
<td>6,462</td>
<td>45.6%</td>
<td>6,649</td>
<td>46.3%</td>
</tr>
<tr>
<td>Total</td>
<td>14,312</td>
<td>100.0%</td>
<td>13,965</td>
<td>100.0%</td>
<td>13,904</td>
<td>100.0%</td>
<td>14,476</td>
<td>100.0%</td>
<td>14,184</td>
<td>100.0%</td>
<td>14,371</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1 Conversion from quarter to semester system.

Source: Student Information Reporting System
Equivalent Full Time (EFT) Enrollment, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>USG Regents EFT</td>
<td>13,298</td>
<td>12,860</td>
<td>11,713</td>
<td>12,056</td>
<td>11,843</td>
<td>11,997</td>
</tr>
</tbody>
</table>

The University System of Georgia calculates Equivalent Full Time Enrollment as the sum of all non-sponsored credit hours produced in an academic term divided by 15.

Enrollment by Age, Fall 2001

<table>
<thead>
<tr>
<th>Range</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
<th>Other Undergraduate²</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 22</td>
<td>4,777</td>
<td>2,434</td>
<td>1,327</td>
<td>378</td>
<td>6</td>
<td>337</td>
<td>9,259</td>
<td>64.4%</td>
</tr>
<tr>
<td>22-29</td>
<td>160</td>
<td>355</td>
<td>803</td>
<td>1,626</td>
<td>679</td>
<td>120</td>
<td>3,743</td>
<td>26.0%</td>
</tr>
<tr>
<td>30-39</td>
<td>41</td>
<td>46</td>
<td>62</td>
<td>108</td>
<td>445</td>
<td>55</td>
<td>757</td>
<td>5.3%</td>
</tr>
<tr>
<td>40-49</td>
<td>22</td>
<td>18</td>
<td>26</td>
<td>48</td>
<td>310</td>
<td>23</td>
<td>447</td>
<td>3.1%</td>
</tr>
<tr>
<td>50-59</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>125</td>
<td>4</td>
<td>151</td>
<td>1.1%</td>
</tr>
<tr>
<td>60+</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>5,003</td>
<td>2,857</td>
<td>2,221</td>
<td>2,175</td>
<td>1,573</td>
<td>542</td>
<td>14,371</td>
<td></td>
</tr>
</tbody>
</table>

Enrollment by Residency Type, Fall Terms

Types of Non-Resident Fee Waivers

<table>
<thead>
<tr>
<th>Residency Type</th>
<th>1996</th>
<th>1997</th>
<th>1998¹</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>13,198</td>
<td>12,785</td>
<td>12,851</td>
<td>13,488</td>
<td>13,327</td>
<td>13,574</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>1,109</td>
<td>903</td>
<td>765</td>
<td>682</td>
<td>571</td>
<td>491</td>
</tr>
<tr>
<td>International Student</td>
<td>129</td>
<td>120</td>
<td>105</td>
<td>110</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>43</td>
<td>45</td>
<td>64</td>
<td>63</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Non-Resident Graduate Student</td>
<td>8</td>
<td>27</td>
<td>10</td>
<td>32</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>Military</td>
<td>44</td>
<td>51</td>
<td>45</td>
<td>29</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>University System Employee</td>
<td>17</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Public School Teacher</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Dependent Student</td>
<td>12</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Academic Common Market</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Senior Citizen</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Border Student</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14,312</td>
<td>13,965</td>
<td>13,904</td>
<td>14,476</td>
<td>14,184</td>
<td>14,371</td>
</tr>
</tbody>
</table>

¹ Conversion from quarter to semester system.
² Other Undergraduate—Joint Enrolled, Transients, Post Baccalaureates, and Auditors.

Source: Student Information Reporting System
Enrollment by College, Fall Terms

* Other - Provost & Academic Affairs, Non-Degree Transient Graduate

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>Fall 2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td>12,386</td>
<td>12,909</td>
<td>12,648</td>
<td>12,798</td>
<td>89.1%</td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td>1,518</td>
<td>1,567</td>
<td>1,536</td>
<td>1,573</td>
<td>10.9%</td>
</tr>
<tr>
<td><strong>University Total</strong></td>
<td>13,904</td>
<td>14,476</td>
<td>14,184</td>
<td>14,371</td>
<td></td>
</tr>
</tbody>
</table>

**Provost & Academic Affairs**

<table>
<thead>
<tr>
<th>Course</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in International Studies</td>
<td>20</td>
<td>23</td>
<td>33</td>
<td>37</td>
<td>14.4%</td>
</tr>
<tr>
<td>BS in International Trade</td>
<td>12</td>
<td>22</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>BGS in General Studies</td>
<td>24</td>
<td>34</td>
<td>41</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>206</td>
<td>252</td>
<td>328</td>
<td>455</td>
<td></td>
</tr>
<tr>
<td>Undeclared</td>
<td>1,645</td>
<td>1,760</td>
<td>1,648</td>
<td>1,515</td>
<td></td>
</tr>
</tbody>
</table>

**Dean Graduate Studies & Research**

<table>
<thead>
<tr>
<th>Course</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Degree Transient-Graduate</td>
<td>24</td>
<td>17</td>
<td>10</td>
<td>13</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

(continued on Page 34)
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total</td>
<td>22.6%</td>
<td>23.5%</td>
<td>15.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>2,901</td>
<td>3,042</td>
<td>3,136</td>
<td>3,255</td>
<td></td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,648</td>
<td>2,742</td>
<td>2,858</td>
<td>3,010</td>
<td></td>
</tr>
<tr>
<td>Total Graduate</td>
<td>253</td>
<td>300</td>
<td>278</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>BA in:</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Economics, Economics/International Economics*

<table>
<thead>
<tr>
<th>BBA in:</th>
<th>2,638</th>
<th>2,736</th>
<th>2,856</th>
<th>2,920</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Managerial, Pre-Law, Public</td>
<td>135</td>
<td>106</td>
<td>91</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>135</td>
<td>106</td>
<td>91</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>16</td>
<td>22</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Agri-Business, International Bus, Pre-Agriculture</td>
<td>148</td>
<td>142</td>
<td>139</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>81</td>
<td>135</td>
<td>144</td>
<td>155</td>
<td></td>
</tr>
<tr>
<td>Banking, Financial Planning, Real Estate, Risk Mgt &amp; Insurance</td>
<td>81</td>
<td>135</td>
<td>144</td>
<td>155</td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>47</td>
<td>64</td>
<td>81</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Logis/Intermodal Transport</td>
<td>154</td>
<td>163</td>
<td>156</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>154</td>
<td>163</td>
<td>156</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>121</td>
<td>138</td>
<td>108</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>Advertising, Fashion Merchandising, Retail Mgmt, Sales, Sales Mgmt</td>
<td>1,936</td>
<td>1,966</td>
<td>2,119</td>
<td>2,130</td>
<td></td>
</tr>
<tr>
<td>Pre-Business</td>
<td>1,936</td>
<td>1,966</td>
<td>2,119</td>
<td>2,130</td>
<td></td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MACC in Accounting</td>
<td>25</td>
<td>38</td>
<td>41</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>MBA in:</td>
<td>195</td>
<td>219</td>
<td>207</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>Business, Business/Exec</td>
<td>195</td>
<td>219</td>
<td>207</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>WebMBA</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>33</td>
<td>43</td>
<td>30</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

(continued on Page 35)
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>2,526</td>
<td>2,423</td>
<td>2,077</td>
<td>2,096</td>
<td>14.6%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>1,661</td>
<td>1,554</td>
<td>1,242</td>
<td>1,189</td>
<td>9.3%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>865</td>
<td>869</td>
<td>835</td>
<td>907</td>
<td>57.7%</td>
</tr>
<tr>
<td><strong>BSED in:</strong></td>
<td>1,656</td>
<td>1,548</td>
<td>1,240</td>
<td>1,188</td>
<td></td>
</tr>
<tr>
<td>Art Education</td>
<td>14</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>444</td>
<td>344</td>
<td>226</td>
<td>199</td>
<td></td>
</tr>
<tr>
<td>French Education</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>German Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>113</td>
<td>57</td>
<td>32</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Home Economics Education</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>113</td>
<td>72</td>
<td>38</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Pre-Education</td>
<td>591</td>
<td>795</td>
<td>729</td>
<td>694</td>
<td></td>
</tr>
<tr>
<td>Science Education</td>
<td>29</td>
<td>26</td>
<td>17</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Biological, Chemistry, Earth Science, Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Education</td>
<td>73</td>
<td>52</td>
<td>45</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Spanish Education</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>107</td>
<td>70</td>
<td>53</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-Mathematics Education</td>
<td>37</td>
<td>31</td>
<td>24</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-Family &amp; Consumer Science</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-Business Education</td>
<td>29</td>
<td>16</td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-Technology Education</td>
<td>28</td>
<td>23</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-English</td>
<td>53</td>
<td>34</td>
<td>26</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Teaching Field-History</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Field-Political Science</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Certificate &amp; Non-Degree Undergraduate in:</strong></td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>MED in:</strong></td>
<td>402</td>
<td>394</td>
<td>392</td>
<td>345</td>
<td></td>
</tr>
<tr>
<td>Adult/Vocational Education</td>
<td>12</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Art Education</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Business Education</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Counselor Education</td>
<td>102</td>
<td>74</td>
<td>76</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>35</td>
<td>28</td>
<td>30</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>38</td>
<td>58</td>
<td>69</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>English Education</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>French Education</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Education</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Higher Education Administration/Student Services</td>
<td>21</td>
<td>18</td>
<td>22</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>14</td>
<td>32</td>
<td>36</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>5</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>40</td>
<td>43</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Education/Reading Specialist</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>School Admin &amp; Supervision</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>11</td>
<td>14</td>
<td>9</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Science Education</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Social Science Education</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Spanish Education</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>45</td>
<td>40</td>
<td>32</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
## EDS in:

<table>
<thead>
<tr>
<th>Program</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>7</td>
<td>24</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>42</td>
<td>60</td>
<td>52</td>
<td>58</td>
</tr>
<tr>
<td>English Education</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Music Education</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Education/Reading Specialist</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>School Admin &amp; Supervision</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Science Education</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Technology Education</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

## EDD in:

<table>
<thead>
<tr>
<th>Program</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies</td>
<td>61</td>
<td>60</td>
<td>71</td>
<td>93</td>
</tr>
<tr>
<td>Education Administration</td>
<td>57</td>
<td>73</td>
<td>86</td>
<td>97</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Certificate & Non-Degree Graduate:

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate &amp; Non-Degree Graduate</td>
<td>212</td>
</tr>
<tr>
<td>Ga. Educators Certificate</td>
<td>191</td>
</tr>
<tr>
<td>School Administrators Certificate</td>
<td>162</td>
</tr>
<tr>
<td>Educational Leaders Certificate</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>1998</td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College of Health &amp; Professional Studies</strong></td>
<td>2,035</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>1,915</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>120</td>
</tr>
<tr>
<td><strong>BS in:</strong></td>
<td></td>
</tr>
<tr>
<td>Child/Family Development</td>
<td>96</td>
</tr>
<tr>
<td>Fashion Merchandizing &amp; Apparel Design</td>
<td>66</td>
</tr>
<tr>
<td>Hotel/Restaurant Management</td>
<td>115</td>
</tr>
<tr>
<td>Interior Design</td>
<td>108</td>
</tr>
<tr>
<td>Nutrition</td>
<td>65</td>
</tr>
<tr>
<td><em>Food Science, Dietetics, Hospitality, Recreation</em></td>
<td></td>
</tr>
<tr>
<td>Community Leisure Services, Natural/Cultural Resource Mgmt, Recreation Administration, Resort &amp; Commercial Recreation, Travel &amp; Tourism Mgmt, Commercial Recreation</td>
<td>180</td>
</tr>
<tr>
<td><strong>BSFCS in:</strong></td>
<td></td>
</tr>
<tr>
<td>Apparel Design</td>
<td>2</td>
</tr>
<tr>
<td>Consumer Studies</td>
<td>6</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>4</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Interior Design/Housing</td>
<td>4</td>
</tr>
<tr>
<td><strong>BSHS in:</strong></td>
<td>142</td>
</tr>
<tr>
<td>Community Health</td>
<td>86</td>
</tr>
<tr>
<td>Community Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Health Behavior</td>
<td>42</td>
</tr>
<tr>
<td>Pre Community Health, Health Behavior, &amp; Health Promotion</td>
<td>13</td>
</tr>
<tr>
<td><strong>BSK in:</strong></td>
<td>428</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>202</td>
</tr>
<tr>
<td>Pre-Sport Medicine</td>
<td>189</td>
</tr>
<tr>
<td>Sports Medicine, Sports Medicine/Athletic Training</td>
<td>37</td>
</tr>
<tr>
<td><strong>BSMT in Medical Technology</strong></td>
<td>34</td>
</tr>
<tr>
<td><strong>BSN in:</strong></td>
<td>460</td>
</tr>
<tr>
<td>Nursing</td>
<td>160</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>300</td>
</tr>
<tr>
<td><strong>MHSA in Health Services Administration</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>MPH in Public Health</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>MS in:</strong></td>
<td>66</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>38</td>
</tr>
<tr>
<td>Recreation Administration</td>
<td>10</td>
</tr>
<tr>
<td>Sport Management</td>
<td>18</td>
</tr>
<tr>
<td><strong>MSN in:</strong></td>
<td>40</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>20</td>
</tr>
<tr>
<td>Nursing</td>
<td>18</td>
</tr>
<tr>
<td>Rural Community Health Nursing Specialist</td>
<td>2</td>
</tr>
<tr>
<td><strong>Non-Degree Graduate</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

(continued from Page 36)
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 Fall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>2,350</td>
<td>2,422</td>
<td>2,410</td>
<td>2,439</td>
<td>17.0%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,171</td>
<td>2,254</td>
<td>2,234</td>
<td>2,268</td>
<td>17.7%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>179</td>
<td>168</td>
<td>176</td>
<td>171</td>
<td>10.9%</td>
</tr>
<tr>
<td>BA in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>40</td>
<td>43</td>
<td>33</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>59</td>
<td>63</td>
<td>56</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Communication Arts</td>
<td>36</td>
<td>24</td>
<td>36</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Communications Arts/Broadcasting</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>100</td>
<td>95</td>
<td>92</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>96</td>
<td>100</td>
<td>87</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>20</td>
<td>25</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>11</td>
<td>8</td>
<td>15</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Political Science/Pre-Law</td>
<td>12</td>
<td>14</td>
<td>23</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>59</td>
<td>54</td>
<td>47</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Pre-Communication Arts</td>
<td>0</td>
<td>59</td>
<td>210</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>79</td>
<td>80</td>
<td>93</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>53</td>
<td>46</td>
<td>38</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>24</td>
<td>19</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>27</td>
<td>24</td>
<td>24</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>BFA in Art</td>
<td>74</td>
<td>100</td>
<td>132</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>BM in:</td>
<td>109</td>
<td>116</td>
<td>93</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Music Ed/Choral Sequence</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Music Ed/Instrumental Sequence</td>
<td>61</td>
<td>64</td>
<td>44</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BS in:</td>
<td>1,076</td>
<td>1,098</td>
<td>937</td>
<td>796</td>
<td></td>
</tr>
<tr>
<td>Broadcasting</td>
<td>112</td>
<td>91</td>
<td>76</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Communication Arts</td>
<td>42</td>
<td>26</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>67</td>
<td>54</td>
<td>38</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Political Science/Pre-Law</td>
<td>59</td>
<td>65</td>
<td>60</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>102</td>
<td>102</td>
<td>86</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Pre-Communication Arts</td>
<td>126</td>
<td>211</td>
<td>99</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>345</td>
<td>356</td>
<td>361</td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>128</td>
<td>113</td>
<td>119</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>78</td>
<td>68</td>
<td>63</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Applied, Social Services, Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td>17</td>
<td>12</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSJS in Justice Studies</td>
<td>279</td>
<td>272</td>
<td>277</td>
<td>311</td>
<td></td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MA in:</td>
<td>66</td>
<td>52</td>
<td>59</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>24</td>
<td>20</td>
<td>26</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>20</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>14</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

(continued on Page 39)
<table>
<thead>
<tr>
<th>Program</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA in Art</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>MM in Music</td>
<td>7</td>
<td>11</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>MPA in Public Administration</td>
<td>46</td>
<td>46</td>
<td>56</td>
<td>51</td>
</tr>
<tr>
<td>MS in Psychology</td>
<td>27</td>
<td>29</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>25</td>
<td>20</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Fall Term</td>
<td>1998</td>
<td>1999</td>
<td>2000</td>
<td>2001</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Science &amp; Technology</td>
<td>2,161</td>
<td>2,285</td>
<td>2,248</td>
<td>2,328</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,084</td>
<td>2,209</td>
<td>2,162</td>
<td>2,247</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>77</td>
<td>76</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>BA in:</td>
<td>68</td>
<td>61</td>
<td>82</td>
<td>59</td>
</tr>
<tr>
<td>Biology</td>
<td>44</td>
<td>35</td>
<td>58</td>
<td>33</td>
</tr>
<tr>
<td>Chemistry</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Geology</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BAS in Technology</td>
<td>7</td>
<td>13</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>BS in:</td>
<td>895</td>
<td>725</td>
<td>587</td>
<td>504</td>
</tr>
<tr>
<td>Bio/Pre-Vet</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>381</td>
<td>168</td>
<td>77</td>
<td>45</td>
</tr>
<tr>
<td>Chemistry</td>
<td>117</td>
<td>85</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>110</td>
<td>52</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Geology</td>
<td>11</td>
<td>22</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35</td>
<td>37</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Physics</td>
<td>51</td>
<td>58</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>Physics, Pre-Dentistry, Pre-Medicine, Pre-Engineering Dual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Computer Science</td>
<td>173</td>
<td>288</td>
<td>259</td>
<td>215</td>
</tr>
<tr>
<td>Pre-Forestry</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>BSB in Biology</td>
<td>76</td>
<td>322</td>
<td>390</td>
<td>451</td>
</tr>
<tr>
<td>BSCHM in:</td>
<td>27</td>
<td>73</td>
<td>76</td>
<td>63</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24</td>
<td>59</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>Chemistry/Pre-Dentistry</td>
<td>3</td>
<td>14</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>BSCET in Civil Engineering Technology</td>
<td>79</td>
<td>70</td>
<td>49</td>
<td>64</td>
</tr>
<tr>
<td>BSCONS in Building Construction &amp; Contracting</td>
<td>209</td>
<td>196</td>
<td>211</td>
<td>227</td>
</tr>
<tr>
<td>BSEET in Electrical Engineering Technology</td>
<td>100</td>
<td>88</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>BSIET in Industrial Engineering Technology</td>
<td>25</td>
<td>19</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>BSMANU in:</td>
<td>35</td>
<td>43</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>Apparel Manufacturing</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Management</td>
<td>34</td>
<td>41</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>BSMAT in:</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics, Math/Computer Science</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>BSMET in Mechanical Engineering Technology</td>
<td>91</td>
<td>74</td>
<td>77</td>
<td>92</td>
</tr>
<tr>
<td>BSP in Physics</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>BSPMGT in Printing Management</td>
<td>83</td>
<td>73</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>GTREP/Civil Engineering</td>
<td>17</td>
<td>23</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>GTREP/Computer Engineering</td>
<td>22</td>
<td>49</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Regents Engineering Transfer Program</td>
<td>115</td>
<td>106</td>
<td>111</td>
<td>94</td>
</tr>
<tr>
<td>Technology Options Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Plus Engineering Transfer</td>
<td>252</td>
<td>290</td>
<td>79</td>
<td>22</td>
</tr>
<tr>
<td>Non-Degree Undergraduate</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MS in Biology</td>
<td>41</td>
<td>42</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>MS in Mathematics</td>
<td>15</td>
<td>15</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>MT in Technology</td>
<td>15</td>
<td>14</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Student Information Reporting System & GaSoU Data Warehouse table YSR.
Credit Hours Production

Credit Hours Produced by College and Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>89,213</td>
<td>93,786</td>
<td>64,098</td>
<td>70,351</td>
<td>72,257</td>
<td>74,246</td>
</tr>
<tr>
<td>Education</td>
<td>59,854</td>
<td>61,658</td>
<td>32,634</td>
<td>27,222</td>
<td>22,691</td>
<td>23,471</td>
</tr>
<tr>
<td>Health &amp; Professional Studies</td>
<td>74,679</td>
<td>72,899</td>
<td>47,108</td>
<td>51,683</td>
<td>51,456</td>
<td>52,713</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>225,224</td>
<td>215,462</td>
<td>121,079</td>
<td>120,408</td>
<td>121,368</td>
<td>126,830</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>140,898</td>
<td>142,035</td>
<td>89,580</td>
<td>91,460</td>
<td>90,671</td>
<td>97,500</td>
</tr>
<tr>
<td>Learning Support²</td>
<td>26,028</td>
<td>19,701</td>
<td>13,926</td>
<td>14,981</td>
<td>10,910</td>
<td>4,551</td>
</tr>
<tr>
<td>VP Academic Affairs³</td>
<td>9,143</td>
<td>8,517</td>
<td>7,567</td>
<td>10,727</td>
<td>10,680</td>
<td>10,707</td>
</tr>
<tr>
<td>Military Science⁴</td>
<td>511</td>
<td>444</td>
<td>389</td>
<td>302</td>
<td>343</td>
<td>516</td>
</tr>
<tr>
<td>Total</td>
<td>625,550</td>
<td>614,502</td>
<td>376,382</td>
<td>387,134</td>
<td>380,376</td>
<td>390,534</td>
</tr>
</tbody>
</table>

Notes: Numbers from past years were regenerated to include all credit hours and to include Summer quarter/semester.
Numbers for fiscal years 1997 through 1998 are Quarter Credit Hours.
Summer 1998 hours were converted from quarter to semester hours (QCH*2/3) to match the rest of the fiscal year.

Credit Hours Produced by College and Fiscal Year

1 Conversion from quarter to semester system (Fall 1998).
2 Learning Support Courses, English as a second language classes, and Regents Remediation classes.
3 Bell Honors, Interdisciplinary Studies, and Freshman Orientation.
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 0.02 percent.

Source: Curriculum Inventory Reporting System Files.
Instructional Production

Credit Hours Produced by Level, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>137,038</td>
<td>128,752</td>
<td>117,517</td>
<td>124,410</td>
<td>125,317</td>
<td>125,061</td>
</tr>
<tr>
<td>Upper Division</td>
<td>51,165</td>
<td>52,643</td>
<td>49,642</td>
<td>47,271</td>
<td>43,511</td>
<td>45,674</td>
</tr>
<tr>
<td>Undergraduate Level</td>
<td>188,203</td>
<td>181,395</td>
<td>167,159</td>
<td>171,681</td>
<td>168,828</td>
<td>170,735</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>11,348</td>
<td>11,057</td>
<td>7,859</td>
<td>8,277</td>
<td>8,348</td>
<td>8,558</td>
</tr>
<tr>
<td>Total</td>
<td>199,551</td>
<td>192,452</td>
<td>175,018</td>
<td>179,958</td>
<td>177,176</td>
<td>179,293</td>
</tr>
</tbody>
</table>

Note: Military Science credit hours are not included.

Credit Hours Produced by College and Level, Fall 2001

<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>15,651</td>
<td>14,594</td>
<td>30,245</td>
<td>1,655</td>
<td>31,900</td>
</tr>
<tr>
<td>Education</td>
<td>1,390</td>
<td>3,474</td>
<td>4,864</td>
<td>4,021</td>
<td>8,885</td>
</tr>
<tr>
<td>Health &amp; Professional Studies</td>
<td>12,384</td>
<td>9,351</td>
<td>21,735</td>
<td>1,165</td>
<td>22,900</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>47,061</td>
<td>11,270</td>
<td>58,331</td>
<td>1,143</td>
<td>59,474</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>40,603</td>
<td>6,735</td>
<td>47,338</td>
<td>571</td>
<td>47,909</td>
</tr>
<tr>
<td>Learning Support²</td>
<td>2,210</td>
<td>0</td>
<td>2,210</td>
<td>0</td>
<td>2,210</td>
</tr>
<tr>
<td>VP Academic Affairs³</td>
<td>5,762</td>
<td>250</td>
<td>6,012</td>
<td>3</td>
<td>6,015</td>
</tr>
<tr>
<td>Military Science</td>
<td>174</td>
<td>84</td>
<td>258</td>
<td>0</td>
<td>258</td>
</tr>
<tr>
<td>Total</td>
<td>125,235</td>
<td>45,758</td>
<td>170,993</td>
<td>8,558</td>
<td>179,551</td>
</tr>
</tbody>
</table>

Average Class Size by College and Course Level, Fall 2001

<table>
<thead>
<tr>
<th>College</th>
<th>Lower</th>
<th>Upper</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>58</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Education</td>
<td>21</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Health &amp; Professional Studies</td>
<td>69</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>38</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>44</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Learning Support²</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>VP Academic Affairs³</td>
<td>24</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Military Science</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Average by Level</td>
<td>38</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>University Wide Average</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Conversion from quarter to Semester System (Fall 1998).
² Learning Support Courses, English as a second language classes, and Regents Remediation classes.
³ Bell Honors, Interdisciplinary Studies, and Freshman Orientation.

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 0.02 percent.

Source: Curriculum Inventory Reporting System Files.
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.

Although these Cohorts are defined the same as in the Integrated Post-Secondary Education Data System (IPEDS) (less summer term students) and Regents Reporting they are not the same Cohorts. This is because the Student Flow Model upon which they are based corrects for errors in the data which the corresponding IPEDS and Regents Reports do not.

See http://www2.gasou.edu/plan_ana/flowmod/flowmain.htm for more information on First Time Freshman Cohorts at Georgia Southern University as defined in the Student Flow Model maintained by the Office of Institutional Research.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>2818</td>
<td>2831</td>
<td>2876</td>
<td>3087</td>
<td>3043</td>
<td>2473</td>
<td>2814</td>
<td>3211</td>
<td>2784</td>
</tr>
<tr>
<td>1st Year Retention</td>
<td>69%</td>
<td>70%</td>
<td>68%</td>
<td>70%</td>
<td>72%</td>
<td>73%</td>
<td>70%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>2nd Year Retention</td>
<td>49%</td>
<td>52%</td>
<td>50%</td>
<td>54%</td>
<td>53%</td>
<td>53%</td>
<td>54%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>3rd Year Retention</td>
<td>43%</td>
<td>46%</td>
<td>43%</td>
<td>47%</td>
<td>46%</td>
<td>45%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Year Retention</td>
<td>29%</td>
<td>31%</td>
<td>29%</td>
<td>32%</td>
<td>30%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated &lt;= 4 Years</td>
<td>12%</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated &lt;= 5 Years</td>
<td>29%</td>
<td>33%</td>
<td>28%</td>
<td>32%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated &lt;= 6 Years</td>
<td>36%</td>
<td>38%</td>
<td>34%</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1st Year Retention by Race and Gender
Fall 2000 Cohort Returning Fall 2001

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Other</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>Total</td>
<td>F</td>
</tr>
<tr>
<td>Entering Cohort</td>
<td>428</td>
<td>287</td>
<td>715</td>
<td>61</td>
</tr>
<tr>
<td>1st Year Retention</td>
<td>83%</td>
<td>82%</td>
<td>83%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Graduation Rate by Race and Gender
Fall 1995 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Other</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>Total</td>
<td>F</td>
</tr>
<tr>
<td>Entering Cohort</td>
<td>563</td>
<td>345</td>
<td>908</td>
<td>43</td>
</tr>
<tr>
<td>Graduated &lt;= 4 Years</td>
<td>12%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Graduated &lt;= 5 Years</td>
<td>34%</td>
<td>19%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Graduated &lt;= 6 Years</td>
<td>41%</td>
<td>29%</td>
<td>37%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: Student Information Reporting System and the Student Flow Model.
## Enrollment Comparisons, University System of Georgia

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment - Fall Semester</th>
<th>EFT - Fall Semester</th>
<th>% Full Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
<td>15,575</td>
<td>14,805</td>
<td>5.2</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>25,743</td>
<td>23,625</td>
<td>9.0</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>2,377</td>
<td>2,380</td>
<td>-1.0</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>32,317</td>
<td>31,288</td>
<td>3.3</td>
</tr>
<tr>
<td>Research Universities</td>
<td>76,012</td>
<td>72,098</td>
<td>5.4</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>14,371</td>
<td>14,184</td>
<td>1.3</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>9,230</td>
<td>8,792</td>
<td>5.0</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>23,601</td>
<td>22,976</td>
<td>2.7</td>
</tr>
<tr>
<td>Albany State University</td>
<td>3,456</td>
<td>3,525</td>
<td>-2.0</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>5,747</td>
<td>5,444</td>
<td>5.6</td>
</tr>
<tr>
<td>Augusta State University</td>
<td>5,407</td>
<td>5,090</td>
<td>6.2</td>
</tr>
<tr>
<td>Clayton College &amp; State University</td>
<td>4,675</td>
<td>4,456</td>
<td>4.9</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>5,521</td>
<td>5,191</td>
<td>6.4</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>2,485</td>
<td>2,561</td>
<td>-3.0</td>
</tr>
<tr>
<td>Georgia College &amp; State University</td>
<td>5,079</td>
<td>5,090</td>
<td>-0.2</td>
</tr>
<tr>
<td>Georgia Southwestern State University</td>
<td>13,951</td>
<td>13,373</td>
<td>4.3</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>3,863</td>
<td>3,627</td>
<td>6.5</td>
</tr>
<tr>
<td>North Georgia College &amp; State University</td>
<td>2,720</td>
<td>2,166</td>
<td>24.6</td>
</tr>
<tr>
<td>Savannah State University</td>
<td>3,556</td>
<td>3,548</td>
<td>0.2</td>
</tr>
<tr>
<td>Southern Polytechnic State University</td>
<td>13,951</td>
<td>13,373</td>
<td>4.3</td>
</tr>
<tr>
<td>State University of West Georgia</td>
<td>3,863</td>
<td>3,627</td>
<td>6.5</td>
</tr>
<tr>
<td>State Universities</td>
<td>67,575</td>
<td>65,659</td>
<td>2.9</td>
</tr>
<tr>
<td>Dalton State College</td>
<td>3,647</td>
<td>3,139</td>
<td>16.2</td>
</tr>
<tr>
<td>Macon State College</td>
<td>4,485</td>
<td>4,116</td>
<td>9.0</td>
</tr>
<tr>
<td>State Colleges</td>
<td>8,132</td>
<td>7,255</td>
<td>12.1</td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College</td>
<td>2,857</td>
<td>2,630</td>
<td>8.6</td>
</tr>
<tr>
<td>Atlanta Metropolitan College</td>
<td>1,940</td>
<td>1,901</td>
<td>2.1</td>
</tr>
<tr>
<td>Bainbridge College</td>
<td>1,735</td>
<td>1,316</td>
<td>31.8</td>
</tr>
<tr>
<td>Coastal Georgia Community College</td>
<td>2,210</td>
<td>1,912</td>
<td>15.6</td>
</tr>
<tr>
<td>Darton College</td>
<td>3,179</td>
<td>2,805</td>
<td>13.3</td>
</tr>
<tr>
<td>East Georgia College</td>
<td>1,393</td>
<td>1,313</td>
<td>6.1</td>
</tr>
<tr>
<td>Floyd College</td>
<td>2,400</td>
<td>2,090</td>
<td>14.8</td>
</tr>
<tr>
<td>Gainesville College</td>
<td>3,692</td>
<td>3,256</td>
<td>13.4</td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>15,372</td>
<td>13,708</td>
<td>12.1</td>
</tr>
<tr>
<td>Gordon College</td>
<td>3,074</td>
<td>2,890</td>
<td>6.4</td>
</tr>
<tr>
<td>Middle Georgia College</td>
<td>2,165</td>
<td>1,941</td>
<td>11.5</td>
</tr>
<tr>
<td>South Georgia College</td>
<td>1,325</td>
<td>1,267</td>
<td>4.6</td>
</tr>
<tr>
<td>Waycross College</td>
<td>884</td>
<td>861</td>
<td>2.7</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>42,226</td>
<td>37,890</td>
<td>11.4</td>
</tr>
<tr>
<td>University System Totals</td>
<td>217,546</td>
<td>205,878</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Source: USG Semester Enrollment Report—Fall 2001 – Enrollment, EFT, and Full Time Status (page 1)
## Enrollment by Class Level, Fall 2001

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
<td>16</td>
<td>2,854</td>
<td>2,487</td>
<td>2,564</td>
<td>2,983</td>
<td>4,532</td>
<td>139</td>
<td>15,575</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>252</td>
<td>4,447</td>
<td>3,454</td>
<td>3,843</td>
<td>5,461</td>
<td>7,502</td>
<td>784</td>
<td>25,743</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td></td>
<td>33</td>
<td>329</td>
<td>291</td>
<td>1,270</td>
<td>1,270</td>
<td>454</td>
<td>2,377</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>20</td>
<td>6,034</td>
<td>5,698</td>
<td>6,031</td>
<td>6,638</td>
<td>7,454</td>
<td>442</td>
<td>32,317</td>
</tr>
<tr>
<td><strong>Research Universities</strong></td>
<td>288</td>
<td>13,335</td>
<td>11,672</td>
<td>12,767</td>
<td>15,373</td>
<td>20,758</td>
<td>1,819</td>
<td>76,012</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>104</td>
<td>5,003</td>
<td>2,857</td>
<td>2,221</td>
<td>2,175</td>
<td>1,573</td>
<td>438</td>
<td>14,371</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>33</td>
<td>2,591</td>
<td>1,502</td>
<td>1,625</td>
<td>2,064</td>
<td>1,299</td>
<td>116</td>
<td>9,230</td>
</tr>
<tr>
<td><strong>Regional Universities</strong></td>
<td>137</td>
<td>7,594</td>
<td>4,359</td>
<td>3,846</td>
<td>4,239</td>
<td>2,872</td>
<td>554</td>
<td>23,601</td>
</tr>
<tr>
<td>Albany State University</td>
<td>3</td>
<td>1,138</td>
<td>732</td>
<td>468</td>
<td>598</td>
<td>441</td>
<td>76</td>
<td>3,456</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>116</td>
<td>1,785</td>
<td>1,069</td>
<td>786</td>
<td>1,015</td>
<td>686</td>
<td>290</td>
<td>5,747</td>
</tr>
<tr>
<td>Augusta State University</td>
<td>53</td>
<td>1,933</td>
<td>995</td>
<td>792</td>
<td>847</td>
<td>702</td>
<td>85</td>
<td>5,407</td>
</tr>
<tr>
<td>Clayton College &amp; State University</td>
<td>19</td>
<td>1,762</td>
<td>1,116</td>
<td>884</td>
<td>841</td>
<td>53</td>
<td>4,675</td>
<td></td>
</tr>
<tr>
<td>Columbus State University</td>
<td>22</td>
<td>1,807</td>
<td>969</td>
<td>793</td>
<td>1,009</td>
<td>897</td>
<td>24</td>
<td>5,521</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>1</td>
<td>976</td>
<td>392</td>
<td>356</td>
<td>456</td>
<td>287</td>
<td>17</td>
<td>2,485</td>
</tr>
<tr>
<td>Georgia College &amp; State University</td>
<td>49</td>
<td>1,392</td>
<td>844</td>
<td>845</td>
<td>936</td>
<td>996</td>
<td>17</td>
<td>5,079</td>
</tr>
<tr>
<td>Georgia Southwestern State University</td>
<td>44</td>
<td>591</td>
<td>365</td>
<td>413</td>
<td>486</td>
<td>588</td>
<td>48</td>
<td>2,535</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>167</td>
<td>3,788</td>
<td>2,597</td>
<td>2,438</td>
<td>3,333</td>
<td>1,519</td>
<td>109</td>
<td>13,951</td>
</tr>
<tr>
<td>North Georgia College &amp; State University</td>
<td>19</td>
<td>1,139</td>
<td>744</td>
<td>735</td>
<td>754</td>
<td>432</td>
<td>40</td>
<td>3,863</td>
</tr>
<tr>
<td>Savannah State University</td>
<td>0</td>
<td>976</td>
<td>379</td>
<td>365</td>
<td>422</td>
<td>106</td>
<td>22</td>
<td>2,270</td>
</tr>
<tr>
<td>Southern Polytechnic State University</td>
<td>23</td>
<td>760</td>
<td>624</td>
<td>632</td>
<td>836</td>
<td>590</td>
<td>91</td>
<td>3,556</td>
</tr>
<tr>
<td>State University of West Georgia</td>
<td>68</td>
<td>3,127</td>
<td>1,502</td>
<td>1,200</td>
<td>1,283</td>
<td>1,786</td>
<td>64</td>
<td>9,030</td>
</tr>
<tr>
<td><strong>State Universities</strong></td>
<td>584</td>
<td>21,174</td>
<td>12,328</td>
<td>10,707</td>
<td>12,816</td>
<td>9,030</td>
<td>936</td>
<td>67,575</td>
</tr>
<tr>
<td>Dalton State College</td>
<td>17</td>
<td>2,211</td>
<td>877</td>
<td>300</td>
<td>176</td>
<td>66</td>
<td>3,647</td>
<td></td>
</tr>
<tr>
<td>Macon State College</td>
<td>107</td>
<td>2,304</td>
<td>903</td>
<td>654</td>
<td>395</td>
<td>122</td>
<td>4,485</td>
<td></td>
</tr>
<tr>
<td><strong>State Colleges</strong></td>
<td>124</td>
<td>4,515</td>
<td>1,780</td>
<td>954</td>
<td>571</td>
<td>188</td>
<td>8,132</td>
<td></td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College</td>
<td>36</td>
<td>1,865</td>
<td>933</td>
<td></td>
<td></td>
<td>23</td>
<td>2,857</td>
<td></td>
</tr>
<tr>
<td>Atlanta Metropolitan College</td>
<td>1</td>
<td>1,442</td>
<td>437</td>
<td></td>
<td></td>
<td>60</td>
<td>1,940</td>
<td></td>
</tr>
<tr>
<td>Bainbridge College</td>
<td>167</td>
<td>951</td>
<td>404</td>
<td></td>
<td></td>
<td>213</td>
<td>1,735</td>
<td></td>
</tr>
<tr>
<td>Coastal Georgia Community College</td>
<td>19</td>
<td>1,408</td>
<td>573</td>
<td></td>
<td></td>
<td>210</td>
<td>2,210</td>
<td></td>
</tr>
<tr>
<td>Darton College</td>
<td>58</td>
<td>1,929</td>
<td>1,054</td>
<td></td>
<td></td>
<td>138</td>
<td>3,179</td>
<td></td>
</tr>
<tr>
<td>East Georgia College</td>
<td>58</td>
<td>1,041</td>
<td>165</td>
<td></td>
<td></td>
<td>129</td>
<td>1,393</td>
<td></td>
</tr>
<tr>
<td>Floyd College</td>
<td>74</td>
<td>1,637</td>
<td>651</td>
<td></td>
<td></td>
<td>38</td>
<td>2,400</td>
<td></td>
</tr>
<tr>
<td>Gainesville College</td>
<td>129</td>
<td>2,287</td>
<td>1,157</td>
<td></td>
<td></td>
<td>119</td>
<td>3,692</td>
<td></td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>759</td>
<td>9,459</td>
<td>4,612</td>
<td></td>
<td></td>
<td>542</td>
<td>15,372</td>
<td></td>
</tr>
<tr>
<td>Gordon College</td>
<td>73</td>
<td>2,144</td>
<td>837</td>
<td></td>
<td></td>
<td>20</td>
<td>3,074</td>
<td></td>
</tr>
<tr>
<td>Middle Georgia College</td>
<td>112</td>
<td>1,440</td>
<td>589</td>
<td></td>
<td></td>
<td>24</td>
<td>2,165</td>
<td></td>
</tr>
<tr>
<td>South Georgia College</td>
<td>13</td>
<td>702</td>
<td>362</td>
<td></td>
<td></td>
<td>248</td>
<td>1,325</td>
<td></td>
</tr>
<tr>
<td>Waycross College</td>
<td>21</td>
<td>466</td>
<td>195</td>
<td></td>
<td></td>
<td>202</td>
<td>884</td>
<td></td>
</tr>
<tr>
<td><strong>Two-Year Colleges</strong></td>
<td>1,520</td>
<td>26,771</td>
<td>11,969</td>
<td></td>
<td></td>
<td>1,966</td>
<td>42,226</td>
<td></td>
</tr>
<tr>
<td><strong>University System Totals</strong></td>
<td>2,653</td>
<td>73,389</td>
<td>42,108</td>
<td>28,274</td>
<td>32,999</td>
<td>32,660</td>
<td>5,463</td>
<td>217,546</td>
</tr>
</tbody>
</table>

1 Other - Transients, Post Baccalaureate (non-degree), Auditor, and Residents & Interns (Research Universities only).

Source : USG Semester Enrollment Report—Fall 2001 - Classification of Current Enrollment (page 2)
### Credit Hours Produced Annually, Fiscal Year

<table>
<thead>
<tr>
<th>Institution</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>% of System Total (FY2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Institute of Technology</td>
<td>602,891.0</td>
<td>628,254.0</td>
<td>434,946.4</td>
<td>431,693.5</td>
<td>473,657.0</td>
<td>9.0%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>864,946.0</td>
<td>938,127.0</td>
<td>552,882.0</td>
<td>565,711.3</td>
<td>577,050.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>172,106.0</td>
<td>168,273.0</td>
<td>114,830.5</td>
<td>115,325.0</td>
<td>116,341.0</td>
<td>2.2%</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>1,276,112.0</td>
<td>1,309,920.0</td>
<td>835,241.5</td>
<td>857,415.9</td>
<td>855,803.6</td>
<td>16.3%</td>
</tr>
<tr>
<td><strong>Research Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>625,012.0</td>
<td>614,178.0</td>
<td>376,018.2</td>
<td>386,832.0</td>
<td>380,033.0</td>
<td>7.2%</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>410,831.0</td>
<td>424,004.0</td>
<td>242,205.1</td>
<td>231,803.0</td>
<td>230,911.0</td>
<td>4.4%</td>
</tr>
<tr>
<td><strong>Regional Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany State University</td>
<td>150,667.0</td>
<td>153,643.0</td>
<td>87,575.7</td>
<td>90,701.0</td>
<td>94,967.0</td>
<td>1.8%</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>216,019.0</td>
<td>220,220.0</td>
<td>127,500.5</td>
<td>128,667.0</td>
<td>125,308.0</td>
<td>2.4%</td>
</tr>
<tr>
<td>Augusta State University</td>
<td>215,447.0</td>
<td>215,664.0</td>
<td>123,962.5</td>
<td>124,591.0</td>
<td>121,108.0</td>
<td>2.3%</td>
</tr>
<tr>
<td>Clayton College &amp; State University</td>
<td>156,386.0</td>
<td>161,929.0</td>
<td>101,277.2</td>
<td>99,788.0</td>
<td>103,834.0</td>
<td>2.0%</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>218,688.0</td>
<td>223,211.0</td>
<td>128,464.6</td>
<td>120,172.0</td>
<td>125,305.0</td>
<td>2.4%</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>147,908.0</td>
<td>133,201.0</td>
<td>71,984.7</td>
<td>75,329.0</td>
<td>76,421.0</td>
<td>1.5%</td>
</tr>
<tr>
<td>Georgia College &amp; State University</td>
<td>226,400.0</td>
<td>233,015.0</td>
<td>125,570.5</td>
<td>126,967.0</td>
<td>129,114.0</td>
<td>2.5%</td>
</tr>
<tr>
<td>Georgia Southwestern State University</td>
<td>105,189.0</td>
<td>105,622.0</td>
<td>64,241.9</td>
<td>63,294.0</td>
<td>63,948.0</td>
<td>1.2%</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>461,963.0</td>
<td>497,711.0</td>
<td>305,331.2</td>
<td>305,615.0</td>
<td>311,447.0</td>
<td>5.9%</td>
</tr>
<tr>
<td>North Georgia College &amp; State University</td>
<td>142,456.0</td>
<td>150,531.0</td>
<td>90,697.9</td>
<td>94,640.0</td>
<td>96,749.0</td>
<td>1.8%</td>
</tr>
<tr>
<td>Savannah State University</td>
<td>125,586.0</td>
<td>123,063.0</td>
<td>61,973.5</td>
<td>57,560.0</td>
<td>56,226.0</td>
<td>1.1%</td>
</tr>
<tr>
<td>Southern Polytechnic State University</td>
<td>150,987.0</td>
<td>154,941.0</td>
<td>84,902.9</td>
<td>86,584.0</td>
<td>82,372.0</td>
<td>1.6%</td>
</tr>
<tr>
<td>State University of West Georgia</td>
<td>332,456.0</td>
<td>340,315.0</td>
<td>208,980.7</td>
<td>208,194.0</td>
<td>216,628.0</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>State Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dalton State College</td>
<td>98,745.0</td>
<td>104,861.0</td>
<td>58,316.3</td>
<td>60,191.0</td>
<td>61,418.0</td>
<td>1.2%</td>
</tr>
<tr>
<td>Macon State College</td>
<td>119,955.0</td>
<td>121,256.0</td>
<td>69,721.6</td>
<td>74,452.0</td>
<td>86,885.0</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>State Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Baldwin Agric. College</td>
<td>98,397.0</td>
<td>108,245.0</td>
<td>64,668.7</td>
<td>60,764.0</td>
<td>64,345.0</td>
<td>1.2%</td>
</tr>
<tr>
<td>Atlanta Metropolitan College</td>
<td>78,089.0</td>
<td>79,046.0</td>
<td>46,994.3</td>
<td>48,780.0</td>
<td>46,273.0</td>
<td>0.9%</td>
</tr>
<tr>
<td>Bainbridge College</td>
<td>37,543.0</td>
<td>37,381.0</td>
<td>22,189.9</td>
<td>25,118.0</td>
<td>26,076.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Coastal Georgia Community College</td>
<td>60,000.0</td>
<td>61,140.0</td>
<td>36,227.3</td>
<td>35,137.0</td>
<td>37,839.0</td>
<td>0.7%</td>
</tr>
<tr>
<td>Darton College</td>
<td>88,051.0</td>
<td>91,577.0</td>
<td>54,382.6</td>
<td>59,019.5</td>
<td>64,387.5</td>
<td>1.2%</td>
</tr>
<tr>
<td>East Georgia College</td>
<td>34,348.0</td>
<td>35,319.0</td>
<td>22,453.0</td>
<td>27,583.0</td>
<td>28,174.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Floyd College</td>
<td>99,201.0</td>
<td>94,351.0</td>
<td>44,828.3</td>
<td>46,338.0</td>
<td>48,211.0</td>
<td>0.9%</td>
</tr>
<tr>
<td>Gainesville College</td>
<td>93,774.0</td>
<td>99,564.0</td>
<td>61,408.6</td>
<td>66,567.0</td>
<td>71,793.0</td>
<td>1.4%</td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>516,621.0</td>
<td>529,780.0</td>
<td>288,933.7</td>
<td>296,888.0</td>
<td>305,240.0</td>
<td>5.8%</td>
</tr>
<tr>
<td>Gordon College</td>
<td>80,304.0</td>
<td>88,692.0</td>
<td>58,071.4</td>
<td>67,410.0</td>
<td>69,863.0</td>
<td>1.3%</td>
</tr>
<tr>
<td>Middle Georgia College</td>
<td>76,209.0</td>
<td>77,378.0</td>
<td>45,531.3</td>
<td>48,306.0</td>
<td>49,270.0</td>
<td>0.9%</td>
</tr>
<tr>
<td>South Georgia College</td>
<td>42,124.0</td>
<td>43,430.0</td>
<td>26,186.6</td>
<td>28,064.0</td>
<td>27,887.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Waycross College</td>
<td>29,308.0</td>
<td>30,360.0</td>
<td>16,972.7</td>
<td>18,389.0</td>
<td>17,271.0</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Two-Year Colleges</strong></td>
<td>1,333,969.0</td>
<td>1,376,263.0</td>
<td>788,850.4</td>
<td>828,563.5</td>
<td>856,629.5</td>
<td>16.3%</td>
</tr>
<tr>
<td><strong>University System Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>4,930,631.0</td>
<td>5,100,669.0</td>
<td>n/a</td>
<td>3,172,931.5</td>
<td>3,231,012.5</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>2,130,952.0</td>
<td>2,161,919.0</td>
<td>n/a</td>
<td>1,263,982.1</td>
<td>1,286,834.0</td>
<td></td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>1,093,116.0</td>
<td>1,135,614.0</td>
<td>n/a</td>
<td>697,175.4</td>
<td>724,308.6</td>
<td></td>
</tr>
</tbody>
</table>

Source: USG Fiscal Year Semester Credit Hours Summaries
# Georgia Southern University Accreditations

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

## College of Business Administration

<table>
<thead>
<tr>
<th>Undergraduate &amp; Graduate</th>
<th>American Assembly of Collegiate Schools of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>American Assembly of Collegiate Schools of Business</td>
</tr>
</tbody>
</table>

## College of Education

<table>
<thead>
<tr>
<th>Undergraduate &amp; Graduate</th>
<th>National Council for Accreditation of Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Georgia Professional Standards Commission</td>
</tr>
</tbody>
</table>

## College of Health and Professional Studies

<table>
<thead>
<tr>
<th>Interior Design</th>
<th>Foundation for Interior Design, Education and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (Undergraduate &amp; Graduate)</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td>Georgia Board of Nursing</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>Nutrition/Food Science (Didactic Program in Dietetics)</td>
<td>The American Dietetic Association</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Sport Management (Undergraduate &amp; Graduate)</td>
<td>North American Society for Sport Management</td>
</tr>
<tr>
<td>National Association for Sport &amp; Physical Education</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Sports Medicine (Athletic Training Education)</td>
<td></td>
</tr>
</tbody>
</table>

## College of Liberal Arts and Social Sciences

<table>
<thead>
<tr>
<th>Art (Undergraduate &amp; Graduate)</th>
<th>National Association of Schools of Art &amp; Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Undergraduate &amp; Graduate)</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>Public Administration</td>
<td>National Association of Schools of Public Affairs and Administration</td>
</tr>
</tbody>
</table>

## Allen E. Paulson College of Science and Technology

<table>
<thead>
<tr>
<th>Building Construction and Contracting</th>
<th>American Council for Construction Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>Technology Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board</td>
</tr>
<tr>
<td>Electrical Engineering Technology</td>
<td>Technology Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>Industrial Engineering Technology</td>
<td>Technology Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>Industrial Technology (Applied Science, Manufacturing, and Printing Management)</td>
<td>National Association of Industrial Technology</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>Technology Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
</tbody>
</table>

Source : Office of the Provost and Vice President for Academic Affairs—August 22, 2001
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 Science
  with Major in: International Trade

**College of Education**
Doctor of Education
  with Majors in:
  - Curriculum Studies
  - Education Administration
Specialist in Education
  with Majors in:
  - Art Education
  - Counselor Education
  - Early Childhood Education
  - Educational Leadership
  - English
  - Health & Physical Education
  - Instructional Technology
  - Mathematics
  - Middle Grades Education
  - Music
  - Reading Education
  - School Psychology
  - Science
  - Social Science Education
  - Special Education
  - Technology Education

Master of Education
  with Majors in:
  - Art Education
  - Business Education
  - Counselor Education
  - Early Childhood Education
  - Educational Leadership
  - English Education
  - French
  - German
  - Health & Physical Education
  - Higher Education
  - Instructional Technology
  - Mathematics Education
  - Middle Grades Education
  - Music Education
  - Reading Education
  - School Psychology
  - Science Education
  - Social Science
  - Spanish
  - Special Education
  - Technology Education

Bachelor of Science in Education
  with Majors in:
  - Art
  - Early Childhood Education
  - Health & Physical Education
  - Middle Grades Education
  - Special Education
  - Teaching Field—Biology
  - Teaching Field—Business Education
  - Teaching Field—Chemistry
  - Teaching Field—English
  - Teaching Field—Family & Consumer Sciences
  - Teaching Field—French
  - Teaching Field—Geography
  - Teaching Field—German
  - Teaching Field—History
  - Teaching Field—Mathematics
  - Teaching Field—Physics
  - Teaching Field—Political Science
  - Teaching Field—Spanish
  - Teaching Field—Technology Education

**College of Health & Professional Studies**
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
  with Majors in:
  - Family Nurse Practitioner
  - Rural Community Health Nurse Specialist
Bachelor of Science
  with Majors in:
  - Child and Family Development
  - Fashion Merchandising & Apparel Design
  - Hotel and Restaurant Management
  - Interior Design
  - Nutrition and Food Science
  - Recreation
  - Sport Management

Bachelor of Science in Health Science
  with Majors in:
  - Community Health Education
  - Health Behavior

(Continued on page 49)
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 Liberal Arts & Social Sciences**  
Master of Arts  
with Majors in:
English  
History  
Political Science  
Sociology  
Master of Fine Arts  
with Major in Art  
Master of Music  
Master of Public Administration  
Master of Science  
with Major in Psychology  
Bachelor of Arts  
with Majors in:
Anthropology  
Art  
Communication Arts  
Economics  
English  
French  
German  
History  
Music  
Philosophy  
Political Science  
Psychology  
Sociology  
Spanish  
Theater  
Bachelor of Fine Arts  
with Major in Art  
Bachelor of Music  
with Majors in:
Composition  
Music Education  
Performance  
Bachelor of Science  
with Majors in:
Broadcasting  
Journalism  

Political Science  
Psychology  
Public Relations  
Sociology  
Speech Communications  
Bachelor of Science in Justice Studies  

**College of Science and Technology**  
Master of Science  
with Majors in:
Biology  
Mathematics  
Master of Technology  
Bachelor of Applied Science  
with Major in Technology  
Bachelor of Arts  
with Majors in:
Biology  
Chemistry  
Geology  
Physics  
Bachelor of Science  
with Majors in:
Computer Science  
Geography  
Geology  
Mathematics  
Bachelor of Science in Biology  
Bachelor of Science in Chemistry  
Bachelor of Science in Civil Engineering Technology  
Bachelor of Science in Construction  
with Major in Building Construction & Contracting  
Bachelor of Science in Electrical Engineering Technology  
Bachelor of Science in Industrial Engineering Technology  
Bachelor of Science in Manufacturing  
with Major in Industrial Management  
Bachelor of Science in Mathematics  
Bachelor of Science in Mechanical Engineering Technology  
Bachelor of Science in Physics  
Bachelor of Science in Printing Management  

**Interdisciplinary**  
Bachelor of Arts  
with Major in International Studies  
Bachelor of General Studies  

Source: Office of the Provost and Vice President for Academic Affairs—August 22, 2001
Degrees Conferred by College & Fiscal Year

<table>
<thead>
<tr>
<th>College of Business Administration</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Accounting</td>
<td>0</td>
<td>7</td>
<td>21</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>51</td>
<td>61</td>
<td>57</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>465</td>
<td>461</td>
<td>518</td>
<td>574</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (COBA)</strong></td>
<td>517</td>
<td>531</td>
<td>596</td>
<td>664</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor in Education</td>
<td>8</td>
<td>7</td>
<td>17</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>84</td>
<td>53</td>
<td>44</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Master of Science for Teachers</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Master of Education</td>
<td>253</td>
<td>238</td>
<td>175</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>322</td>
<td>240</td>
<td>294</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (COE)</strong></td>
<td>668</td>
<td>538</td>
<td>530</td>
<td>425</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Health &amp; Professional Studies</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Public Health</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Master of Science</td>
<td>28</td>
<td>33</td>
<td>27</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>22</td>
<td>16</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Family &amp; Consumer Science</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Health Science</td>
<td>66</td>
<td>55</td>
<td>40</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Kinesiology</td>
<td>8</td>
<td>38</td>
<td>55</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Medical Technology</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>87</td>
<td>80</td>
<td>50</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>199</td>
<td>206</td>
<td>236</td>
<td>251</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Recreation</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (CHPS)</strong></td>
<td>474</td>
<td>432</td>
<td>413</td>
<td>489</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Social Sciences</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Masters in Music</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>37</td>
<td>24</td>
<td>19</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Master of Science</td>
<td>11</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>112</td>
<td>93</td>
<td>103</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>19</td>
<td>10</td>
<td>20</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>234</td>
<td>208</td>
<td>182</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Justice Studies</td>
<td>93</td>
<td>72</td>
<td>72</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (CLASS)</strong></td>
<td>544</td>
<td>450</td>
<td>438</td>
<td>428</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Science &amp; Technology</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science</td>
<td>24</td>
<td>16</td>
<td>10</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Master of Technology</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>72</td>
<td>38</td>
<td>33</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Biology</td>
<td>50</td>
<td>46</td>
<td>59</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Civil Engineer Technology</td>
<td>12</td>
<td>18</td>
<td>15</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Chemistry</td>
<td>5</td>
<td>13</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Construction</td>
<td>32</td>
<td>36</td>
<td>43</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Electrical Engineering Tech.</td>
<td>22</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Industrial Engineering Tech.</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

(continued on page 51)
(continued from page 50)

<table>
<thead>
<tr>
<th>Degree</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2001 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Mathematics</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Physics</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Printing Management</td>
<td>25</td>
<td>25</td>
<td>24</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Manufacturing</td>
<td>10</td>
<td>9</td>
<td>13</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering Tech.</td>
<td>18</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (COST)</strong></td>
<td>296</td>
<td>245</td>
<td>256</td>
<td>239</td>
<td>10.5%</td>
</tr>
<tr>
<td><strong>Provost &amp; Associate VP Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Bachelor of General Studies</td>
<td>8</td>
<td>12</td>
<td>17</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>College Total (P&amp;AVPAA)</strong></td>
<td>10</td>
<td>18</td>
<td>22</td>
<td>40</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Total Degrees</strong></td>
<td>2,509</td>
<td>2,214</td>
<td>2,255</td>
<td>2,285</td>
<td></td>
</tr>
</tbody>
</table>

Degrees Conferred by College and Fiscal Year

![Degree chart](chart.png)

1 Conversion from quarter to Semester system (Fall 1998).

Source: Student Information Reporting System.
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 South-east 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.

Continuing Education

In calendar year 2001, Continuing Education:

- Coordinated 20 conferences and 66 professional development programs.
- Conducted 8 contractual training programs were conducted with companies throughout the region.
- 148 students completed a non-credit on-line course offered by continuing education.
- Developed and hosted 520 continuing education outreach activities for the public through the Botanical Garden, Museum, and Wildlife Center

<table>
<thead>
<tr>
<th>Total Programs Completed</th>
<th>845</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Participants</td>
<td>28,932</td>
</tr>
<tr>
<td>Total CEUs Reported</td>
<td>17,699</td>
</tr>
</tbody>
</table>

Outreach Centers on the Georgia Southern Campus

Georgia Southern University Botanical Garden

The 11 acre Garden is a research and educational resource for faculty and students. It provides undergraduate and graduate internships as well as continuing education programs, and programs of interest for the community.

Total Number of Specimens: 30 mature trees, 30 native azaleas, 29 rare and endangered plants, 110 woody native plants and 150 woody and perennial heritage plants.
Total number of visitors in Fiscal Year 2002: 12,000
Total Programs: 54

The Georgia Southern University Museum

Total number of visitors in Fiscal Year 2002: 25,000
Students served by Project Sense and Science and Math in the Outdoor Classroom: 10,000
Six Special Museum Exhibits were displayed: “Making Champions: Sports at Georgia Southern University”; “Earthquirks”; “Art Deco”; “Bubbles”; “Carribean Trade Winds”; and “Dragons.”

The Center for Wildlife Education and
The Lamar Q Ball, Jr. Raptor Center

This 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 Fiscal Year 2002: 40,000
Off-site Raptor and Wildlife Exhibitions: 114 off-site exhibits for 14,000 guests

The Performing Arts Center

The 34,000 square foot Performing Arts Center is located adjacent to the Nessmith-Lane Continuing Education Building and houses an 825-seat state-of-the-art theatre which includes an orchestra shell and pit, five dressing rooms, box office;
and sound, lighting, and fly systems. Between February 25 and May 20, 2002, the Performing Arts Center welcomed over 6,565 audience members to theatre, music, and dance performances; honors and awards ceremonies, and a lecture by a Nobel Prize winner.

**Distance Learning Center**

The Distance Learning Center at Georgia Southern University provides support for all activities of the University utilizing distance technologies. Electronic delivery technologies supported by the Center include satellite downlink, on-line courses, and two-way interactive video conferencing.

Since 1992 Georgia Southern has served well over 10,000 students in more than 50 locations with distance learning courses in a variety of disciplines. Courses and enrollments for the last two years are depicted in the following charts:

![Distributed Learning Courses by Delivery Method](chart1.png)

![Distributed Learning Enrollment by Delivery Method](chart2.png)
Off Campus Centers

The Division of Continuing Education and Public Service also oversees the Coastal Georgia Center in Savannah and Georgia Southern’s work at regional outreach centers in Brunswick, Dublin, Huntsville (Liberty Center), and in other locations in southeast Georgia. During the period Fall 2000 through Spring 2002, 408 credit courses were offered with a total enrollment of 3,216 students.

Coastal Georgia Center

The Center hosts credit and non-credit offerings from Georgia Southern, Armstrong Atlantic and Savannah State universities. Fiscal Year 2002 saw:

- 1,107 bookings for academic graduate programming.
- The Center hosted a wide variety of federal, state, and local governmental agencies, business and civic groups, and organizations with 775 bookings.
- 445 continuing education programs offered by the partner institutions that promoted economic development, continuing education and professional development programs.

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 EDS degrees. Georgia Southern programs at the Dublin Center are offered face-to-face and through distance learning.

Brunswick Center

The Center is a consortium composed of the Coastal Georgia Community College in Brunswick, Armstrong Atlantic State University in Savannah, and Georgia Southern University in Statesboro. It serves as a residence center for the two Universities and assists students enrolled primarily in undergraduate programs at Armstrong Atlantic State University or graduate programs at Georgia Southern University.

Liberty Center

Armstrong Atlantic State University, Georgia Southern University, Savannah State University, East Georgia College, and Coastal Georgia Community College form The Liberty Center, a University System of Georgia Residence Center located at Hinesville - Fort Stewart. Georgia Southern offers graduate programs including the Master of Business Administration and Master of Public Administration. The goal of the partnership is to provide affordable post-secondary education programs that will meet individual, community, and Army needs for Fort Stewart, Liberty County, and the City of Hinesville.

Source: Continuing Education and Public Service
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 of 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 the 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 civil, computer, and electrical engineering majors. 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 86% 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 GTREP or RETP. 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 enter 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 students who met the direct admission requirements and are already classified as either RETP or GTREP. 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. Between 25 and 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. The School of Technology at 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 experiential 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 - Building Construction and Contracting, 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.

For more information see http://www2.gasou.edu/engr/home.html.

Source : Office of Engineering Programs
<table>
<thead>
<tr>
<th>Center Name</th>
<th>Contact Person</th>
<th>Telephone # (912)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunswick Center, Coastal Georgia Community College</td>
<td>Dr. Henry E. Barber</td>
<td>(912) 264-7227</td>
</tr>
<tr>
<td>Bureau of Business Research and Economic Development</td>
<td>Dr. Phyllis Isley</td>
<td>(912) 681-0872</td>
</tr>
<tr>
<td>Bureau of Public Affairs</td>
<td>Dr. Karen McCurdy</td>
<td>(912) 681-0066</td>
</tr>
<tr>
<td>Center for Africana Studies</td>
<td>Dr. Saba Jallow</td>
<td>(912) 681-5387</td>
</tr>
<tr>
<td>Center for Economic Education</td>
<td>Dr. Bill Levernier</td>
<td>(912) 681-5161</td>
</tr>
<tr>
<td>Center for Educational Leadership and Service</td>
<td>Dr. Robert Martin</td>
<td>(912) 681-5307</td>
</tr>
<tr>
<td>Center for Excellence in Banking</td>
<td>Mr. James E. Davis, Jr.</td>
<td>(912) 681-5820</td>
</tr>
<tr>
<td>Center for Excellence in Teaching</td>
<td>Dr. Cathy Swift</td>
<td>(912) 681-5526</td>
</tr>
<tr>
<td>Center for International Studies</td>
<td>Dr. Nancy Shumaker</td>
<td>(912) 681-0332</td>
</tr>
<tr>
<td>Center for Irish Studies</td>
<td>Dr. Frederick Sanders</td>
<td>(912) 681-5899</td>
</tr>
<tr>
<td>Center for Management Development</td>
<td>Dr. Russell Kent</td>
<td>(912) 681-5700</td>
</tr>
<tr>
<td>Center for Printability/Runability</td>
<td>Dr. Don Armel</td>
<td>(912) 681-5167</td>
</tr>
<tr>
<td>Center for Retailing Studies</td>
<td>Dr. William Bolen</td>
<td>(912) 681-5336</td>
</tr>
<tr>
<td>Center for Rural Health and Research</td>
<td>Dr. Kent Guion</td>
<td>(912) 681-0260</td>
</tr>
<tr>
<td>Center for Social Gerontology</td>
<td>Dr. Peggy Hargis</td>
<td>(912) 681-5443</td>
</tr>
<tr>
<td>Center for the Study of International Schooling</td>
<td>Dr. Grigory Dmitriyev</td>
<td>(912) 681-5545</td>
</tr>
<tr>
<td>Center for Wildlife Education &amp; Lamar Q. Ball, Jr. Raptor Center</td>
<td>Mr. Steven Hein</td>
<td>(912) 681-0831</td>
</tr>
<tr>
<td>Coastal Area Teacher Education Service (CATES)</td>
<td>Ms. Mary Egger</td>
<td>(912) 681-5200</td>
</tr>
<tr>
<td>Coastal Georgia Center</td>
<td>n/a</td>
<td>(912) 651-2005</td>
</tr>
<tr>
<td>Continuing Education and Public Services</td>
<td>Dr. Kathleen Burke, Dean</td>
<td>(912) 681-5555</td>
</tr>
<tr>
<td>Distance Learning Center</td>
<td>Ms. Pamela Peaster</td>
<td>(912) 681-0882</td>
</tr>
<tr>
<td>Dublin Center</td>
<td>Dr. Catherine Wooddy</td>
<td>(478) 275-6750</td>
</tr>
<tr>
<td>Family Life Center</td>
<td>Dr. Jerri Kropp</td>
<td>(912) 681-5537</td>
</tr>
<tr>
<td>Georgia Southern University Botanical Garden</td>
<td>Dr. Sue Sill</td>
<td>(912) 871-1149</td>
</tr>
<tr>
<td>Georgia Southern University Museum</td>
<td>Dr. Brent Tharp</td>
<td>(912) 681-5444</td>
</tr>
<tr>
<td>Institute of Arthropodology and Parasitology</td>
<td>Dr. James Oliver</td>
<td>(912) 681-5564</td>
</tr>
<tr>
<td>Liberty Center</td>
<td>Ms. Gisella Grant</td>
<td>n/a</td>
</tr>
<tr>
<td>Small Business Development Center</td>
<td>Ms. Velinda Stanley</td>
<td>(912) 681-5194</td>
</tr>
<tr>
<td>Southeast Center for Assistive Technology</td>
<td>Dr. Mohammad Davoud</td>
<td>(912) 681-5004</td>
</tr>
<tr>
<td>Southern Center for Logistics and Intermodal Transportation</td>
<td>Dr. Karl Manrodt</td>
<td>(912) 681-0588</td>
</tr>
</tbody>
</table>

Source: Office of the Provost & Vice President for Academic Affairs
Student Financial Aid Summary
2000—2001 Academic Year

<table>
<thead>
<tr>
<th>Description</th>
<th># of Awards</th>
<th>$ Amount of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Work Study and Institutional Work Program</td>
<td>2790</td>
<td>$ 4,087,781.00</td>
</tr>
<tr>
<td>Grant Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell, PHEAA, SEOG, Vocational Rehab., and TRIO</td>
<td>4,532</td>
<td>$ 8,778,413.00</td>
</tr>
<tr>
<td>Loan Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOPE Promise, HOPE Teacher, Perkins, PLUS, Stafford,</td>
<td>11,258</td>
<td>$ 35,583,801.00</td>
</tr>
<tr>
<td>State Service Cancelable Loans, Mega-Life, Pickett &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hatcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federally Funded Academic Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROTC and Robert C. Byrd Honors</td>
<td>72</td>
<td>$ 125,264.00</td>
</tr>
<tr>
<td>State Funded Academic Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOPE Scholarships/HOPE Book, Regents Opportunity,</td>
<td>5,706</td>
<td>$ 13,912,414.00</td>
</tr>
<tr>
<td>Governors, GSIG, Law Enforcement Personnel Dependents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant, Public Safety Grant, Charles McDaniel Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Southern University Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GaSoU Honors, Bell Honors, Gulfstream Aerospace</td>
<td>262</td>
<td>$ 245,647.00</td>
</tr>
<tr>
<td>Scholarship Program, Lettie Pate Whitehead Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Grants &amp; Scholarships less the Georgia</td>
<td>472</td>
<td>$ 518,911.00</td>
</tr>
<tr>
<td>Southern University Scholarships listed above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Grants &amp; Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helene Fuld Health Trust Grant, Miscellaneous</td>
<td>627</td>
<td>$ 672,774.00</td>
</tr>
<tr>
<td>externally funded scholarships awarded by private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sources to individual students—high school, church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>group, civic group, businesses, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting student athletes in men’s and women’s</td>
<td>292</td>
<td>$ 1,418,071.00</td>
</tr>
<tr>
<td>intercollegiate sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Student, Athletic, Military, University</td>
<td>347</td>
<td>1,570,477.00</td>
</tr>
<tr>
<td>Employee, Ga. Teacher, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aid for 2000—2001 Academic Year</td>
<td>26,358</td>
<td>$ 66,913,553.00</td>
</tr>
</tbody>
</table>

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 Office, (912) 486-7270. There is also a large “Greek” community on campus consisting of members of various social fraternities and sororities. For more information about GSU’s fraternal organizations, contact the Office of Greek Life, (912) 681-5185.

# Career Services Summary by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Exploration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of appointments</td>
<td>431</td>
<td>906</td>
<td>2,338</td>
<td>2,756</td>
<td>3,219</td>
<td>3,724</td>
</tr>
<tr>
<td># of programs</td>
<td>214</td>
<td>346</td>
<td>392</td>
<td>268</td>
<td>230</td>
<td>353</td>
</tr>
<tr>
<td># of students attending programs</td>
<td>5,594</td>
<td>5,768</td>
<td>5,229</td>
<td>4,340</td>
<td>7,947</td>
<td>6,923</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of student registrants</td>
<td>198</td>
<td>734</td>
<td>341</td>
<td>413</td>
<td>394</td>
<td>313</td>
</tr>
<tr>
<td># of employer registrants</td>
<td>158</td>
<td>576</td>
<td>321</td>
<td>562</td>
<td>250</td>
<td>481</td>
</tr>
<tr>
<td># of students placed</td>
<td>62</td>
<td>159</td>
<td>81</td>
<td>52</td>
<td>58</td>
<td>44</td>
</tr>
<tr>
<td># of positions available</td>
<td>43</td>
<td>241</td>
<td>166</td>
<td>236</td>
<td>250</td>
<td>593</td>
</tr>
<tr>
<td><strong>Career Fairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Expo Job Fair</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of employers</td>
<td>65</td>
<td>68</td>
<td>74</td>
<td>73</td>
<td>186</td>
<td>204</td>
</tr>
<tr>
<td># of students</td>
<td>620</td>
<td>470</td>
<td>948</td>
<td>864</td>
<td>1,900</td>
<td>2,262</td>
</tr>
<tr>
<td><strong>Education Career Day</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of school systems</td>
<td>95</td>
<td>80</td>
<td>94</td>
<td>108</td>
<td>189</td>
<td>84</td>
</tr>
<tr>
<td># of students</td>
<td>312</td>
<td>353</td>
<td>305</td>
<td>228</td>
<td>234</td>
<td>191</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students registered for resume referral service</td>
<td>654</td>
<td>682</td>
<td>2,141</td>
<td>1,308</td>
<td>1,288</td>
<td>2,978</td>
</tr>
<tr>
<td># of interview schedules</td>
<td>83</td>
<td>107</td>
<td>106</td>
<td>124</td>
<td>67</td>
<td>97</td>
</tr>
<tr>
<td># of employers who conducted on-campus interviews</td>
<td>77</td>
<td>95</td>
<td>106</td>
<td>124</td>
<td>67</td>
<td>84</td>
</tr>
<tr>
<td># of employers requesting resume referral</td>
<td>314</td>
<td>373</td>
<td>250</td>
<td>30</td>
<td>80</td>
<td>203</td>
</tr>
<tr>
<td># of resumes referred</td>
<td>5,954</td>
<td>8,147</td>
<td>5,482</td>
<td>1,226</td>
<td>1,369</td>
<td>3,083</td>
</tr>
<tr>
<td># of new students registered in the Career Services database</td>
<td>583</td>
<td>2,215</td>
<td>3,100</td>
<td>5,943</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of employers registered in database</td>
<td>n/a</td>
<td>n/a</td>
<td>8,036</td>
<td>9,651</td>
<td>10,014</td>
<td>1,778</td>
</tr>
<tr>
<td># of jobs in the database</td>
<td>n/a</td>
<td>n/a</td>
<td>1,059</td>
<td>1,860</td>
<td>1,120</td>
<td>778</td>
</tr>
<tr>
<td># of new jobs added</td>
<td>n/a</td>
<td>n/a</td>
<td>3,629</td>
<td>5,487</td>
<td>3,604</td>
<td>882</td>
</tr>
</tbody>
</table>

**Note:** This data reflects updated definitions for reporting, effective August, 2001
## Student Housing, Fall 2001

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Occupancy</th>
<th>Capacity</th>
<th>% Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brannen Hall</td>
<td>143</td>
<td>150</td>
<td>95.33%</td>
</tr>
<tr>
<td>Cone Hall</td>
<td>150</td>
<td>152</td>
<td>98.68%</td>
</tr>
<tr>
<td>Dorman Hall (men only)</td>
<td>247</td>
<td>253</td>
<td>97.63%</td>
</tr>
<tr>
<td>Hendricks Hall</td>
<td>144</td>
<td>146</td>
<td>98.63%</td>
</tr>
<tr>
<td>Johnson Hall</td>
<td>397</td>
<td>400</td>
<td>99.25%</td>
</tr>
<tr>
<td>Kennedy Hall A/B</td>
<td>231</td>
<td>234</td>
<td>98.72%</td>
</tr>
<tr>
<td>Kennedy Hall C/D</td>
<td>192</td>
<td>200</td>
<td>96.00%</td>
</tr>
<tr>
<td>Olliff Hall</td>
<td>312</td>
<td>315</td>
<td>99.05%</td>
</tr>
<tr>
<td>Sanford Hall</td>
<td>135</td>
<td>140</td>
<td>96.43%</td>
</tr>
<tr>
<td>Stratford Hall</td>
<td>122</td>
<td>130</td>
<td>93.85%</td>
</tr>
<tr>
<td>Veazy Hall (women only)</td>
<td>152</td>
<td>158</td>
<td>96.20%</td>
</tr>
<tr>
<td>Watson Hall Commons</td>
<td>61</td>
<td>63</td>
<td>96.83%</td>
</tr>
<tr>
<td>Watson Hall Pods</td>
<td>177</td>
<td>180</td>
<td>98.33%</td>
</tr>
<tr>
<td>Winburn Hall</td>
<td>255</td>
<td>258</td>
<td>98.84%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,718</strong></td>
<td><strong>2,779</strong></td>
<td><strong>97.80%</strong></td>
</tr>
</tbody>
</table>

Source: Office of University Housing - Residence Hall Capacity Report—Fall 2001
Alumni Association

Officers

Mr. Frank Hook, Executive Director
Ms. Sheila Hoynes, President
Mr. Mike Cummings, President Elect
Mr. Deryl Belser, Secretary
Mr. Steve Kennedy, Treasurer

Executive Committee

Mr. Frank Hook, Executive Director
Ms. Sheila Hoynes, President
Mr. Mike Cummings, President Elect
Mr. Phil Blanchard, Chairman
Mr. Deryl Belser, Secretary
Mr. Steve Kennedy, Treasurer
Mr. Jimmy Childre, GSU Foundation Chairman
Mr. Greg Johnson, Southern Boosters Chairman

Alumni Relations Office Staff

Mr. Frank Hook, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>Ritchie Barnett</td>
<td>770-493-8402</td>
<td>770-263-7800</td>
</tr>
<tr>
<td>Atlanta BAGS</td>
<td>Lisa Baker</td>
<td>404-699-2668</td>
<td>404-699-9995</td>
</tr>
<tr>
<td>Atlanta Northwest</td>
<td>Roger Smith</td>
<td>770-953-4295</td>
<td>800-992-0599</td>
</tr>
<tr>
<td>Atlanta Primetime</td>
<td>Margot Dawkins</td>
<td>404-252-1314</td>
<td>404-264-1600</td>
</tr>
<tr>
<td>Atlanta West Metro</td>
<td>Stephen Bruner</td>
<td>678-838-1735</td>
<td>770-489-5377</td>
</tr>
<tr>
<td>Bulloch County</td>
<td>Billy Gunter</td>
<td>912-871-4500</td>
<td>912-764-6309</td>
</tr>
<tr>
<td>Greater Raleigh, NC</td>
<td>Bob Fulghum</td>
<td>919-878-5479</td>
<td>919-876-7030</td>
</tr>
<tr>
<td>Greater Savannah</td>
<td>Laney Claxton</td>
<td>912-927-7814</td>
<td></td>
</tr>
<tr>
<td>Candler County</td>
<td>Marty Williams</td>
<td>912-871-3818</td>
<td>912-685-2057</td>
</tr>
<tr>
<td>Evans County</td>
<td>Wayne Collins</td>
<td>912-739-0538</td>
<td>912-739-3322</td>
</tr>
<tr>
<td>Effingham County</td>
<td>Wendel Wilson</td>
<td>912-754-3769</td>
<td>912-754-3012</td>
</tr>
<tr>
<td>Emmanuel County</td>
<td>Bill Carmichael</td>
<td>912-237-4526</td>
<td></td>
</tr>
<tr>
<td>Glynn County</td>
<td>Christine Pierce</td>
<td>912-267-7042</td>
<td>912-265-0260</td>
</tr>
<tr>
<td>Greater Albany</td>
<td>Robert Chester</td>
<td>229-888-8085</td>
<td>229-420-5227</td>
</tr>
<tr>
<td>Greater Athens</td>
<td>Sheila Davis</td>
<td>770-788-2848</td>
<td>770-542-2283</td>
</tr>
<tr>
<td>Greater Columbus</td>
<td>Robert Willis</td>
<td>706-323-5382</td>
<td>706-563-6975</td>
</tr>
<tr>
<td>Greater Gwinnett</td>
<td>Steve Bain</td>
<td>770-622-1715</td>
<td>770-497-1920</td>
</tr>
<tr>
<td>Jenkins County</td>
<td>Matt Brinson</td>
<td>478-982-5705</td>
<td>478-982-4722</td>
</tr>
<tr>
<td>Laurens County</td>
<td>Mike Cummings</td>
<td>478-272-9393</td>
<td>912-272-7600</td>
</tr>
<tr>
<td>Liberty County</td>
<td>Esther Griffin</td>
<td>912-368-2575</td>
<td>912-408-2125</td>
</tr>
<tr>
<td>Greater Macon</td>
<td>Terry Harvin</td>
<td>912-476-4552</td>
<td>912-476-9700</td>
</tr>
<tr>
<td>NW GA/Tennessee Valley</td>
<td>Joe Shuford</td>
<td>706-259-3086</td>
<td>706-275-5802</td>
</tr>
<tr>
<td>Oconee Area</td>
<td>Polly Tompkins</td>
<td>478-552-2051</td>
<td></td>
</tr>
<tr>
<td>Houston/Pulaski Counties</td>
<td>Mike Long</td>
<td>478-988-0212</td>
<td>478-953-4557</td>
</tr>
<tr>
<td>Greater Augusta</td>
<td>Tammy Shepherd</td>
<td>706-855-0671</td>
<td></td>
</tr>
<tr>
<td>Rockdale/Newton Counties</td>
<td>Nicole Brown</td>
<td>770-760-0505</td>
<td>770-922-9000</td>
</tr>
<tr>
<td>Screven County</td>
<td>Rusty Black</td>
<td>912-857-3233</td>
<td>912-564-2175</td>
</tr>
<tr>
<td>South Carolina Low Country</td>
<td>Lowell Keene</td>
<td>843-524-7637</td>
<td>843-524-8812</td>
</tr>
<tr>
<td>Tri-States</td>
<td>Wayne Gay</td>
<td>334-673-2911</td>
<td>334-793-0191</td>
</tr>
<tr>
<td>Toombs County</td>
<td>Lee/ Rebekah Arnold</td>
<td>912-537-3798</td>
<td>912-537-9851</td>
</tr>
<tr>
<td>Wayne County</td>
<td>Johnny/ Paula Puccio</td>
<td>912-427-7885</td>
<td>912-427-7885</td>
</tr>
<tr>
<td>National Capital</td>
<td>Chris Ingram</td>
<td>703-534-3185</td>
<td>703-786-4117</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>Mike Woodard</td>
<td>912-287-1747</td>
<td>912-287-2334</td>
</tr>
</tbody>
</table>

Source: Office of Alumni Relations - as of Fall 2001
### Alumni by State

<table>
<thead>
<tr>
<th>State</th>
<th>#</th>
<th>State</th>
<th>#</th>
<th>State</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>455</td>
<td>Maryland</td>
<td>210</td>
<td>Puerto Rico</td>
<td>12</td>
</tr>
<tr>
<td>Alaska</td>
<td>23</td>
<td>Massachusetts</td>
<td>81</td>
<td>Rhode Island</td>
<td>12</td>
</tr>
<tr>
<td>Arizona</td>
<td>92</td>
<td>Michigan</td>
<td>91</td>
<td>South Carolina</td>
<td>1,741</td>
</tr>
<tr>
<td>Arkansas</td>
<td>53</td>
<td>Minnesota</td>
<td>33</td>
<td>South Dakota</td>
<td>5</td>
</tr>
<tr>
<td>California</td>
<td>298</td>
<td>Mississippi</td>
<td>93</td>
<td>Tennessee</td>
<td>470</td>
</tr>
<tr>
<td>Colorado</td>
<td>144</td>
<td>Missouri</td>
<td>92</td>
<td>Texas</td>
<td>509</td>
</tr>
<tr>
<td>Connecticut</td>
<td>74</td>
<td>Montana</td>
<td>18</td>
<td>Utah</td>
<td>20</td>
</tr>
<tr>
<td>Delaware</td>
<td>20</td>
<td>Nebraska</td>
<td>13</td>
<td>Vermont</td>
<td>16</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>34</td>
<td>Nevada</td>
<td>27</td>
<td>Virgin Islands</td>
<td>4</td>
</tr>
<tr>
<td>Florida</td>
<td>2,733</td>
<td>New Hampshire</td>
<td>13</td>
<td>Virginia</td>
<td>563</td>
</tr>
<tr>
<td>Georgia</td>
<td>39,076</td>
<td>New Jersey</td>
<td>150</td>
<td>Washington</td>
<td>84</td>
</tr>
<tr>
<td>Hawaii</td>
<td>22</td>
<td>New Mexico</td>
<td>34</td>
<td>West Virginia</td>
<td>39</td>
</tr>
<tr>
<td>Idaho</td>
<td>17</td>
<td>New York</td>
<td>190</td>
<td>Wisconsin</td>
<td>41</td>
</tr>
<tr>
<td>Illinois</td>
<td>134</td>
<td>North Carolina</td>
<td>990</td>
<td>Wyoming</td>
<td>8</td>
</tr>
<tr>
<td>Indiana</td>
<td>99</td>
<td>North Dakota</td>
<td>5</td>
<td>Foreign Country</td>
<td>5</td>
</tr>
<tr>
<td>Iowa</td>
<td>27</td>
<td>Northern Mariana Islands</td>
<td>1</td>
<td>Overseas Military Mail</td>
<td>58</td>
</tr>
<tr>
<td>Kansas</td>
<td>49</td>
<td>Ohio</td>
<td>165</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>115</td>
<td>Oklahoma</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>101</td>
<td>Oregon</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td>19</td>
<td>Pennsylvania</td>
<td>191</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 49,646

Source: Office of Alumni Relations – as of Fall 2001
## Alumni by County

<table>
<thead>
<tr>
<th>County</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appling</td>
<td>321</td>
</tr>
<tr>
<td>Atkinson</td>
<td>19</td>
</tr>
<tr>
<td>Bacon</td>
<td>158</td>
</tr>
<tr>
<td>Baker</td>
<td>6</td>
</tr>
<tr>
<td>Baldwin</td>
<td>198</td>
</tr>
<tr>
<td>Banks</td>
<td>16</td>
</tr>
<tr>
<td>Barrow</td>
<td>112</td>
</tr>
<tr>
<td>Bartow</td>
<td>109</td>
</tr>
<tr>
<td>Ben Hill</td>
<td>118</td>
</tr>
<tr>
<td>Berrien</td>
<td>43</td>
</tr>
<tr>
<td>Bibb</td>
<td>881</td>
</tr>
<tr>
<td>Bleckley</td>
<td>129</td>
</tr>
<tr>
<td>Butts</td>
<td>43</td>
</tr>
<tr>
<td>Calhoun</td>
<td>24</td>
</tr>
<tr>
<td>Camden</td>
<td>268</td>
</tr>
<tr>
<td>Bulloch</td>
<td>3,609</td>
</tr>
<tr>
<td>Burke</td>
<td>250</td>
</tr>
<tr>
<td>Butts</td>
<td>43</td>
</tr>
<tr>
<td>Calhoun</td>
<td>24</td>
</tr>
<tr>
<td>Camden</td>
<td>268</td>
</tr>
<tr>
<td>Candler</td>
<td>362</td>
</tr>
<tr>
<td>Carroll</td>
<td>104</td>
</tr>
<tr>
<td>Catoosa</td>
<td>54</td>
</tr>
<tr>
<td>Charlton</td>
<td>66</td>
</tr>
<tr>
<td>Chatham</td>
<td>3,255</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>0</td>
</tr>
<tr>
<td>Chattooga</td>
<td>15</td>
</tr>
<tr>
<td>Clarke</td>
<td>267</td>
</tr>
<tr>
<td>Cherokee</td>
<td>444</td>
</tr>
<tr>
<td>Clay</td>
<td>10</td>
</tr>
<tr>
<td>Clayton</td>
<td>336</td>
</tr>
<tr>
<td>Clinch</td>
<td>20</td>
</tr>
<tr>
<td>Cobb</td>
<td>1,835</td>
</tr>
<tr>
<td>Coffee</td>
<td>315</td>
</tr>
<tr>
<td>Colquitt</td>
<td>154</td>
</tr>
<tr>
<td>Columbia</td>
<td>592</td>
</tr>
<tr>
<td>Cook</td>
<td>31</td>
</tr>
<tr>
<td>Coweta</td>
<td>252</td>
</tr>
<tr>
<td>Crawford</td>
<td>7</td>
</tr>
<tr>
<td>Crisp</td>
<td>118</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dade</td>
<td>6</td>
</tr>
<tr>
<td>Dawson</td>
<td>39</td>
</tr>
<tr>
<td>DeKalb</td>
<td>1,332</td>
</tr>
<tr>
<td>Decatur</td>
<td>101</td>
</tr>
<tr>
<td>Dodge</td>
<td>180</td>
</tr>
<tr>
<td>Dooley</td>
<td>47</td>
</tr>
<tr>
<td>Dougherty</td>
<td>359</td>
</tr>
<tr>
<td>Douglas</td>
<td>166</td>
</tr>
<tr>
<td>Early</td>
<td>34</td>
</tr>
<tr>
<td>Echols</td>
<td>0</td>
</tr>
<tr>
<td>Effingham</td>
<td>784</td>
</tr>
<tr>
<td>Elbert</td>
<td>59</td>
</tr>
<tr>
<td>Emanuel</td>
<td>767</td>
</tr>
<tr>
<td>Evans</td>
<td>404</td>
</tr>
<tr>
<td>Fannin</td>
<td>13</td>
</tr>
<tr>
<td>Fayette</td>
<td>385</td>
</tr>
<tr>
<td>Floyd</td>
<td>126</td>
</tr>
<tr>
<td>Forsyth</td>
<td>300</td>
</tr>
<tr>
<td>Franklin</td>
<td>28</td>
</tr>
<tr>
<td>Fulton</td>
<td>2,247</td>
</tr>
<tr>
<td>Gilmer</td>
<td>32</td>
</tr>
<tr>
<td>Glascock</td>
<td>31</td>
</tr>
<tr>
<td>Glynn</td>
<td>1,204</td>
</tr>
<tr>
<td>Gordon</td>
<td>65</td>
</tr>
<tr>
<td>Grady</td>
<td>61</td>
</tr>
<tr>
<td>Greene</td>
<td>33</td>
</tr>
<tr>
<td>Gwinnett</td>
<td>2,110</td>
</tr>
<tr>
<td>Habersham</td>
<td>71</td>
</tr>
<tr>
<td>Hall</td>
<td>296</td>
</tr>
<tr>
<td>Hancock</td>
<td>22</td>
</tr>
<tr>
<td>Haralson</td>
<td>18</td>
</tr>
<tr>
<td>Harris</td>
<td>43</td>
</tr>
<tr>
<td>Hart</td>
<td>46</td>
</tr>
<tr>
<td>Heard</td>
<td>7</td>
</tr>
<tr>
<td>Henry</td>
<td>387</td>
</tr>
<tr>
<td>Houston</td>
<td>711</td>
</tr>
<tr>
<td>Irwin</td>
<td>49</td>
</tr>
<tr>
<td>Jackson</td>
<td>81</td>
</tr>
<tr>
<td>Jasper</td>
<td>43</td>
</tr>
<tr>
<td>JeffDavis</td>
<td>194</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jefferson</td>
<td>213</td>
</tr>
<tr>
<td>Jenkins</td>
<td>273</td>
</tr>
<tr>
<td>Johnson</td>
<td>127</td>
</tr>
<tr>
<td>Jones</td>
<td>64</td>
</tr>
<tr>
<td>Lamar</td>
<td>44</td>
</tr>
<tr>
<td>Lanier</td>
<td>12</td>
</tr>
<tr>
<td>Laurens</td>
<td>674</td>
</tr>
<tr>
<td>Lee</td>
<td>78</td>
</tr>
<tr>
<td>Liberty</td>
<td>528</td>
</tr>
<tr>
<td>Lincoln</td>
<td>64</td>
</tr>
<tr>
<td>Long</td>
<td>85</td>
</tr>
<tr>
<td>Lowndes</td>
<td>222</td>
</tr>
<tr>
<td>Lumpkin</td>
<td>28</td>
</tr>
<tr>
<td>Macon</td>
<td>21</td>
</tr>
<tr>
<td>Madison</td>
<td>34</td>
</tr>
<tr>
<td>Marion</td>
<td>16</td>
</tr>
<tr>
<td>McDuffie</td>
<td>151</td>
</tr>
<tr>
<td>McIntosh</td>
<td>126</td>
</tr>
<tr>
<td>Meriwether</td>
<td>40</td>
</tr>
<tr>
<td>Miller</td>
<td>17</td>
</tr>
<tr>
<td>Mitchell</td>
<td>64</td>
</tr>
<tr>
<td>Monroe</td>
<td>96</td>
</tr>
<tr>
<td>Montgomery</td>
<td>148</td>
</tr>
<tr>
<td>Morgan</td>
<td>39</td>
</tr>
<tr>
<td>Murray</td>
<td>21</td>
</tr>
<tr>
<td>Muscogee</td>
<td>260</td>
</tr>
<tr>
<td>Newton</td>
<td>155</td>
</tr>
<tr>
<td>Oconee</td>
<td>103</td>
</tr>
<tr>
<td>Ogletorpe</td>
<td>18</td>
</tr>
<tr>
<td>Paulding</td>
<td>83</td>
</tr>
<tr>
<td>Peach</td>
<td>86</td>
</tr>
<tr>
<td>Pickens</td>
<td>39</td>
</tr>
<tr>
<td>Pierce</td>
<td>190</td>
</tr>
<tr>
<td>Pike</td>
<td>40</td>
</tr>
<tr>
<td>Polk</td>
<td>40</td>
</tr>
<tr>
<td>Pulaski</td>
<td>77</td>
</tr>
<tr>
<td>Putnam</td>
<td>49</td>
</tr>
<tr>
<td>Quitman</td>
<td>81</td>
</tr>
<tr>
<td>Rabun</td>
<td>43</td>
</tr>
<tr>
<td>Randolph</td>
<td>194</td>
</tr>
<tr>
<td>Richmond</td>
<td>1,231</td>
</tr>
<tr>
<td>Rockdale</td>
<td>277</td>
</tr>
<tr>
<td>Schley</td>
<td>8</td>
</tr>
<tr>
<td>Screven</td>
<td>527</td>
</tr>
<tr>
<td>Seminole</td>
<td>25</td>
</tr>
<tr>
<td>Spalding</td>
<td>157</td>
</tr>
<tr>
<td>Stephens</td>
<td>45</td>
</tr>
<tr>
<td>Stewart</td>
<td>12</td>
</tr>
<tr>
<td>Sumter</td>
<td>87</td>
</tr>
<tr>
<td>Talbot</td>
<td>5</td>
</tr>
<tr>
<td>Tattnall</td>
<td>607</td>
</tr>
<tr>
<td>Taylor</td>
<td>16</td>
</tr>
<tr>
<td>Telfair</td>
<td>187</td>
</tr>
<tr>
<td>Toombs</td>
<td>695</td>
</tr>
<tr>
<td>Tift</td>
<td>195</td>
</tr>
<tr>
<td>Troup</td>
<td>151</td>
</tr>
<tr>
<td>Turner</td>
<td>43</td>
</tr>
<tr>
<td>Treutlen</td>
<td>117</td>
</tr>
<tr>
<td>Twiggs</td>
<td>32</td>
</tr>
<tr>
<td>Union</td>
<td>20</td>
</tr>
<tr>
<td>Upson</td>
<td>55</td>
</tr>
<tr>
<td>Walton</td>
<td>107</td>
</tr>
<tr>
<td>Ware</td>
<td>381</td>
</tr>
<tr>
<td>Warren</td>
<td>26</td>
</tr>
<tr>
<td>Washington</td>
<td>178</td>
</tr>
<tr>
<td>Wayne</td>
<td>580</td>
</tr>
<tr>
<td>Webster</td>
<td>4</td>
</tr>
<tr>
<td>Wheeler</td>
<td>127</td>
</tr>
<tr>
<td>White</td>
<td>36</td>
</tr>
<tr>
<td>Whitfield</td>
<td>141</td>
</tr>
<tr>
<td>Wilcox</td>
<td>36</td>
</tr>
<tr>
<td>Wilkes</td>
<td>75</td>
</tr>
<tr>
<td>Wilkinson</td>
<td>59</td>
</tr>
<tr>
<td>Worth</td>
<td>55</td>
</tr>
</tbody>
</table>

**Total** 39,076

Source: Office of Alumni Relations – as of Fall 2001
Map of Alumni by County

Source: Office of Alumni Relations
Athletics

**Colors:** Georgia Southern Blue & White with Gold trim  
**Mascot:** The Eagle (Gus)  
**Affiliation:** NCAA Division I; Division I-AA for Football  
**Conference:** Southern Conference; Southern States for Swimming

**Championships & Accomplishments:**

**Football:**

**Men’s Basketball:**
- SoCon South Division Regular Season Champions 2001-02

**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
- TAAC Tournament Champions 1980, 1987

**Golf:**

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

**Women’s Swimming:**

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

**Women’s Tennis:**

**Softball:**
- SoCon Regular Season Champions 1996
- SoCon Tournament Champions 1999

**Volleyball:**
- NCAA Regional Tournament Participant 2001
- SoCon Tournament Champions 2001

**All Sports:**

**Athletic Teams & Coaches:**
- Baseball: Rodney Hennon  
  Basketball (Men’s): Jeff Price  
  Basketball (Women’s): Rusty Cram  
  Cross Country: Todd Lane  
  Football: Mike Sewak  
  Golf: Larry Mays  
- Soccer (Men’s): Kevin Chambers  
  Soccer (Women’s): Tom Norton  
  Softball: Natalie Poole  
- Swimming: Hollie Bonewit (interim)  
  Tennis (Men’s): Justin Miles  
  Tennis (Women’s): Cathy Beene  
- Track & Field: Todd Lane  
  Volleyball: Kerry Messersmith

**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  
  (merged with the TAAC in 1991)

Source: Georgia Southern University Office of Athletic Media Relations – as of Fall 2001
## Faculty Profiles

### All Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
<td>AO</td>
</tr>
<tr>
<td>+ADMIN N:</td>
<td>19</td>
<td>15</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>55.9</td>
<td>44.1</td>
<td>94.1</td>
<td>5.9</td>
</tr>
<tr>
<td>PROF N:</td>
<td>99</td>
<td>31</td>
<td>124</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>76.2</td>
<td>23.8</td>
<td>95.4</td>
<td>2.3</td>
</tr>
<tr>
<td>ASOP N:</td>
<td>90</td>
<td>60</td>
<td>136</td>
<td>8</td>
</tr>
<tr>
<td>%:</td>
<td>60.0</td>
<td>40.0</td>
<td>90.7</td>
<td>5.3</td>
</tr>
<tr>
<td>ASTP N:</td>
<td>110</td>
<td>120</td>
<td>199</td>
<td>20</td>
</tr>
<tr>
<td>%:</td>
<td>47.8</td>
<td>52.2</td>
<td>86.5</td>
<td>8.7</td>
</tr>
<tr>
<td>INST N:</td>
<td>4</td>
<td>11</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>%:</td>
<td>26.7</td>
<td>73.3</td>
<td>93.3</td>
<td>6.7</td>
</tr>
<tr>
<td>TEMP N:</td>
<td>48</td>
<td>53</td>
<td>88</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>47.5</td>
<td>52.5</td>
<td>87.1</td>
<td>2.0</td>
</tr>
<tr>
<td>PT N:</td>
<td>56</td>
<td>38</td>
<td>88</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>59.6</td>
<td>40.4</td>
<td>93.6</td>
<td>3.2</td>
</tr>
<tr>
<td>FT REG N:</td>
<td>303</td>
<td>222</td>
<td>473</td>
<td>31</td>
</tr>
<tr>
<td>%:</td>
<td>57.7</td>
<td>42.3</td>
<td>90.1</td>
<td>5.9</td>
</tr>
<tr>
<td>FT TEMP N:</td>
<td>48</td>
<td>53</td>
<td>88</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>47.5</td>
<td>52.5</td>
<td>87.1</td>
<td>2.0</td>
</tr>
<tr>
<td>FT TOT N:</td>
<td>351</td>
<td>275</td>
<td>561</td>
<td>33</td>
</tr>
<tr>
<td>%:</td>
<td>56.1</td>
<td>43.9</td>
<td>89.6</td>
<td>5.3</td>
</tr>
<tr>
<td>*RNK TOT N:</td>
<td>370</td>
<td>290</td>
<td>593</td>
<td>35</td>
</tr>
<tr>
<td>%:</td>
<td>56.1</td>
<td>43.9</td>
<td>89.8</td>
<td>5.3</td>
</tr>
</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Battles, Bleicken, Bonham, Burke, Byington, Chance, Conway-Turner, Deal, Diebolt, Durden, Earle, Grube, Hamilton, Haney, Hardy, Heggoy, Jones, G., Jones, M., Kaplan, Keirans, Levermier, Mitchell, Page, F., Rakestraw, Reinheimer, Ricker, Schomber, Shumaker, Simons, Solomon, Van Tassell, Vandegrift, Whitt, Wright)

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

**NOTE:** Excludes 9 faculty on leave for academic year 2001-02, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

**CODE KEY**

- **ADMIN** - Administrator
- **PROF** - Professor
- **ASOP** - Assoc. Professor
- **ASTP** - Asst. Professor
- **TEMP** - Temporary and visiting faculty
- **INST** - Instructor
- **PT** - Part-time faculty

- **W** - White
- **B** - Black/African-American
- **AO** - Other
- **D** - Doctorate
- **S** - Educ. Spec.
- **M** - Master's
- **P** - Professional
- **MT** - Non-tenure track line
- **NE** - Not eligible

**SOURCE:** Office of the Provost and Vice President for Academic Affairs, May 10, 2002
### New Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
</tr>
<tr>
<td>+ADMIN</td>
<td>N:</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>100.0</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>PROF</td>
<td>N:</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>100.0</td>
<td>83.3</td>
<td>16.7</td>
</tr>
<tr>
<td>ASOP</td>
<td>N:</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>66.7</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>ASTP</td>
<td>N:</td>
<td>18</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>52.9</td>
<td>47.1</td>
<td>76.5</td>
</tr>
<tr>
<td>INST</td>
<td>N:</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>TEMP</td>
<td>N:</td>
<td>21</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>52.5</td>
<td>47.5</td>
<td>90.0</td>
</tr>
<tr>
<td>PT</td>
<td>N:</td>
<td>13</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>65.0</td>
<td>35.0</td>
<td>90.0</td>
</tr>
<tr>
<td>FT REG</td>
<td>N:</td>
<td>26</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>59.1</td>
<td>40.9</td>
<td>75.0</td>
</tr>
<tr>
<td>PT TEMP</td>
<td>N:</td>
<td>21</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>52.5</td>
<td>47.5</td>
<td>90.0</td>
</tr>
<tr>
<td>FT TOT</td>
<td>N:</td>
<td>47</td>
<td>37</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>56.0</td>
<td>44.0</td>
<td>82.1</td>
</tr>
<tr>
<td>*RNK TOT</td>
<td>N:</td>
<td>47</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>54.0</td>
<td>46.0</td>
<td>81.6</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 and administrators, but it excludes part-time faculty.

**NOTE:** Excludes adjunct faculty and staff given faculty rank in order to teach an occasional class.

**CODE KEY**
- ADMIN - Administrator
- PROF - Professor
- ASOP - Assoc. Professor
- ASTP - Asst. Professor
- INST - Instructor
- TEMP - Temporary and visiting faculty
- PT - Part-time faculty
- W - White
- B - Black/African-American
- AO - All other
- (Includes Asian/Pacific Islander, American Indian/Alaskan Native, and Hispanic)
- D - Doctorate
- M - Master's
- P - Professional
- T - Tenured
- ON - On tenure-track line
- NTT - Non-tenure track line
- NE - Not eligible
- OT - Other

**SOURCE:** Office of the Provost and Vice President for Academic Affairs
May 10, 2002
Full Time Faculty, Fall Semester

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Ethnic Group</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>361</td>
<td>270</td>
<td>578</td>
</tr>
<tr>
<td>%</td>
<td>57</td>
<td>43</td>
<td>92</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>354</td>
<td>275</td>
<td>579</td>
</tr>
<tr>
<td>%</td>
<td>56</td>
<td>44</td>
<td>92</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>355</td>
<td>278</td>
<td>576</td>
</tr>
<tr>
<td>%</td>
<td>56</td>
<td>44</td>
<td>91</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>355</td>
<td>287</td>
<td>582</td>
</tr>
<tr>
<td>%</td>
<td>55</td>
<td>45</td>
<td>91</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>348</td>
<td>294</td>
<td>576</td>
</tr>
<tr>
<td>%</td>
<td>54</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>351</td>
<td>275</td>
<td>561</td>
</tr>
<tr>
<td>%</td>
<td>56</td>
<td>44</td>
<td>90</td>
</tr>
</tbody>
</table>

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

**CODE KEY**

W - White  D - Doctorate
AO - All other  M - Master's
(Includes Asian/Pacific Islander,  P - Professional
American Indian/Alaskan Native, and Hispanic)  OT - Other

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

May 10, 2002
## Instructional Faculty by Age, Rank, and Tenure

**as of August 1, 2001**

<table>
<thead>
<tr>
<th>AGE</th>
<th>PROF</th>
<th>ASOP</th>
<th>ASTP</th>
<th>INST</th>
<th>TEMP</th>
<th>TENURE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 - 29</td>
<td>10</td>
<td>75</td>
<td>4</td>
<td>40</td>
<td>28</td>
<td>107</td>
</tr>
<tr>
<td>30 - 39</td>
<td>34</td>
<td>68</td>
<td>85</td>
<td>8</td>
<td>24</td>
<td>125</td>
<td>84</td>
</tr>
<tr>
<td>40 - 49</td>
<td>71</td>
<td>55</td>
<td>56</td>
<td>3</td>
<td>22</td>
<td>142</td>
<td>56</td>
</tr>
<tr>
<td>50 - 59</td>
<td>24</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>37</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>150</td>
<td>230</td>
<td>15</td>
<td>151</td>
<td>332</td>
<td>273</td>
</tr>
</tbody>
</table>

Average Age: 53

## Full Time Instructional Faculty by Gender, Rank, and Tenure Status

**Academic Year 2001—2002**

<table>
<thead>
<tr>
<th>RANK</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TENURED</td>
<td>ON-TRACK</td>
<td>NTT</td>
</tr>
<tr>
<td>Professor</td>
<td>96</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>%:</td>
<td>73.8</td>
<td>2.3</td>
<td>23.8</td>
</tr>
<tr>
<td>Assoc Prof</td>
<td>86</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>%:</td>
<td>57.3</td>
<td>2.7</td>
<td>36.7</td>
</tr>
<tr>
<td>Asst Prof</td>
<td>28</td>
<td>79</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>12.2</td>
<td>34.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Instructor</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>%:</td>
<td>20.0</td>
<td>6.7</td>
<td>26.7</td>
</tr>
<tr>
<td>FT Regular</td>
<td>210</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>%:</td>
<td>40.0</td>
<td>17.0</td>
<td>0.8</td>
</tr>
<tr>
<td>FT Temporary</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%:</td>
<td>47.5</td>
<td>52.5</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>210</td>
<td>137</td>
<td>4</td>
</tr>
<tr>
<td>%:</td>
<td>33.5</td>
<td>21.9</td>
<td>0.6</td>
</tr>
</tbody>
</table>

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

*May 10, 2002*
### Years of Service by Gender and Rank as of August 1, 2001

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>GENDER</th>
<th>RANK</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>PROF</td>
</tr>
<tr>
<td>0 - 4</td>
<td>137</td>
<td>123</td>
<td>16</td>
</tr>
<tr>
<td>5 - 9</td>
<td>76</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>10 - 14</td>
<td>81</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>15 - 19</td>
<td>24</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>20 - 24</td>
<td>9</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>25 - 29</td>
<td>10</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>30+</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>351</td>
<td>275</td>
<td>130</td>
</tr>
</tbody>
</table>

* About one half of the faculty (41%) have fewer than 5 years of service at Georgia Southern University.

### Full Time Faculty Rank by College, Fall 2001

<table>
<thead>
<tr>
<th>COBA</th>
<th>COE</th>
<th>CHPS</th>
<th>CLASS</th>
<th>COST</th>
<th>LIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>28</td>
<td>15</td>
<td>6</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>13</td>
<td>26</td>
<td>20</td>
<td>51</td>
<td>36</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>28</td>
<td>14</td>
<td>32</td>
<td>94</td>
<td>50</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Temporary*</td>
<td>26</td>
<td>15</td>
<td>10</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>76</td>
<td>74</td>
<td>223</td>
<td>140</td>
</tr>
</tbody>
</table>

* Temporary and visiting faculty employed on a one-year contract.
### College of Business Administration Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
<td>AO</td>
</tr>
<tr>
<td>+ADMIN</td>
<td>N: 6</td>
<td>%: 33.3</td>
<td>66.7</td>
<td>83.3</td>
</tr>
<tr>
<td>PROF</td>
<td>N: 28</td>
<td>%: 75.0</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ASOP</td>
<td>N: 13</td>
<td>%: 61.5</td>
<td>38.5</td>
<td>100.0</td>
</tr>
<tr>
<td>ASTP</td>
<td>N: 28</td>
<td>%: 64.3</td>
<td>35.7</td>
<td>92.9</td>
</tr>
<tr>
<td>INST</td>
<td>N: 0</td>
<td>%:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEMP</td>
<td>N: 26</td>
<td>%: 46.2</td>
<td>53.8</td>
<td>84.6</td>
</tr>
<tr>
<td>PT</td>
<td>N: 8</td>
<td>%: 90.9</td>
<td>9.1</td>
<td>90.9</td>
</tr>
<tr>
<td>FT REG</td>
<td>N: 69</td>
<td>%: 68.1</td>
<td>31.9</td>
<td>97.1</td>
</tr>
<tr>
<td>FT TEMP</td>
<td>N: 26</td>
<td>%: 46.2</td>
<td>53.8</td>
<td>84.6</td>
</tr>
<tr>
<td>FT TOT</td>
<td>N: 95</td>
<td>%: 62.1</td>
<td>37.9</td>
<td>93.7</td>
</tr>
<tr>
<td>*RNK TOT N: 101</td>
<td>%: 60.4</td>
<td>39.6</td>
<td>93.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Earle, Jones, Levernier, Simons)

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

NOTE: Excludes 1 faculty on leave for academic year 2001-02, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

**CODE KEY**
- ADMIN - Administrator
- PROF - Professor
- ASOP - Assoc. Professor
- ASTP - Asst. Professor
- INST - Instructor
- TEMP - Temporary and visiting faculty
- PT - Part-time faculty

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

**May 10, 2002**

Georgia Southern University Fact Book 2001—2002
### College of Education Faculty, Fall 2001

<table>
<thead>
<tr>
<th></th>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
<td>AO</td>
</tr>
<tr>
<td>+ADMIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>33.3</td>
<td>66.7</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROF</td>
<td>11</td>
<td>4</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>73.3</td>
<td>26.7</td>
<td>93.3</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>ASOP</td>
<td>9</td>
<td>17</td>
<td>23</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>34.6</td>
<td>65.4</td>
<td>88.5</td>
<td>7.7</td>
<td>3.8</td>
</tr>
<tr>
<td>ASTP</td>
<td>3</td>
<td>11</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>21.4</td>
<td>78.6</td>
<td>92.9</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>INST</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>33.3</td>
<td>66.7</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEMP</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>80.0</td>
<td>80.0</td>
<td>6.7</td>
<td>13.3</td>
</tr>
<tr>
<td>PT</td>
<td>8</td>
<td>6</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>57.1</td>
<td>42.9</td>
<td>92.9</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>FT REG</td>
<td>25</td>
<td>36</td>
<td>56</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>41.0</td>
<td>59.0</td>
<td>91.8</td>
<td>6.6</td>
<td>1.6</td>
</tr>
<tr>
<td>FT TEMP</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>80.0</td>
<td>80.0</td>
<td>6.7</td>
<td>13.3</td>
</tr>
<tr>
<td>FT TOT</td>
<td>28</td>
<td>48</td>
<td>68</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>36.8</td>
<td>63.2</td>
<td>89.5</td>
<td>6.6</td>
<td>3.9</td>
</tr>
<tr>
<td>*RNK TOT</td>
<td>30</td>
<td>52</td>
<td>74</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>36.6</td>
<td>63.4</td>
<td>90.2</td>
<td>6.1</td>
<td>3.7</td>
</tr>
</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bonham, Chance, Heggoy, Page, F., Rakestraw, Reinheimer)

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

**NOTE:** Excludes adjunct faculty and staff given faculty rank in order to teach an occasional class.

**CODE KEY**

- **ADMIN** - Administrator
- **PROF** - Professor
- **ASOP** - Assoc. Professor
- **ASTP** - Asst. Professor
- **INST** - Instructor
- **TEMP** - Temporary and visiting faculty
- **PT** - Part-time faculty

- **W** - White
- **B** - Black/African-American
- **AO** - All other
- **D** - Doctorate
- **S** - Educ. Spec.
- **M** - Master's
- **P** - Professional
- **NE** - Not eligible

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

May 10, 2002

Georgia Southern University Fact Book 2001—2002
<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
</tr>
<tr>
<td>+ADMIN</td>
<td>N:</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>PROF</td>
<td>N:</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>33.3</td>
<td>66.7</td>
<td>100.0</td>
</tr>
<tr>
<td>ASOP</td>
<td>N:</td>
<td>10</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>50.0</td>
<td>50.0</td>
<td>90.0</td>
</tr>
<tr>
<td>ASTP</td>
<td>N:</td>
<td>9</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>28.1</td>
<td>71.9</td>
<td>87.5</td>
</tr>
<tr>
<td>INST</td>
<td>N:</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>33.3</td>
<td>66.7</td>
<td>83.3</td>
</tr>
<tr>
<td>TEMP</td>
<td>N:</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>40.0</td>
<td>60.0</td>
<td>100.0</td>
</tr>
<tr>
<td>PT</td>
<td>N:</td>
<td>4</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>33.3</td>
<td>66.7</td>
<td>91.7</td>
</tr>
<tr>
<td>FT REG</td>
<td>N:</td>
<td>23</td>
<td>41</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>35.9</td>
<td>64.1</td>
<td>89.1</td>
</tr>
<tr>
<td>FT TEMP</td>
<td>N:</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>40.0</td>
<td>60.0</td>
<td>100.0</td>
</tr>
<tr>
<td>FT TOT</td>
<td>N:</td>
<td>27</td>
<td>47</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>36.5</td>
<td>63.5</td>
<td>90.5</td>
</tr>
<tr>
<td>*RNK TOT</td>
<td>N:</td>
<td>29</td>
<td>47</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>38.2</td>
<td>61.8</td>
<td>90.8</td>
</tr>
</tbody>
</table>

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

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

NOTE:  Excludes 1 faculty on leave for academic year 2001-02, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

CODE KEY

ADMIN - Administrator
PROF - Professor
ASOP - Assoc. Professor
ASTP - Asst. Professor
INST - Instructor
TEMP - Temporary and visiting faculty
PT - Part-time faculty

SOURCE: Office of the Provost and Vice President for Academic Affairs
May 10, 2002
## College of Liberal Arts & Social Sciences Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
</tr>
<tr>
<td>+ADMIN N:</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>%:</td>
<td>55.6</td>
<td>44.4</td>
<td>88.9</td>
<td>11.1</td>
</tr>
<tr>
<td>PROF N:</td>
<td>34</td>
<td>12</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>73.9</td>
<td>26.1</td>
<td>95.7</td>
<td>4.3</td>
</tr>
<tr>
<td>ASOP N:</td>
<td>29</td>
<td>22</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>56.9</td>
<td>43.1</td>
<td>94.1</td>
<td>5.9</td>
</tr>
<tr>
<td>ASTP N:</td>
<td>48</td>
<td>46</td>
<td>77</td>
<td>10</td>
</tr>
<tr>
<td>%:</td>
<td>51.1</td>
<td>48.9</td>
<td>81.9</td>
<td>10.6</td>
</tr>
<tr>
<td>INST N:</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>TEMP N:</td>
<td>14</td>
<td>16</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>%:</td>
<td>46.7</td>
<td>53.3</td>
<td>93.3</td>
<td>3.3</td>
</tr>
<tr>
<td>PT N:</td>
<td>16</td>
<td>15</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>%:</td>
<td>51.6</td>
<td>48.4</td>
<td>90.3</td>
<td>3.2</td>
</tr>
<tr>
<td>FT REG N:</td>
<td>111</td>
<td>82</td>
<td>171</td>
<td>15</td>
</tr>
<tr>
<td>%:</td>
<td>57.5</td>
<td>42.5</td>
<td>88.6</td>
<td>7.8</td>
</tr>
<tr>
<td>FT TEMP N:</td>
<td>14</td>
<td>16</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>%:</td>
<td>46.7</td>
<td>53.3</td>
<td>93.3</td>
<td>3.3</td>
</tr>
<tr>
<td>FT TOT N:</td>
<td>125</td>
<td>98</td>
<td>199</td>
<td>16</td>
</tr>
<tr>
<td>%:</td>
<td>56.1</td>
<td>43.9</td>
<td>89.2</td>
<td>7.2</td>
</tr>
<tr>
<td>*RNK TOT N:</td>
<td>130</td>
<td>102</td>
<td>207</td>
<td>17</td>
</tr>
<tr>
<td>%:</td>
<td>56.0</td>
<td>44.0</td>
<td>89.2</td>
<td>7.3</td>
</tr>
</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Conway-Turner, Grube, Haney, Kaplan, Ricker, Schomber, Shumaker, Van Tassell, L., Wright)

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

NOTE: Excludes 5 faculty on leave for academic year 2001-02, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

**CODE KEY**

- ADMIN - Administrator
- PROF - Professor
- ASOP - Assoc. Professor
- ASTP - Asst. Professor
- INST - Instructor
- TEMP - Temporary and visiting faculty
- PT - Part-time faculty

**SEX**

- M - Male
- F - Female

**RACE**

- W - White
- B - Black/African-American
- AO - All other
- (Includes Asian/Pacific Islander, American Indian/Alaskan Native, and Hispanic)
- P - Professional

**DEGREE**

- D - Doctorate
- M - Master's
- OT - Other

**TENURE**

- 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

May 10, 2002
### College of Science & Technology Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
</tr>
<tr>
<td>+ADMIN N:</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>%:</td>
<td>87.5</td>
<td>20.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>PROF N:</td>
<td>31</td>
<td>4</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>88.6</td>
<td>11.4</td>
<td>91.4</td>
<td>8.6</td>
</tr>
<tr>
<td>ASOP N:</td>
<td>33</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>%:</td>
<td>91.7</td>
<td>8.3</td>
<td>83.3</td>
<td>5.6</td>
</tr>
<tr>
<td>ASTP N:</td>
<td>25</td>
<td>25</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>%:</td>
<td>50.0</td>
<td>50.0</td>
<td>90.0</td>
<td>6.0</td>
</tr>
<tr>
<td>INST N:</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%:</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>TEMP N:</td>
<td>14</td>
<td>4</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>%:</td>
<td>77.8</td>
<td>22.2</td>
<td>77.8</td>
<td>22.2</td>
</tr>
<tr>
<td>PT N:</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>%:</td>
<td>73.7</td>
<td>26.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>FT REG N:</td>
<td>89</td>
<td>33</td>
<td>108</td>
<td>5</td>
</tr>
<tr>
<td>%:</td>
<td>73.0</td>
<td>27.0</td>
<td>88.5</td>
<td>4.1</td>
</tr>
<tr>
<td>FT TEMP N:</td>
<td>14</td>
<td>4</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>%:</td>
<td>77.8</td>
<td>22.2</td>
<td>77.8</td>
<td>22.2</td>
</tr>
<tr>
<td>FT TOT N:</td>
<td>103</td>
<td>37</td>
<td>122</td>
<td>5</td>
</tr>
<tr>
<td>%:</td>
<td>73.6</td>
<td>26.4</td>
<td>87.1</td>
<td>3.6</td>
</tr>
<tr>
<td>*RNK TOT N:</td>
<td>110</td>
<td>38</td>
<td>130</td>
<td>5</td>
</tr>
<tr>
<td>%:</td>
<td>74.3</td>
<td>25.7</td>
<td>87.8</td>
<td>3.4</td>
</tr>
</tbody>
</table>

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Battles, Deal, Diebolt, Durden, Jones, Keirans, Solomon, Vandegrift)

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

**NOTE:** Excludes 2 faculty on leave for academic year 2001-02, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

### CODE KEY

- **ADMIN** - Administrator
- **PROF** - Professor
- **ASOP** - Assoc. Professor
- **ASTP** - Asst. Professor
- **INST** - Instructor
- **TEMP** - Temporary and visiting faculty
- **PT** - Part-time faculty
- **W** - White
- **B** - Black/African-American
- **AO** - All other
- **D** - Doctorate
- **S** - Educ. Spec.
- **M** - Master's
- **P** - Professional
- **T** - Tenured
- **ON** - On tenure-track line
- **NTT** - Non-tenure track line
- **NE** - Not eligible
- **American Indian/Alaskan Native, and Hispanic**
- **Other**

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

May 10, 2002
## Library Faculty, Fall 2001

<table>
<thead>
<tr>
<th></th>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>+ADMIN</td>
<td>N:</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>PROF</td>
<td>N:</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>ASOP</td>
<td>N:</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>25.0</td>
<td>75.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ASTP</td>
<td>N:</td>
<td></td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>54.5</td>
<td>45.5</td>
<td>100.0</td>
</tr>
<tr>
<td>INST</td>
<td>N:</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>TEMP</td>
<td>N:</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>FT REG</td>
<td>N:</td>
<td></td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>46.7</td>
<td>53.3</td>
<td>86.7</td>
</tr>
<tr>
<td>FT TEMP</td>
<td>N:</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>FT TOT</td>
<td>N:</td>
<td></td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td>87.5</td>
</tr>
<tr>
<td>*RNK TOT</td>
<td>N:</td>
<td></td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td></td>
<td>50.0</td>
<td>50.0</td>
<td>88.9</td>
</tr>
</tbody>
</table>

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

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

NOTE: Excludes adjunct faculty and staff given faculty rank in order to teach an occasional class.

**CODE KEY**

| ADMIN - Administrator | W - White |
| PROF - Professor      | B - Black/African-American |
| ASOP - Assoc. Professor| AO - All other |
| ASTP - Asst. Professor | (Includes Asian/Pacific Islander, American Indian/Alaskan Native, and Hispanic) |
| INST - Instructor     | D - Doctorate |
| PT - Part-time faculty | M - Master's |
|                      | OT - Other |
|                      | ON - On tenure-track line |
|                      | NTT - Non-tenure track line |
|                      | NE - Not eligible |

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

May 10, 2002
# Academic Services Faculty, Fall 2001

<table>
<thead>
<tr>
<th>SEX</th>
<th>RACE</th>
<th>DEGREE</th>
<th>TENURE</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>W</td>
<td>B</td>
<td>AO</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</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 and administrators, but it excludes part-time faculty.

**CODE KEY**
- ADMIN - Administrator
- PROF - Professor
- ASOP - Assoc. Professor
- ASTP - Asst. Professor
- INST - Instructor
- TEMP - Temporary and visiting faculty
- PT - Part-time faculty

**SOURCE:** Office of the Provost and Vice President for Academic Affairs
May 10, 2002
### Full Time Faculty Tenure Profile by College & Department, Fall 2001

<table>
<thead>
<tr>
<th>College of Business Administration</th>
<th>Tenured</th>
<th>Regular On-Track</th>
<th>Temporary On-Track</th>
<th>NTT*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Accounting</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Finance &amp; Economics</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Management &amp; Marketing</td>
<td>14</td>
<td>4</td>
<td>5</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Information Systems &amp; Logistics</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>COBA Total</strong></td>
<td><strong>44</strong></td>
<td><strong>29</strong></td>
<td><strong>21</strong></td>
<td><strong>1</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Foundations, &amp; Research</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Early Childhood/Reading</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Leadership, Technology, &amp; Human Development</td>
<td>14</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Middle Grades &amp; Secondary Education</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>COE Total</strong></td>
<td><strong>41</strong></td>
<td><strong>16</strong></td>
<td><strong>14</strong></td>
<td><strong>5</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Health &amp; Professional Studies</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Health &amp; Kinesiology</td>
<td>10</td>
<td>9</td>
<td>5</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Nursing</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Recreation &amp; Sport Management</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>CHPS Total</strong></td>
<td><strong>32</strong></td>
<td><strong>31</strong></td>
<td><strong>7</strong></td>
<td><strong>4</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Social Sciences</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>History</td>
<td>20</td>
<td>5</td>
<td>1</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Literature</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Music</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Political Science</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Psychology</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Writing &amp; Linguistics</td>
<td>19</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td><strong>CLASS Total</strong></td>
<td><strong>131</strong></td>
<td><strong>59</strong></td>
<td><strong>29</strong></td>
<td><strong>4</strong></td>
<td><strong>223</strong></td>
</tr>
</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>22</td>
<td>4</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Geology &amp; Geography</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Math &amp; Computer Science</td>
<td>16</td>
<td>20</td>
<td>5</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>Physics</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>School of Technology</td>
<td>16</td>
<td>10</td>
<td>3</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td><strong>COST Total</strong></td>
<td><strong>75</strong></td>
<td><strong>48</strong></td>
<td><strong>11</strong></td>
<td><strong>6</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Total</strong></td>
<td><strong>332</strong></td>
<td><strong>189</strong></td>
<td><strong>84</strong></td>
<td><strong>21</strong></td>
<td><strong>626</strong></td>
</tr>
</tbody>
</table>

*Non-Tenure Track
NOTE : Excludes administrators who hold faculty rank and faculty who are on leave.
Graduate Faculty* by Rank & Gender, Fall  2001

<table>
<thead>
<tr>
<th>Rank</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL GRADUATE FACULTY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>79</td>
<td>47</td>
<td>15</td>
<td>0</td>
<td>141</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>31</td>
<td>14</td>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>78</td>
<td>29</td>
<td>0</td>
<td>215</td>
</tr>
<tr>
<td>ASSOCIATE GRADUATE FACULTY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>27</td>
<td>37</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>21</td>
<td>32</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>48</td>
<td>69</td>
<td>0</td>
<td>130</td>
</tr>
<tr>
<td>TEMPORARY GRADUATE FACULTY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>3</td>
<td>21</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>7</td>
<td>36</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>125</td>
<td>133</td>
<td>134</td>
<td>7</td>
<td>399</td>
</tr>
</tbody>
</table>

* Note: Excludes faculty whose B-code indicates administrative duties. May 20, 2002

Average Salary by Rank & College, Fiscal Year  2001

<table>
<thead>
<tr>
<th>Rank</th>
<th>BUS</th>
<th>EDU</th>
<th>HPS</th>
<th>LAS</th>
<th>SNT</th>
<th>Average/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF</td>
<td>$84,015</td>
<td>$66,225</td>
<td>$67,675</td>
<td>$58,558</td>
<td>$64,479</td>
<td>66,663</td>
</tr>
<tr>
<td>N:</td>
<td>22</td>
<td>11</td>
<td>4</td>
<td>40</td>
<td>26</td>
<td>103</td>
</tr>
<tr>
<td>ASOP</td>
<td>73,979</td>
<td>51,665</td>
<td>57,295</td>
<td>47,631</td>
<td>54,579</td>
<td>54,568</td>
</tr>
<tr>
<td>N:</td>
<td>18</td>
<td>26</td>
<td>19</td>
<td>47</td>
<td>35</td>
<td>145</td>
</tr>
<tr>
<td>ASTP</td>
<td>54,832</td>
<td>43,218</td>
<td>46,559</td>
<td>41,573</td>
<td>44,732</td>
<td>44,787</td>
</tr>
<tr>
<td>N:</td>
<td>25</td>
<td>17</td>
<td>29</td>
<td>85</td>
<td>48</td>
<td>204</td>
</tr>
<tr>
<td>INST</td>
<td>38,363</td>
<td>39,733</td>
<td>35,206</td>
<td></td>
<td></td>
<td>37,512</td>
</tr>
<tr>
<td>N:</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Average/Total</td>
<td>70,012</td>
<td>51,255</td>
<td>51,431</td>
<td>46,906</td>
<td>52,604</td>
<td>52,577</td>
</tr>
<tr>
<td>N:</td>
<td>65</td>
<td>57</td>
<td>55</td>
<td>176</td>
<td>109</td>
<td>462</td>
</tr>
</tbody>
</table>

The FY01 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 department chair responsibilities.

SOURCE : Office of the Provost and Vice President for Academic Affairs
### Faculty Research Grants Fiscal Year 2002

<table>
<thead>
<tr>
<th>Amount</th>
<th>Name</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500</td>
<td>Regassa, Laura</td>
<td>Regulation of the <em>Actinobacillus pleuropneumoniae</em> toxin ApxII</td>
</tr>
<tr>
<td>$2,500</td>
<td>Rice, Jeanette</td>
<td>Fabrication of Custom Tailored Nanoporous Materials</td>
</tr>
<tr>
<td>$2,500</td>
<td>Whelan, Timothy</td>
<td>Samuel Taylor Coleridge and Baptist Dissenters, 1792-1825</td>
</tr>
<tr>
<td>$2,338</td>
<td>DeLong, Laura</td>
<td>A model System for the Study of Ligand Binding to the Beta-Adrenergic Receptor</td>
</tr>
<tr>
<td>$2,111</td>
<td>Bishop, Patricia</td>
<td>A Systematic Study of beta-sheet Peptide Conformation</td>
</tr>
<tr>
<td>$2,000</td>
<td>Jenkins, J. David</td>
<td>Determination of Partition Coefficients for Pesticide Retention on Size Fractionated Soil</td>
</tr>
<tr>
<td>$2,000</td>
<td>Ngai, Sze-Man</td>
<td>Analysis of fractal Measures</td>
</tr>
<tr>
<td>$2,000</td>
<td>Zhang, Wen Ran</td>
<td>A Bipolar Clustering Algorithm for Data Mining and Knowledge Fusion</td>
</tr>
<tr>
<td>$1,775</td>
<td>Pung, Oscar</td>
<td>Optimization of Conditions Needed to Grow a Trematode Parasite in the Laboratory</td>
</tr>
<tr>
<td>$1,750</td>
<td>Asher, Pranoti</td>
<td>Compositional Analyses of Clays and Serpentines: Remote Sensing Implications for the Surface of Mars</td>
</tr>
<tr>
<td>$1,750</td>
<td>Damelin, Steven</td>
<td>Weighted Approximation and Numerical Integration</td>
</tr>
<tr>
<td>$1,750</td>
<td>Davis, Michele</td>
<td>Sequestration of an Iron (III)-Binding Peptide from Octopus</td>
</tr>
<tr>
<td>$1,750</td>
<td>Fang, Quentin</td>
<td>Screening of Wolbachia in Arthropods Using Nested Polymerase Chain</td>
</tr>
<tr>
<td>$1,750</td>
<td>Romanchik-Cerpovicz</td>
<td>Okra Extract as a Fat Substitute in a Baked Product: Chemical, Physical and Sensory Analysis</td>
</tr>
<tr>
<td>$1,750</td>
<td>Vives, Stephen</td>
<td>Role of Predation in the Mortality of Newly Settled Coral Recruits</td>
</tr>
<tr>
<td>$1,500</td>
<td>Engel, Stephen</td>
<td>Overcoming Ethnic Conflict: Fostering a Culture of Human Rights in the Police Service of Northern Ireland</td>
</tr>
<tr>
<td>$1,500</td>
<td>Gore, Elaine</td>
<td>A Place to Belong: Houston's High School for the Performing &amp; Visual Arts</td>
</tr>
<tr>
<td>$1,500</td>
<td>Hargis, Peggy</td>
<td>After the Whip: The Rise and Fall of the Black Yeomanry</td>
</tr>
<tr>
<td>$1,500</td>
<td>French, Frank</td>
<td>Serological evaluation of spiroplasma bacteria</td>
</tr>
<tr>
<td>$1,500</td>
<td>Whitlock, Christine</td>
<td>Synthesis and Characterization of Novel Iron-Chelating Drugs</td>
</tr>
<tr>
<td>$1,500</td>
<td>Wiegel, Kurt</td>
<td>Improved Support Structures for Laptop Computers</td>
</tr>
<tr>
<td>$1,483</td>
<td>Wilson, Janie</td>
<td>Social Buffering in the Presence of a Female Stranger</td>
</tr>
<tr>
<td>$1,250</td>
<td>Amy, Lori</td>
<td>Korea, Vietnam and the Language of Violence: A Genealogy of Boston-area Veterans and Popular Cultural Texts</td>
</tr>
<tr>
<td>$1,000</td>
<td>Das, Nirmal</td>
<td>Correlation between P-wave Speed and Compressive Strength of Concrete Through Nondestructive Testing Using Impact-Echo Technique</td>
</tr>
<tr>
<td>$1,000</td>
<td>Rodell, Paul</td>
<td>John S. Noffsinger and the Global Impact of the Thomasite Experience</td>
</tr>
<tr>
<td>$683</td>
<td>McMullen, Emerson</td>
<td>Proposal for a new &quot;International&quot; Translation of <em>De Motu Cordis</em></td>
</tr>
<tr>
<td>$500</td>
<td>Griffin, Bryan</td>
<td>Grade Retention, Academic Identification, and High School Dropouts</td>
</tr>
<tr>
<td>$500</td>
<td>Tabi, Marian</td>
<td>Study on Nursing &amp; Health Profession Students' Interests in Study Abroad Programs</td>
</tr>
</tbody>
</table>

**TOTAL** $45,640

Note: Fiscal Year is when these grants went into effect not necessarily when they were announced.
Source: Office of Research Services and Sponsored Programs
<table>
<thead>
<tr>
<th>Amount</th>
<th>Name</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>Robert Costomiris</td>
<td>Non-aristocratic Literary Productions at the Court of Henry VIII</td>
</tr>
<tr>
<td>$5,000</td>
<td>Sophie George</td>
<td>Enhancing egg and juvenile production of the edible sea urchin Lytechinus variegatus by adding carotenoids to the diet</td>
</tr>
<tr>
<td>$5,000</td>
<td>Georgina Hickey</td>
<td>Hope and Danger in the New South City</td>
</tr>
<tr>
<td>$5,000</td>
<td>Jeanette Rice</td>
<td>Fabrication and Characterization of Nanoporous Materials</td>
</tr>
<tr>
<td>$5,000</td>
<td>Bruce Schulte</td>
<td>Understanding the Foraging Behavior of the Florida Manatee to Facilitate Conservation</td>
</tr>
<tr>
<td>$5,000</td>
<td>Liancheng Wang</td>
<td>Mathematical Analysis of Global Dynamics of SEIR Type Epidemiological Models with Varying Population Size</td>
</tr>
<tr>
<td>$5,000</td>
<td>Xiao-jun Wang</td>
<td>In Search for Better Materials for UV-Visible Conversion – Energy Transfer Studies</td>
</tr>
<tr>
<td>$4,000</td>
<td>John Peter Grubert</td>
<td>Forecasting the Effects of Reducing Sulfur Emissions from Power Stations in the Eastern United States Using Neural Networks</td>
</tr>
<tr>
<td>$4,000</td>
<td>Yan Wu</td>
<td>Novel Sampling and Coding Schemes for Digital Signal Processing of Wide-Band Signals</td>
</tr>
<tr>
<td>$3,000</td>
<td>Pranoti Asher</td>
<td>Remote sensing of Mars using Earth-based compositional analyses of clays and serpentines</td>
</tr>
<tr>
<td>$3,000</td>
<td>Jonathan Copeland</td>
<td>Function of Synchronic Flashing in a Coastal Georgia Firefly</td>
</tr>
<tr>
<td>$3,000</td>
<td>James Reichard</td>
<td>The Importance of Groundwater Baseflow to Nutrient Loading of Streams in the Coastal Plain Southeast Georgia</td>
</tr>
<tr>
<td>$1,000</td>
<td>Jonathan Bryant</td>
<td>From Civil War Through Civil Rights: A History of Savannah since 1865</td>
</tr>
<tr>
<td>$1,000</td>
<td>C. Michele Davis</td>
<td>Isolation and Characterization of the Marine Metabolite Adenochrome</td>
</tr>
<tr>
<td>$1,000</td>
<td>Peggy Hargis</td>
<td>After the Whip: The Rise and Fall of the Black Yeomanry</td>
</tr>
</tbody>
</table>

Note: Fiscal Year is when these stipends went into effect not necessarily when they were announced.
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>2001—2002</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</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</td>
<td>Associate Professor of Biology</td>
<td>Professor of Geology</td>
</tr>
<tr>
<td>Recreation &amp; Sport Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000—2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russell Kent</td>
<td>Craig Roell</td>
<td>Charles Briggs</td>
</tr>
<tr>
<td>Professor of Management</td>
<td>Professor of History</td>
<td>Associate Professor of History</td>
</tr>
<tr>
<td>David Stone</td>
<td>Greg Russell</td>
<td>Cathy Owens Swift</td>
</tr>
<tr>
<td>Professor of Mathematics</td>
<td>Assoc. Professor of Information Systems and Logistics</td>
<td>Professor of Marketing</td>
</tr>
<tr>
<td>1999—2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaret Ann Pierce</td>
<td>Gale Bishop</td>
<td>Mark Edwards</td>
</tr>
<tr>
<td>Prof. of Mathematics &amp; Computer Sci.</td>
<td>Professor Emeritus of Geology</td>
<td>Associate Professor of Physics</td>
</tr>
<tr>
<td>Pamela Thomason</td>
<td>Jane Hudak</td>
<td>Richard Hulbert</td>
</tr>
<tr>
<td>Professor of Recreation &amp; Sport Mgmt</td>
<td>Professor of Art</td>
<td>Associate Professor of Geology</td>
</tr>
<tr>
<td>1998—1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Bowen</td>
<td>Richard Persico</td>
<td>J.B. Claiborne</td>
</tr>
<tr>
<td>Business Alumni Prof. of Marketing</td>
<td>Professor of Anthropology</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td>Cathy Schriver</td>
<td>Lila Roberts</td>
<td>Benjamin Zellner</td>
</tr>
<tr>
<td>Assistant Professor of Nursing</td>
<td>Associate Professor of Mathematics</td>
<td>Professor of Physics</td>
</tr>
<tr>
<td>1997—1998</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Pickett</td>
<td>Eldonna Hilde</td>
<td>Jonathon Copeland</td>
</tr>
<tr>
<td>Professor of Management</td>
<td>Assistant Professor of Nursing</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td>Wilmer Grant</td>
<td>Rosemarie Stallworth-Clark</td>
<td>Kaye Herth</td>
</tr>
<tr>
<td>Associate Professor of Physics</td>
<td>Assoc. Professor of Learning Support</td>
<td>Professor &amp; Dept. Chair of Nursing</td>
</tr>
</tbody>
</table>

Source: Office of the Provost and Vice President for Academic Affairs
Full Time University Employees by Classification, Fall 2001

<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/Administrative</td>
<td>117</td>
<td>73</td>
<td>11</td>
<td>177</td>
<td>2</td>
<td>190</td>
</tr>
<tr>
<td>Faculty</td>
<td>338</td>
<td>285</td>
<td>34</td>
<td>550</td>
<td>39</td>
<td>623</td>
</tr>
<tr>
<td>Professional/Non-Faculty</td>
<td>71</td>
<td>146</td>
<td>31</td>
<td>182</td>
<td>4</td>
<td>217</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>23</td>
<td>267</td>
<td>57</td>
<td>229</td>
<td>4</td>
<td>290</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>69</td>
<td>54</td>
<td>22</td>
<td>100</td>
<td>1</td>
<td>123</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>82</td>
<td>10</td>
<td>23</td>
<td>69</td>
<td>0</td>
<td>92</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>103</td>
<td>136</td>
<td>180</td>
<td>59</td>
<td>0</td>
<td>239</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>803</td>
<td>971</td>
<td>358</td>
<td>1,366</td>
<td>50</td>
<td>1,774</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.

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.

<table>
<thead>
<tr>
<th>2001 Award of Merit Winners</th>
<th>2000 Award of Merit Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Banks Anthropodology &amp; Parasitology</td>
<td>Susan Braxton Student Affairs</td>
</tr>
<tr>
<td>Virginia Bennett Biology</td>
<td>Nathan Brinkman Registrar’s Office</td>
</tr>
<tr>
<td>Anthony Gordon Coastal Georgia Center</td>
<td>Jim Ennis School of Nursing</td>
</tr>
<tr>
<td>Tammie Pate CHPS</td>
<td>Michelle Goff Physical Plant</td>
</tr>
<tr>
<td>Cecil Perkins Registrar’s Office</td>
<td>George Jones Equipment Transport Services</td>
</tr>
<tr>
<td>Margaret Pigatt-Lanier Financial Aid</td>
<td>Terri Mullis Payroll</td>
</tr>
<tr>
<td>Laura Saunders Admissions</td>
<td>Lannie Jo Scott Physical Plant</td>
</tr>
<tr>
<td>Harry Starling Financial Accounting/Reporting</td>
<td>Pearlie Smith Registrar’s Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1999 Award of Merit Winners</th>
<th>1998 Award of Merit Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caryl Cain Brown Public Relations</td>
<td>Barbara Anderson Payroll</td>
</tr>
<tr>
<td>Thelma Byrd Physical Plant</td>
<td>Pam Harley Development &amp; University Relations</td>
</tr>
<tr>
<td>Stan Fordham Equipment Transport Services</td>
<td>Shirley Hughes Biology</td>
</tr>
<tr>
<td>Frank Fortune Public Relations</td>
<td>Maryanne Kee Writing &amp; Linguistics</td>
</tr>
<tr>
<td>Steve Hooley Henderson Library</td>
<td>Sheryl Lewis Materials Management</td>
</tr>
<tr>
<td>Patritia Lanier History</td>
<td>Michelle Smith Testing</td>
</tr>
<tr>
<td>Jody Rushing Health &amp; Kinesiology</td>
<td>Arnie Wilhoite Health &amp; Kinesiology</td>
</tr>
<tr>
<td>Theresa Torrence Health Services</td>
<td>Clinton Wilson Physical Plant</td>
</tr>
</tbody>
</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>1996</td>
<td>$133,743,157</td>
<td>38.1%</td>
</tr>
<tr>
<td>1997</td>
<td>$142,360,741</td>
<td>6.4%</td>
</tr>
<tr>
<td>1998</td>
<td>$156,486,293</td>
<td>9.9%</td>
</tr>
<tr>
<td>1999</td>
<td>$163,673,981</td>
<td>4.6%</td>
</tr>
<tr>
<td>2000</td>
<td>$169,227,014</td>
<td>3.4%</td>
</tr>
<tr>
<td>2001</td>
<td>$172,054,692</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

6 year change : $ 38,311,535
6 year % change : 28.6%

E&G Expenditures by Function and Object, FY 2001

<table>
<thead>
<tr>
<th>Function</th>
<th>Services</th>
<th>Travel</th>
<th>Expenses</th>
<th>Equipment</th>
<th>Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>49,801,436</td>
<td>612,338</td>
<td>4,367,412</td>
<td>3,035,984</td>
<td>57,817,170</td>
<td>33.6%</td>
</tr>
<tr>
<td>Research</td>
<td>1,125,393</td>
<td>101,244</td>
<td>254,317</td>
<td>111,691</td>
<td>1,592,646</td>
<td>0.9%</td>
</tr>
<tr>
<td>Public Service</td>
<td>1,025,478</td>
<td>83,288</td>
<td>1,023,328</td>
<td>58,645</td>
<td>2,190,739</td>
<td>1.3%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>8,391,660</td>
<td>222,842</td>
<td>1,620,603</td>
<td>1,579,685</td>
<td>11,814,790</td>
<td>6.9%</td>
</tr>
<tr>
<td>Student Services</td>
<td>8,485,025</td>
<td>177,150</td>
<td>2,519,120</td>
<td>364,721</td>
<td>11,546,016</td>
<td>6.7%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>11,049,555</td>
<td>176,007</td>
<td>2,659,242</td>
<td>845,752</td>
<td>14,730,556</td>
<td>8.6%</td>
</tr>
<tr>
<td>Plant Op &amp; Maint</td>
<td>6,987,436</td>
<td>19,833</td>
<td>5,685,210</td>
<td>139,193</td>
<td>12,831,672</td>
<td>7.5%</td>
</tr>
<tr>
<td>Scholarships/Fellowships</td>
<td>59,531,103</td>
<td>59,531,103</td>
<td>59,531,103</td>
<td>59,531,103</td>
<td>34.6%</td>
<td></td>
</tr>
</tbody>
</table>

Total $86,865,983 $1,392,702 $77,660,335 $6,135,671 $172,054,692 100.0%

Percentage of Total Expenditures by Function
FY 2001

Source: Georgia Southern University Annual Financial Reports
### E&G Expenditures by Object, FY 1996—2001

<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>1996</td>
<td>$68,992,486</td>
<td>6.8%</td>
<td>$1,090,385</td>
<td>4.2%</td>
<td>$59,416,238</td>
<td>121.1%</td>
<td>$4,244,047</td>
<td>-2.1%</td>
</tr>
<tr>
<td>1997</td>
<td>$73,950,994</td>
<td>7.2%</td>
<td>$1,115,915</td>
<td>2.3%</td>
<td>$63,073,996</td>
<td>6.2%</td>
<td>$4,219,835</td>
<td>-0.6%</td>
</tr>
<tr>
<td>1998</td>
<td>$78,545,664</td>
<td>6.2%</td>
<td>$1,202,531</td>
<td>7.8%</td>
<td>$71,034,960</td>
<td>12.6%</td>
<td>$5,703,139</td>
<td>35.2%</td>
</tr>
<tr>
<td>1999</td>
<td>$81,789,402</td>
<td>4.1%</td>
<td>$1,308,394</td>
<td>8.8%</td>
<td>$74,152,456</td>
<td>4.4%</td>
<td>$6,423,729</td>
<td>12.6%</td>
</tr>
<tr>
<td>2000</td>
<td>$85,905,661</td>
<td>5.0%</td>
<td>$1,336,574</td>
<td>2.2%</td>
<td>$75,750,020</td>
<td>2.2%</td>
<td>$6,234,760</td>
<td>-2.9%</td>
</tr>
<tr>
<td>2001</td>
<td>$86,865,983</td>
<td>1.1%</td>
<td>$1,392,703</td>
<td>4.2%</td>
<td>$77,660,335</td>
<td>2.5%</td>
<td>$6,135,671</td>
<td>-1.6%</td>
</tr>
</tbody>
</table>

### E&G Expenditures by Function, FY 1999—2001

<table>
<thead>
<tr>
<th>Function</th>
<th>FY 1999</th>
<th>FY 2000</th>
<th>FY 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction by College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>7,665,120</td>
<td>4.7%</td>
<td>8,186,274</td>
</tr>
<tr>
<td>Education</td>
<td>6,357,436</td>
<td>3.9%</td>
<td>6,622,436</td>
</tr>
<tr>
<td>Health &amp; Professional Studies</td>
<td>5,784,924</td>
<td>3.5%</td>
<td>5,949,908</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
<td>14,793,754</td>
<td>9.0%</td>
<td>15,081,730</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>11,790,862</td>
<td>7.2%</td>
<td>11,928,053</td>
</tr>
<tr>
<td>Academic Affairs &amp; Others</td>
<td>8,022,506</td>
<td>4.9%</td>
<td>8,833,624</td>
</tr>
<tr>
<td><strong>Total Instruction</strong></td>
<td>$54,414,602</td>
<td>33.2%</td>
<td>$56,602,026</td>
</tr>
<tr>
<td>Research</td>
<td>1,643,327</td>
<td>1.0%</td>
<td>1,650,284</td>
</tr>
<tr>
<td>Public Service</td>
<td>1,579,303</td>
<td>1.0%</td>
<td>1,743,591</td>
</tr>
<tr>
<td>Academic Support</td>
<td>11,246,418</td>
<td>6.9%</td>
<td>11,329,050</td>
</tr>
<tr>
<td>Student Services</td>
<td>9,269,986</td>
<td>5.7%</td>
<td>11,118,417</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>16,876,806</td>
<td>10.3%</td>
<td>16,366,079</td>
</tr>
<tr>
<td>Plant Operations &amp; Maintenance</td>
<td>12,571,694</td>
<td>7.7%</td>
<td>12,567,021</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>56,071,844</td>
<td>34.3%</td>
<td>57,850,545</td>
</tr>
<tr>
<td><strong>Total E &amp; G Expenditures</strong></td>
<td>$163,673,981</td>
<td>100.0%</td>
<td>$169,227,014</td>
</tr>
</tbody>
</table>

Source: Georgia Southern University Annual Financial Reports
### Education & General Revenue by Source, FY 1996-2001

<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>28,002,588</td>
<td>30,090,136</td>
<td>32,253,401</td>
<td>32,731,721</td>
<td>34,849,632</td>
<td>34,653,397</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>56,280,602</td>
<td>58,454,225</td>
<td>65,010,306</td>
<td>69,730,925</td>
<td>71,711,843</td>
<td>72,462,544</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>45,462,213</td>
<td>50,100,680</td>
<td>55,251,877</td>
<td>57,582,151</td>
<td>58,880,636</td>
<td>60,775,456</td>
</tr>
<tr>
<td>Endowment, E&amp;G only</td>
<td>25,898</td>
<td>28,707</td>
<td>26,557</td>
<td>45,571</td>
<td>54,953</td>
<td>48,888</td>
</tr>
<tr>
<td>Sales and Service</td>
<td>821,449</td>
<td>631,077</td>
<td>690,766</td>
<td>855,887</td>
<td>927,677</td>
<td>1,038,994</td>
</tr>
<tr>
<td>Other Sources</td>
<td>3,433,342</td>
<td>3,229,400</td>
<td>3,251,406</td>
<td>2,861,948</td>
<td>2,863,094</td>
<td>2,960,762</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$134,026,092</td>
<td>$142,534,226</td>
<td>$156,484,313</td>
<td>$163,808,203</td>
<td>$169,287,833</td>
<td>$171,940,041</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>1996</td>
<td>$134,026,092</td>
<td>37.9%</td>
</tr>
<tr>
<td>1997</td>
<td>$142,534,226</td>
<td>6.3%</td>
</tr>
<tr>
<td>1998</td>
<td>$156,484,313</td>
<td>9.8%</td>
</tr>
<tr>
<td>1999</td>
<td>$163,808,203</td>
<td>4.7%</td>
</tr>
<tr>
<td>2000</td>
<td>$169,287,833</td>
<td>3.3%</td>
</tr>
<tr>
<td>2001</td>
<td>$171,941,041</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

6 year change: $37,914,949
6 year % change: 28.3%

Percentage of Revenue by Source

FY 2001

- State Appropriations: 42.14%
- Tuition and Fees: 20.15%
- Grants and Contracts: 35.35%
- Sales and Service: 0.60%
- Other Sources: 1.72%
- Endowment, E&G only: 0.03%

Source: Georgia Southern University Annual Financial Reports
Awards to Faculty for Scholarly Activity by Fiscal Year

<table>
<thead>
<tr>
<th>Purpose</th>
<th>FY 95-96</th>
<th>FY 96-97</th>
<th>FY 97-98</th>
<th>FY 98-99</th>
<th>FY 99-00</th>
<th>FY 00-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>$1,189,009</td>
<td>$2,127,181</td>
<td>$1,118,998</td>
<td>$1,603,346</td>
<td>$1,491,056</td>
<td>$1,597,679</td>
</tr>
<tr>
<td>Instruction &amp; Public Service</td>
<td>$3,316,020</td>
<td>$3,323,194</td>
<td>$3,132,366</td>
<td>$3,553,499</td>
<td>$4,115,111</td>
<td>$2,658,208</td>
</tr>
<tr>
<td>Total</td>
<td>$4,505,029</td>
<td>$5,450,375</td>
<td>$4,251,364</td>
<td>$5,156,845</td>
<td>$5,606,167</td>
<td>$4,255,887</td>
</tr>
</tbody>
</table>

Awards by College, FY 2001

<table>
<thead>
<tr>
<th>College</th>
<th>#</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBA</td>
<td>8</td>
<td>$972,430</td>
</tr>
<tr>
<td>COE</td>
<td>13</td>
<td>$273,101</td>
</tr>
<tr>
<td>CLASS</td>
<td>12</td>
<td>$207,078</td>
</tr>
<tr>
<td>CHPS</td>
<td>14</td>
<td>$516,859</td>
</tr>
<tr>
<td>COST</td>
<td>28</td>
<td>$1,387,057</td>
</tr>
<tr>
<td>Other(^1)</td>
<td>10</td>
<td>$899,362</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td><strong>$4,255,887</strong></td>
</tr>
</tbody>
</table>

\(^1\) 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, CLASS—College of Liberal Arts & Social Sciences, CHPS—College of Health & Professional Studies, COST—College of Science & Technology

Source: Office of Research Services and Sponsored Programs
Source of Funds for Faculty Awards, FY 2001

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Federal</th>
<th>State/Local</th>
<th>Industry</th>
<th>Private</th>
<th>Non-Profit</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>$1,200,484</td>
<td>$209,434</td>
<td>$0</td>
<td>$42,077</td>
<td>$82,540</td>
<td>$63,144</td>
<td>$1,597,679</td>
</tr>
<tr>
<td>Instruction &amp; Public Service</td>
<td>$1,403,934</td>
<td>$874,921</td>
<td>$57,132</td>
<td>$126,000</td>
<td>$63,431</td>
<td>$132,790</td>
<td>$2,658,208</td>
</tr>
<tr>
<td>Total</td>
<td>$2,604,418</td>
<td>$1,084,355</td>
<td>$57,132</td>
<td>$168,077</td>
<td>$145,971</td>
<td>$195,934</td>
<td>$4,255,887</td>
</tr>
</tbody>
</table>

Source: Office of Research Services and Sponsored Programs
# Semester Tuition & Fees
## Full Time Undergraduate
### Fall 2001

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation Fees</td>
<td></td>
</tr>
<tr>
<td>In-State Tuition</td>
<td>$966.00</td>
</tr>
<tr>
<td>Out-of-State Tuition</td>
<td>$3,864.00</td>
</tr>
<tr>
<td>University Fee</td>
<td>$294.00</td>
</tr>
<tr>
<td>Technology Fee (used to develop and maintain student</td>
<td></td>
</tr>
<tr>
<td>computer laboratories)</td>
<td>$38.00</td>
</tr>
<tr>
<td>Food Services (maximum—3 meals/7 days)</td>
<td>$1,034.00</td>
</tr>
<tr>
<td>Text Books &amp; Supplies</td>
<td>$325.00</td>
</tr>
<tr>
<td>Housing (minimum Residence Hall)</td>
<td>$1,157.00</td>
</tr>
<tr>
<td>Residence Hall Activity Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Parking &amp; Transportation</td>
<td>$24.00</td>
</tr>
<tr>
<td>Total Estimated Semester Cost (In-State Tuition)</td>
<td>$3,853.00</td>
</tr>
<tr>
<td>Total Estimated Semester Cost (Out-of-State Tuition)</td>
<td>$6,751.00</td>
</tr>
</tbody>
</table>

*Full Time Undergraduate—Enrolled in ≥12 credit hours.*

Source: 2001-2002 Undergraduate & Graduate Catalog
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 2000—2001 Fiscal Year are:

- Academic Projects $10,000
- Arts Outreach $4,000
- Faculty Development $25,000
- Marching Band $4,000
- Museum $5,000
- Scholarships $683,123
- Student Support $25,950

Fund Balances by Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>962,857</td>
<td>1,659,333</td>
<td>1,847,324</td>
<td>1,815,214</td>
<td>2,069,693</td>
<td>2,234,994</td>
</tr>
<tr>
<td>Restricted</td>
<td>2,003,709</td>
<td>2,023,277</td>
<td>2,295,528</td>
<td>2,146,855</td>
<td>4,246,262</td>
<td>3,876,003</td>
</tr>
<tr>
<td>Endowment</td>
<td>5,441,393</td>
<td>6,377,360</td>
<td>7,900,570</td>
<td>12,619,038</td>
<td>15,007,407</td>
<td>16,953,419</td>
</tr>
<tr>
<td>Total</td>
<td>$8,407,959</td>
<td>$10,059,970</td>
<td>$12,043,422</td>
<td>$16,581,107</td>
<td>$21,323,362</td>
<td>$23,064,416</td>
</tr>
</tbody>
</table>

Source: Development/GSU Foundation
## 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>489,136</td>
<td>500,085</td>
<td>507,333</td>
<td>519,214</td>
<td>532,722</td>
<td>541,535</td>
</tr>
<tr>
<td># of Periodical titles</td>
<td>3,463</td>
<td>3,467</td>
<td>3,511</td>
<td>3,479</td>
<td>3,470</td>
<td>3,470</td>
</tr>
<tr>
<td># of Separate govt. documents</td>
<td>585,340</td>
<td>607,500</td>
<td>628,210</td>
<td>not kept</td>
<td>not kept</td>
<td>not kept</td>
</tr>
<tr>
<td># of Microform units(^1)</td>
<td>785,254</td>
<td>790,254</td>
<td>808,600</td>
<td>837,493</td>
<td>898,373</td>
<td>848,869</td>
</tr>
<tr>
<td># of Audiovisual materials(^2)</td>
<td>31,647</td>
<td>29,219</td>
<td>29,296</td>
<td>29,401</td>
<td>29,522</td>
<td>29,003</td>
</tr>
<tr>
<td><strong>Total Holdings</strong></td>
<td>1,894,840</td>
<td>1,930,525</td>
<td>1,976,950</td>
<td>1,389,587</td>
<td>1,464,087</td>
<td>1,422,877</td>
</tr>
</tbody>
</table>

### Library Activity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Book Collection</td>
<td>91,564</td>
<td>67,136</td>
<td>64,157</td>
<td>56,100</td>
<td>52,467</td>
<td>44,654</td>
</tr>
<tr>
<td>Information: Reserve Collection</td>
<td>25,664</td>
<td>22,212</td>
<td>22,977</td>
<td>20,160</td>
<td>12,326</td>
<td>12,739</td>
</tr>
<tr>
<td>Interlibrary Loans: Borrowed</td>
<td>6,719</td>
<td>7,104</td>
<td>8,551</td>
<td>8,598</td>
<td>8,734</td>
<td>9,215</td>
</tr>
<tr>
<td>Interlibrary Loans: Loaned</td>
<td>7,010</td>
<td>8,245</td>
<td>8,009</td>
<td>6,700</td>
<td>7,682</td>
<td>8,305</td>
</tr>
</tbody>
</table>

### Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$2,772,782</td>
<td>$3,500,000</td>
<td>$3,527,135</td>
<td>$3,475,421</td>
<td>$3,564,341</td>
<td>$3,586,406</td>
</tr>
</tbody>
</table>

\(^1\) Microfilm & Microfiche
\(^2\) Cartographic, graphic, audio, film, video, and machine readable units.

Notes: Numbers are as of the end of each academic year.

Source: Library Office
### Physical Facilities Inventory as of Fall 2001

<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><strong>Academic Buildings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Success Center</td>
<td>1987</td>
<td>7,000</td>
<td>$281,000</td>
<td>$420,000</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design 200</td>
<td>1975</td>
<td>750</td>
<td>43,000</td>
<td>89,280</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design 300</td>
<td>1975</td>
<td>1,116</td>
<td>64,000</td>
<td>67,680</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design 400</td>
<td>1975</td>
<td>1,116</td>
<td>64,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design 500</td>
<td>1975</td>
<td>846</td>
<td>49,000</td>
<td>89,280</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design 600</td>
<td>1975</td>
<td>846</td>
<td>49,000</td>
<td>67,680</td>
</tr>
<tr>
<td>Apparel &amp; Interior Design Center</td>
<td>1975</td>
<td>3,838</td>
<td>221,000</td>
<td>307,040</td>
</tr>
<tr>
<td>Art Studio 810</td>
<td>1992</td>
<td>2,300</td>
<td>9,000</td>
<td>184,000</td>
</tr>
<tr>
<td>Art Studio 815</td>
<td>1995</td>
<td>1,230</td>
<td>9,000</td>
<td>98,400</td>
</tr>
<tr>
<td>Art Studio 817</td>
<td>1995</td>
<td>840</td>
<td>5,000</td>
<td>67,200</td>
</tr>
<tr>
<td>Arts Building (under renovation)</td>
<td>1937</td>
<td>52,056</td>
<td>417,000</td>
<td>4,685,040</td>
</tr>
<tr>
<td>Biology Building</td>
<td>1969</td>
<td>51,132</td>
<td>1,111,000</td>
<td>7,668,000</td>
</tr>
<tr>
<td>Biology Headhouse</td>
<td>1994</td>
<td>480</td>
<td>46,000</td>
<td>38,400</td>
</tr>
<tr>
<td>Bland Cottage</td>
<td>2000</td>
<td>1,317</td>
<td>10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Botanical Garden Administration</td>
<td>2000</td>
<td>2,315</td>
<td>10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Building 800</td>
<td>1987</td>
<td>9,100</td>
<td>185,000</td>
<td>728,000</td>
</tr>
<tr>
<td>Business Administration Building</td>
<td>1995</td>
<td>88,856</td>
<td>8,500,000</td>
<td>8,441,320</td>
</tr>
<tr>
<td>Carroll Building</td>
<td>1971</td>
<td>78,133</td>
<td>1,780,000</td>
<td>7,422,635</td>
</tr>
<tr>
<td>Carruth Building</td>
<td>1959</td>
<td>38,398</td>
<td>456,000</td>
<td>3,839,800</td>
</tr>
<tr>
<td>Center for Wildlife Education</td>
<td>1996</td>
<td>4,682</td>
<td>850,000</td>
<td>702,300</td>
</tr>
<tr>
<td>Ceramics Sculpture Studio</td>
<td>2000</td>
<td>1,194</td>
<td>22,686</td>
<td>944,585</td>
</tr>
<tr>
<td>Coastal Georgia Center</td>
<td>1998</td>
<td>10,000</td>
<td>37,259</td>
<td>3,770,360</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>1990</td>
<td>12,240</td>
<td>577,000</td>
<td>1,162,800</td>
</tr>
<tr>
<td>East Georgia College Center</td>
<td>1997</td>
<td>3,568</td>
<td>10,000</td>
<td>142,720</td>
</tr>
<tr>
<td>Education Building</td>
<td>2000</td>
<td>104,760</td>
<td>12,026,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Family &amp; Consumer Science Building</td>
<td>1994</td>
<td>16,540</td>
<td>1,285,000</td>
<td>1,571,300</td>
</tr>
<tr>
<td>Family Life Center</td>
<td>1972</td>
<td>10,060</td>
<td>250,000</td>
<td>905,400</td>
</tr>
<tr>
<td>Forest Drive Classroom Building</td>
<td>1994</td>
<td>45,312</td>
<td>2,997,000</td>
<td>3,624,960</td>
</tr>
<tr>
<td>Foy Fine Arts</td>
<td>1967</td>
<td>69,485</td>
<td>1,478,000</td>
<td>7,295,925</td>
</tr>
<tr>
<td>Henderson Library</td>
<td>1997</td>
<td>133,618</td>
<td>4,126,000</td>
<td>12,025,620</td>
</tr>
<tr>
<td>Herty Building</td>
<td>1958</td>
<td>49,560</td>
<td>632,000</td>
<td>5,451,600</td>
</tr>
<tr>
<td>Hollis Building</td>
<td>1965</td>
<td>48,658</td>
<td>798,000</td>
<td>4,622,510</td>
</tr>
<tr>
<td>Honors House</td>
<td>1984</td>
<td>2,130</td>
<td>260,000</td>
<td>170,400</td>
</tr>
<tr>
<td>Information Technology (Under Construction)</td>
<td>2003</td>
<td>138,988</td>
<td>24,118,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Institute of Arthropodology &amp; Parasitology</td>
<td>1960</td>
<td>3,603</td>
<td>49,000</td>
<td>342,285</td>
</tr>
<tr>
<td>Math/Physics/Psychology</td>
<td>1972</td>
<td>86,464</td>
<td>1,889,000</td>
<td>12,969,600</td>
</tr>
<tr>
<td>Math/Physics/Psychology Addition</td>
<td>2000</td>
<td>26,400</td>
<td>3,068,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Military Science</td>
<td>1957</td>
<td>6,780</td>
<td>100,000</td>
<td>644,100</td>
</tr>
<tr>
<td>Nessmith Lane Continuing Education Building</td>
<td>1981</td>
<td>133,743</td>
<td>21,456,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Newton Building</td>
<td>1972</td>
<td>41,806</td>
<td>951,000</td>
<td>3,971,570</td>
</tr>
<tr>
<td>Nursing I</td>
<td>1990</td>
<td>12,672</td>
<td>597,000</td>
<td>1,203,840</td>
</tr>
<tr>
<td>Nursing II</td>
<td>1992</td>
<td>11,500</td>
<td>555,000</td>
<td>1,035,000</td>
</tr>
<tr>
<td>Owl Barn</td>
<td>1997</td>
<td>144</td>
<td>5,000</td>
<td>15,840</td>
</tr>
<tr>
<td>Parrish Football Center</td>
<td>2000</td>
<td>1,196</td>
<td>1,351,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Raptor Care</td>
<td>1997</td>
<td>2,261</td>
<td>62,000</td>
<td>248,710</td>
</tr>
<tr>
<td>Scene Shop</td>
<td>1986</td>
<td>2,400</td>
<td>55,000</td>
<td>84,000</td>
</tr>
<tr>
<td>Science &amp; Nursing (Under Construction)</td>
<td>2003</td>
<td>123,649</td>
<td>18,489,000</td>
<td>n/a</td>
</tr>
</tbody>
</table>

(Continued on page 93)
<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>Technology Building</td>
<td>1995</td>
<td>80,868</td>
<td>$7,800,000</td>
<td>$8,086,800</td>
</tr>
<tr>
<td>Weathervane Barn</td>
<td>2000</td>
<td>1,746</td>
<td>10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Wildlife Center Pavilion</td>
<td>1999</td>
<td>2,547</td>
<td>10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Wildilife Display</td>
<td>1996</td>
<td>221</td>
<td>10,000</td>
<td>20,995</td>
</tr>
<tr>
<td>Williams Center</td>
<td>1958</td>
<td>39,278</td>
<td>576,000</td>
<td>3,731,410</td>
</tr>
<tr>
<td>Windsor Village 819</td>
<td>1997</td>
<td>990</td>
<td>10,000</td>
<td>108,900</td>
</tr>
</tbody>
</table>

### Administrative 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>Administrative Annex</td>
<td>1988</td>
<td>7,000</td>
<td>281,000</td>
<td>420,000</td>
</tr>
<tr>
<td>Anderson Hall</td>
<td>1907</td>
<td>18,566</td>
<td>98,000</td>
<td>1,763,770</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>1977</td>
<td>6,205</td>
<td>22,000</td>
<td>496,400</td>
</tr>
<tr>
<td>Blue Building</td>
<td>1967</td>
<td>7,563</td>
<td>200,000</td>
<td>491,595</td>
</tr>
<tr>
<td>Building 805</td>
<td>1990</td>
<td>17,280</td>
<td>815,000</td>
<td>1,641,600</td>
</tr>
<tr>
<td>College Plaza Building</td>
<td>1995</td>
<td>20,800</td>
<td>123,000</td>
<td>1,560,000</td>
</tr>
<tr>
<td>Cowart Building</td>
<td>2000</td>
<td>3,060</td>
<td>321,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Deal Hall</td>
<td>1907</td>
<td>18,561</td>
<td>95,000</td>
<td>1,763,295</td>
</tr>
<tr>
<td>Georgia Emergency Management</td>
<td>1979</td>
<td>2,009</td>
<td>92,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Hampton Hall</td>
<td>1977</td>
<td>22,219</td>
<td>80,000</td>
<td>1,888,615</td>
</tr>
<tr>
<td>Hanner Annex</td>
<td>1983</td>
<td>960</td>
<td>23,000</td>
<td>72,000</td>
</tr>
<tr>
<td>Jo Eidson Alumni House</td>
<td>1954</td>
<td>4,909</td>
<td>50,000</td>
<td>368,175</td>
</tr>
<tr>
<td>Laundry House</td>
<td>1977</td>
<td>707</td>
<td>3,000</td>
<td>53,025</td>
</tr>
<tr>
<td>Lewis Hall (closed)</td>
<td>1937</td>
<td>24,744</td>
<td>347,000</td>
<td>2,103,240</td>
</tr>
<tr>
<td>Marvin Pittman Administration Building</td>
<td>1907</td>
<td>42,577</td>
<td>192,000</td>
<td>4,044,815</td>
</tr>
<tr>
<td>Office Building 301 South</td>
<td>1986</td>
<td>2,035</td>
<td>55,000</td>
<td>152,625</td>
</tr>
<tr>
<td>Rosenwald Building</td>
<td>1937</td>
<td>43,977</td>
<td>637,000</td>
<td>4,177,815</td>
</tr>
</tbody>
</table>

### Campus 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>301 Warehouse</td>
<td>1984</td>
<td>1,276</td>
<td>6,000</td>
<td>95,700</td>
</tr>
<tr>
<td>Auxiliary Distribution Center</td>
<td>1991</td>
<td>21,000</td>
<td>678,000</td>
<td>945,000</td>
</tr>
<tr>
<td>Building 806</td>
<td>1991</td>
<td>6,912</td>
<td>362,000</td>
<td>552,960</td>
</tr>
<tr>
<td>Central Receiving Warehouse</td>
<td>1969</td>
<td>12,120</td>
<td>182,000</td>
<td>545,400</td>
</tr>
<tr>
<td>Electrical Switch House</td>
<td>1975</td>
<td>805</td>
<td>34,000</td>
<td>402,500</td>
</tr>
<tr>
<td>Equipment Transport Services Warehouse</td>
<td>1991</td>
<td>2,250</td>
<td>50,000</td>
<td>56,250</td>
</tr>
<tr>
<td>Forest Drive Energy Control</td>
<td>1994</td>
<td>2,490</td>
<td>186,000</td>
<td>871,500</td>
</tr>
<tr>
<td>Greenhouse 1</td>
<td>1974</td>
<td>800</td>
<td>4,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Greenhouse 2</td>
<td>1974</td>
<td>800</td>
<td>4,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Greenhouse 3</td>
<td>1974</td>
<td>800</td>
<td>4,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Grounds Equipment Building</td>
<td>1974</td>
<td>2,400</td>
<td>4,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Grounds Storage</td>
<td>1974</td>
<td>359</td>
<td>4,000</td>
<td>8,975</td>
</tr>
<tr>
<td>Grounds Storage 2</td>
<td>1991</td>
<td>240</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Marvin Pittman Building Annex I</td>
<td>1969</td>
<td>1,920</td>
<td>22,000</td>
<td>182,400</td>
</tr>
<tr>
<td>Marvin Pittman Building Annex II</td>
<td>1969</td>
<td>984</td>
<td>15,000</td>
<td>93,480</td>
</tr>
<tr>
<td>McAnderson Pump House</td>
<td>1997</td>
<td>221</td>
<td>3,000</td>
<td>3,315</td>
</tr>
<tr>
<td>McAnderson Storage Facility</td>
<td>2000</td>
<td>4,038</td>
<td>309,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Mechanical Building (IT)</td>
<td>2003</td>
<td>2,956</td>
<td>513,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Mechanical Building (S&amp;N)</td>
<td>2002</td>
<td>2,752</td>
<td>411,000</td>
<td>n/a</td>
</tr>
<tr>
<td>North Building</td>
<td>1989</td>
<td>8,640</td>
<td>471,000</td>
<td>820,800</td>
</tr>
<tr>
<td>Physical Plant Engineering</td>
<td>1991</td>
<td>4,931</td>
<td>313,000</td>
<td>367,500</td>
</tr>
<tr>
<td>Physical Plant Offices</td>
<td>1969</td>
<td>13,349</td>
<td>275,000</td>
<td>1,001,175</td>
</tr>
<tr>
<td>Physical Plant Shops 1</td>
<td>1969</td>
<td>2,219</td>
<td>10,000</td>
<td>166,425</td>
</tr>
<tr>
<td>Facility</td>
<td>Year Occupied</td>
<td>SqFt</td>
<td>Initial Cost</td>
<td>Replacement Cost</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Physical Plant Shops 2</td>
<td>1974</td>
<td>2,162</td>
<td>$10,000</td>
<td>$162,150</td>
</tr>
<tr>
<td>Pool Equipment I</td>
<td>1979</td>
<td>225</td>
<td>12,000</td>
<td>16,875</td>
</tr>
<tr>
<td>Pool Equipment II</td>
<td>1977</td>
<td>554</td>
<td>37,000</td>
<td>12,800</td>
</tr>
<tr>
<td>Public Safety</td>
<td>1992</td>
<td>7,000</td>
<td>551,000</td>
<td>665,000</td>
</tr>
<tr>
<td>Public Safety Annex</td>
<td>1991</td>
<td>480</td>
<td>5,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Storage Building 813</td>
<td>1995</td>
<td>6,000</td>
<td>32,000</td>
<td>210,000</td>
</tr>
<tr>
<td>Storage Warehouse</td>
<td>1986</td>
<td>12,000</td>
<td>191,000</td>
<td>540,000</td>
</tr>
<tr>
<td>Tech 4</td>
<td>1987</td>
<td>288</td>
<td>2,000</td>
<td>4,320</td>
</tr>
<tr>
<td>Welcome Center/Parking &amp; Transportation</td>
<td>1969</td>
<td>3,261</td>
<td>134,000</td>
<td>260,880</td>
</tr>
<tr>
<td>Well House 1</td>
<td>1963</td>
<td>240</td>
<td>60,000</td>
<td>84,000</td>
</tr>
<tr>
<td>Windsor Village 821</td>
<td>1998</td>
<td>1,285</td>
<td>10,000</td>
<td>57,825</td>
</tr>
<tr>
<td><strong>Physical Education/Recreation Buildings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Base Dugout</td>
<td>1979</td>
<td>527</td>
<td>13,000</td>
<td>31,620</td>
</tr>
<tr>
<td>3rd Base Dugout</td>
<td>1978</td>
<td>676</td>
<td>17,000</td>
<td>40,560</td>
</tr>
<tr>
<td>Field Support Building</td>
<td>1998</td>
<td>2,304</td>
<td>221,000</td>
<td>221,184</td>
</tr>
<tr>
<td>Fitness Extension</td>
<td>1992</td>
<td>6,892</td>
<td>197,000</td>
<td>516,900</td>
</tr>
<tr>
<td>Fitness Extension Annex</td>
<td>1994</td>
<td>750</td>
<td>3,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Hanner Complex</td>
<td>1955</td>
<td>158,163</td>
<td>1,675,000</td>
<td>15,816,300</td>
</tr>
<tr>
<td>Iron Works</td>
<td>1988</td>
<td>5,338</td>
<td>267,000</td>
<td>427,040</td>
</tr>
<tr>
<td>Marvin Pittman Gym</td>
<td>1976</td>
<td>11,546</td>
<td>160,000</td>
<td>923,680</td>
</tr>
<tr>
<td>Paulson Stadium</td>
<td>1984</td>
<td>69,125</td>
<td>10,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Press Box - Eagle Field</td>
<td>1984</td>
<td>640</td>
<td>20,000</td>
<td>38,400</td>
</tr>
<tr>
<td>Recreational Activity Center</td>
<td>1998</td>
<td>79,566</td>
<td>7,600,000</td>
<td>7,638,336</td>
</tr>
<tr>
<td>Sports Complex</td>
<td>1974</td>
<td>2,612</td>
<td>190,000</td>
<td>195,900</td>
</tr>
<tr>
<td>Weight Extension Center</td>
<td>1993</td>
<td>3,600</td>
<td>19,000</td>
<td>216,000</td>
</tr>
<tr>
<td>Wiggins Baseball Building</td>
<td>1997</td>
<td>6,030</td>
<td>452,000</td>
<td>452,250</td>
</tr>
<tr>
<td><strong>Residence Halls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brannen Hall</td>
<td>1963</td>
<td>29,685</td>
<td>448,000</td>
<td>2,523,225</td>
</tr>
<tr>
<td>Cone Hall</td>
<td>1954</td>
<td>30,485</td>
<td>352,000</td>
<td>2,591,225</td>
</tr>
<tr>
<td>Dorman Hall</td>
<td>1967</td>
<td>48,275</td>
<td>832,000</td>
<td>4,103,375</td>
</tr>
<tr>
<td>Hendricks Hall</td>
<td>1963</td>
<td>30,348</td>
<td>451,000</td>
<td>2,579,580</td>
</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 Hall A/B</td>
<td>1998</td>
<td>94,552</td>
<td>6,559,000</td>
<td>6,433,830</td>
</tr>
<tr>
<td>Kennedy Hall C/D</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>Oxford Hall (closed)</td>
<td>1977</td>
<td>66,968</td>
<td>141,000</td>
<td>5,692,280</td>
</tr>
<tr>
<td>Sanford Hall</td>
<td>1937</td>
<td>32,197</td>
<td>1,400,000</td>
<td>2,736,745</td>
</tr>
<tr>
<td>Stratford Hall</td>
<td>1977</td>
<td>26,852</td>
<td>1,500,000</td>
<td>2,564,875</td>
</tr>
<tr>
<td>Veazy Hall</td>
<td>1959</td>
<td>32,526</td>
<td>436,000</td>
<td>2,764,710</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>
</tr>
<tr>
<td><strong>Student Support Buildings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>1457015</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>
</tbody>
</table>
Facilities Room Use as of Fall 2001

<table>
<thead>
<tr>
<th>Room Use Type</th>
<th>SqFt</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic</td>
<td>167,722</td>
<td>5.12%</td>
</tr>
<tr>
<td>Classroom</td>
<td>236,361</td>
<td>7.22%</td>
</tr>
<tr>
<td>Health-Care</td>
<td>5,431</td>
<td>.17%</td>
</tr>
<tr>
<td>Laboratory</td>
<td>168,885</td>
<td>5.16%</td>
</tr>
<tr>
<td>Library</td>
<td>123,815</td>
<td>3.78%</td>
</tr>
<tr>
<td>Office</td>
<td>382,695</td>
<td>11.69%</td>
</tr>
<tr>
<td>Other</td>
<td>452,094</td>
<td>13.81%</td>
</tr>
<tr>
<td>Residential</td>
<td>382,448</td>
<td>11.68%</td>
</tr>
<tr>
<td>Unassignable *</td>
<td>1,355,249</td>
<td>41.39%</td>
</tr>
</tbody>
</table>

Total Gross Square Footage 3,274,700
Total Net Assignable Square Footage 1,919,451 58.61%

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

Note: Unassignable Gross Square Footage also includes buildings under construction - Science & Nursing and Information Technology, and the Fine Arts Building under renovation.
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
# Table of Contents

- **Introduction** .......................................................... 1
- **Vision and Mission** .................................................... 3
- **Programs and Services** .................................................. 5
- **Stakeholders** .......................................................... 6
- **Comparative Advantages** ................................................ 8
- **Strategic Themes** ..................................................... 10
  - **Academic Distinction** .............................................. 11
  - **Student-Centered University** ........................................ 13
  - **Technological Advancement** ........................................ 14
  - **Transcultural Opportunities** ........................................ 16
  - **Private and Public Partnerships** ................................... 17
  - **Physical Environment** ................................................ 18
- **Levels of Planning, Program Analysis, and Timeline** .................. 19
- **Conclusion** ................................................................... 20
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 1 (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.

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 1) 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 2 Plan, strategic implementation, and the Level 3 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 1, 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, July 1996

Georgia Southern University is a predominantly undergraduate university devoted to "teaching first," a student-centered residential campus that nurtures a fulfilling college experience, and a serving institution strongly identified with the heritage and hopes of its region. The University's uncommon breadth of nationally accredited academic programs in the liberal arts and professional studies attracts a statewide enrollment of undergraduate students. As a University granting professionally-oriented doctoral degrees and an array of master's degrees designed to meet the needs of the region, Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically-needed professions.

Our mission is rooted in south Georgia, a largely rural region that encompasses coastline, wetlands, cities and rich histories, and areas of endemic privation but abundant potential. Our quest is to uplift our region's educational attainment, cultural opportunities, economic growth, environmental quality, scientific and technological progress, and social and personal well-being. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us.

Most of our students are Georgians who begin as full-time freshmen, reflect Georgia's and the globe's cultural diversity, and have the motivation and ability to complete our increasingly demanding programs. Working professionals and transfer students are a growing presence. Student life is characterized by a culture of learning inside and outside the classroom. A safe campus serves as a laboratory for developing citizenship and leadership in a collegial environment. The Georgia Southern experience promotes the development of students who value honesty, civility, and the dignity of work.

Our mission is to graduate students who are knowledgeable, clear-thinking, articulate, and effective in problem-solving. Our comprehensive curriculum focuses on undergraduate programs of high quality, enhanced by masters and professionally-oriented doctoral programs pertinent to the region. At the University's core is excellent instruction, strengthened by research and service. Innovative classes increasingly incorporate new instructional techniques and technologies.
The University is a center of learning applied to regional planning, economic development, partnerships in schools, science, industries, international trade, community needs, and the health of South Georgians. We expand horizons through outreach in sciences and liberal arts, preservation of distinctive cultural legacies, and attention to the integrity of South Georgia's environment. Faculty, staff, and students exemplify service, contributing time and expertise to enhance the quality of life.

Scholarship is central to the mission of the University. We practice scholarship in terms of the discovery, integration, application, and teaching of knowledge and creative activity. Scholarship of relevance to South Georgia, and of a standard that can earn national or international recognition, is especially esteemed.

Georgia Southern will be one of the nation's best public undergraduate universities by nurturing a faculty who are devoted to teaching able and diverse students. We will provide society with graduates who are both equipped to master a competitive world and educated to build a better civilization. Georgia Southern exemplifies how kindness, quality, and collaboration can complement efficiency, effectiveness, and integrity. Georgia Southern University will be a catalyst for the aspirations of South Georgians and an emblem of their achievements.

Changes to the University’s Mission Statement must be approved by the Board of Regents
Strategic Plan of the University Level 1 – 4 April 2000

Georgia Southern University is a member institution of the University System of Georgia. A residential university of 14,476 students (Fall 1999), 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 20 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Professional Studies, 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 2,500 degrees in 1998-99.

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.

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 634-acre park-like campus is completing a $122.3-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.

Programs and Services

Georgia Southern University is a member institution of the University System of Georgia. A residential university of 14,476 students (Fall 1999), 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 20 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Professional Studies, 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 2,500 degrees in 1998-99.

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.

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 634-acre park-like campus is completing a $122.3-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 bounded not by region nor demographic characteristic, but rather by preparation, achievement, and motivation.

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 involvement and enrichment abound.

Involvement. Georgia Southern University’s most important comparative advantage is its culture of involvement, 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. “Involvement” 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.

Involvement 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 involvement are set high for students to take the initiative and responsibility for their active engagement 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 involvement 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 involvement and the formation of personal connections.

Faculty. The faculty bring alive the culture of involvement. 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 programming to enhance faculty interaction with students beyond teaching, scholarship, and service roles. At few other institutions will students find this level of involvement.

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

**The Physical Campus.** The University’s naturally beautiful 634-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 five 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. A new 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 sports, 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 1 plan articulates the overall strategic objectives and action steps to achieve this goal. The Level 2 and 3 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

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 involvement; 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 involvement
- 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 involvement 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 “involvement” 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, involvement, 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.
Student-Centered University

A student-centered university known for academic distinction holds high expectations of its students, faculty, and staff. Students, as engaged learners, are the principal agents of their own success. Faculty are innovative facilitators of student learning, exemplary scholars, productive researchers, models of service, and creative artistic performers. Staff members are focused on supporting a climate and physical environment which promote student learning and involvement 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 involvement 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 involvement 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 involvement. Partnerships with the public and private sectors are critical to expanding support and extending service.

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 unforseen 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.
Physical Environment

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 involvement. 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 involvement, 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 1 is the creation of an institutional strategic plan.** The SPC produced a rough draft of the Level 1 plan during Fall Semester 1999. In December 1999 and January 2000, the SPC gathered feedback regarding the draft of the Level 1 plan. Revisions were based upon this feedback and were included in the revision of March 2000. Once this process has been completed, the development of Level 2 plans will be initiated.

**Level 2 is the creation of University-wide functional plans** that will make the Level 1 plan operational. These would include 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 will be prepared at this stage.

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

**Level 3 is the creation of implementation plans for academic units and administrative support units.** These plans will be initiated during academic year 2000-2001.

All plans prepared as components of Level 2 and 3 will be submitted to the Strategic Planning Council for review in terms of compatibility with the Level 1 Strategic Plan for the University.
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 go to the next level of excellence. The Level 1 strategic plan sets a bold agenda to negotiate this journey. If the plan is to succeed, it must be endorsed and implemented by the entire University community. Moreover, Levels 2 and 3 must provide the implementation strategies and tactics to achieve the ambitious agenda presented in Level 1. 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.

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.
Path to a New Strategic Plan

Level I
Fall Semester 1999

- 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

Level II
Spring Semester 2000

- 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 Plan

Level III
Fall Semester 2000

- Development of Plans by Academic Units
- Development of Plans by Administrative Units

Budgeting Process
Implementation and Evaluation
End