

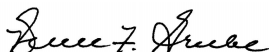
## From the President

The 2000—2001 Fact Book chronicles Georgia Southern’s past year, as well as some markers of progress across recent years, as the University entered the 21st Century. This statistical snapshot also captures the beginning point of Georgia Southern’s strategic initiative *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 F. Grube  
President

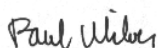
## From the Editor

This eleventh 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.



Paul Wilver  
Institutional Research

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**Appendix A—Georgia Southern University Strategic Plan.**

# 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 14,200 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 135 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 20 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. In its decade as a University, Georgia Southern has invested more than \$122 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.

**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.

**The Georgia Southern Eagles compete nationally** in intercollegiate sports on the Division I level, with winning records that have earned nationally-televized season appearances in football, basketball, baseball, and golf. The Eagles made history by winning six NCAA I-AA National Football Championships -- 1985, 1986, 1989, 1990, 1999, and 2000 – a record unequalled in the Division.

# 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.

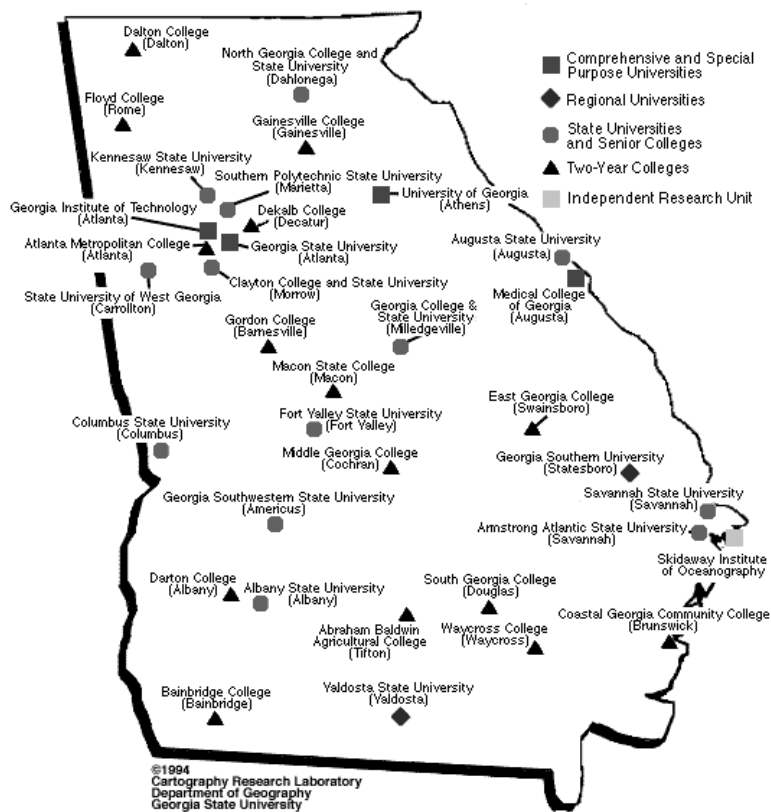
The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and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



# The Board of Regents

BARANCO, Juanita Powell Fourth (1/01/98 - 1/01/05)	HUNT, John Second (1/07/97 - 1/01/04)	WHITE, Glenn S. (CHAIR) Eleventh (1/01/98 - 1/01/05)
CARTER, Hugh A., Jr. At-Large (08/08/00 - 1/01/02)	LEEBERN, Donald M., Jr. At-Large (1/01/98 - 1/05/05)	WOOTEN, Joel O., Jr. At-Large (6/18/99 - 1/01/06)
CATER, (Mr.) Connie Eighth (6/18/99 - 1/01/06)	MAGILL, Allene H. Ninth (2/13/01 - 1/01/08)	YANCEY, James D. Third (1/01/00 - 1/01/07)
COLES, Michael J. Sixth (1/09/01 - 1/01/08)	McMILLAN, Elridge W. Fifth (1/01/96 - 1/01/03)	vacant At-Large (1/04/95 - 1/01/02)
HARRIS, Joe Frank Seventh (6/18/99-1/01/06)	NeSMITH, Martin W. First (6/18/99 - 1/01/06)	
HOWELL, Hilton H., Jr. (VICE CHAIR) At-Large (6/15/98 - 1/01/04)	SHELNUT, J. Timothy Tenth (8/25/00 - 1/01/07)	

## Regents' Central Office Staff

### **Dr. Stephen R. Portch, Chancellor**

Ms. Shelly C. Nickel, Special Assistant  
Ms. Gail S. Weber, Secretary to the Board & Executive Administrative Assistant  
Ms. Margaret Taylor, Deputy to the Senior Vice Chancellors

### **Dr. Daniel S. Papp, Senior Vice Chancellor, Office of Academics and Fiscal Affairs**

Dr. David M. Morgan, Assistant Vice Chancellor Academic Affairs/Deputy  
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, Assistant Vice Chancellor Academic Affairs & Co-Facilitator of P-16  
Dr. Kathleen Burk, Assistant Vice Chancellor Academic Affairs/Dir. of Regents' Testing  
Dr. Kris Biesinger, Assistant Vice Chancellor Advanced Learning Technologies  
Ms. Albertine Walker-Marshall, Director of Faculty Information  
Dr. Jacqueline R. Michael, Director of Pre-College Programs  
Dr. Rick Sutton, Senior Advisor for Academic Affairs Director - International Programs  
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 (Interim) Office of Fiscal Affairs  
Ms. Usha Ramachandran, Budget Director (Interim)  
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

### **Mr. Thomas E. Daniel, Senior Vice Chancellor (Interim), Office of External Activities & Facilities**

Ms. Annie Hunt Burriss, Assistant Vice Chancellor Development & Economic Services  
Ms. Arlethia Perry-Johnson, Assistant Vice Chancellor Media & Publications  
Mr. John Millsaps, Director of Communications/Marketing  
Ms. Diane Payne, Director of Publications  
Mr. William Chatham, 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  
Ms. Gita Hendessi, Director of Facilities Planning

### **Ms. Corlis Cummings, Senior Vice Chancellor (Interim), 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 (Interim)  
Mr. Ronald B. Stark, Assistant Vice Chancellor Internal Audit



# Georgia Southern University Organization

**Dr. Bruce F. Grube, President**

Ms. Ruth Ann Rogers,  
Executive Assistant to the President  
Dr. Marcia Jones, Affirmative Action Officer  
Mr. Scott Pierce, Director, Internal Audit  
Dr. Jeff McLellan, Legal Advisor  
Mr. E. Lee Davis, Legal Advisor

**Ms. Sharon McMahon,****Director, Marketing and Communications**

Ms. Gail Eubanks, Director, Public Relations  
Mr. Frank Fortune, Director, Photographic Services  
Ms. Caryl Brown, Director, Publications

**Dr. Vaughn Vandegrift,****Provost and Vice President for Academic Affairs**

Dr. Robert W. Haney, Associate Vice President  
Ms. Virginia Samiratedu, Assistant to the Provost/VPAA  
Dr. Alison Morrison-Shetlar,  
Director, Center for Excellence in Teaching  
Mr. Wayne Akins,  
Director, Student Disability Resource Center  
Dr. Synnove Heggoy,  
Director, Regents Center for Learning Disorders

**Dr. Bede Mitchell, University Librarian**

Ms. Ann Hamilton, Associate University Librarian

**Dr. Linda Bleicken, Assoc. Provost****for Enrollment Mgmt & Information Tech**

Mr. Jeff Williams, Acting Director, Computer Services  
Dr. Judy Schomber, Director, Advisement/Retention  
Dr. Fred Richter,  
Assistant Dean of Undergraduate Studies  
Dr. Hew Joiner, Director, Honors Program  
Dr. Nancy Shumaker, Director, International Studies  
Ms. Janet O'Brien, Chair, Learning Support  
Mr. Mike Deal, Registrar  
Dr. Teresa Thompson, Director, Admissions  
Ms. Connie Murphey, Director, Financial Aid  
Dr. Sue Sill, Director, Botanical Garden  
Mr. Steve Hein, Director, Center for Wildlife Education  
Ms. Carol Thompson, Interim Director, CLEC  
Dr. Brent Tharp, Director, GSU Museum  
Dr. Russell Kent,  
Director, Coastal Georgia Center, Savannah  
Ms. Pam Peaster, Director, Distance Learning  
Mr. Nathan Coleman,  
Assistant Director Institutional Research

**Dr. Lane Van Tassell,****Associate VPAA/Dean of Graduate Studies**

Dr. John Diebolt, Associate Dean  
Ms. Margaret Lee-Jones,  
Admin.Specialist, Continuing Ed.

Ms. Judy Hendrix, Admin.Specialist, Continuing Ed.  
Dr. Howard Kaplan,  
Director, Research Services & Sponsored Programs

**Dr. Carl Gooding,****Dean, College of Business Administration**

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

**Dr. Arnold Cooper, 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. Lynn Wolfe, Associate Dean  
Dr. Virginia Richards,  
Chair, Family & Consumer Sciences  
Dr. Charles Hardy, Chair, Health & Kinesiology  
Dr. Jean Bartels, Chair, School of Nursing  
Dr. Henry Eisenhart,  
Chair, Recreation & Sport Management

**Dr. Jeffrey Buller, Acting 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,  
Acting Chair, Sociology & Anthropology  
Dr. Larry Burton, Chair, Writing & Linguistics

*(Continued on page 10)*

*(Continued from page 9)*

**Dr. Jimmy Solomon, Dean,**

**Allen E. Paulson College/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. Bill Ponder, Chair, Chemistry  
Dr. Dallas Rhodes, Chair, Geology and Geography  
Dr. Donald Fausett,  
Chair, Mathematics & Computer Science  
LTC Brian Knox, 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. Douglas K. Lange,**

**Vice President for Student Affairs**

Mr. Randy Gunter, Acting Associate Vice President &  
Director, Educational Opportunity Programs  
Dr. Dale Wasson,  
Assistant Dean of Students/Director of Testing

Ms. Patricia Bergmaier, Director, Career Services  
Dr. David Matthews, Director, Counseling Center  
Mr. Randy Gunter,  
Director, Educational Opportunity Programs  
Mr. Lynn Tabor, Administrator, Health Services  
Ms. Vickie Hawkins, Director, University Housing  
Mr. Earl Cashon, Director, Russell Union

**Dr. James M. Britt,**

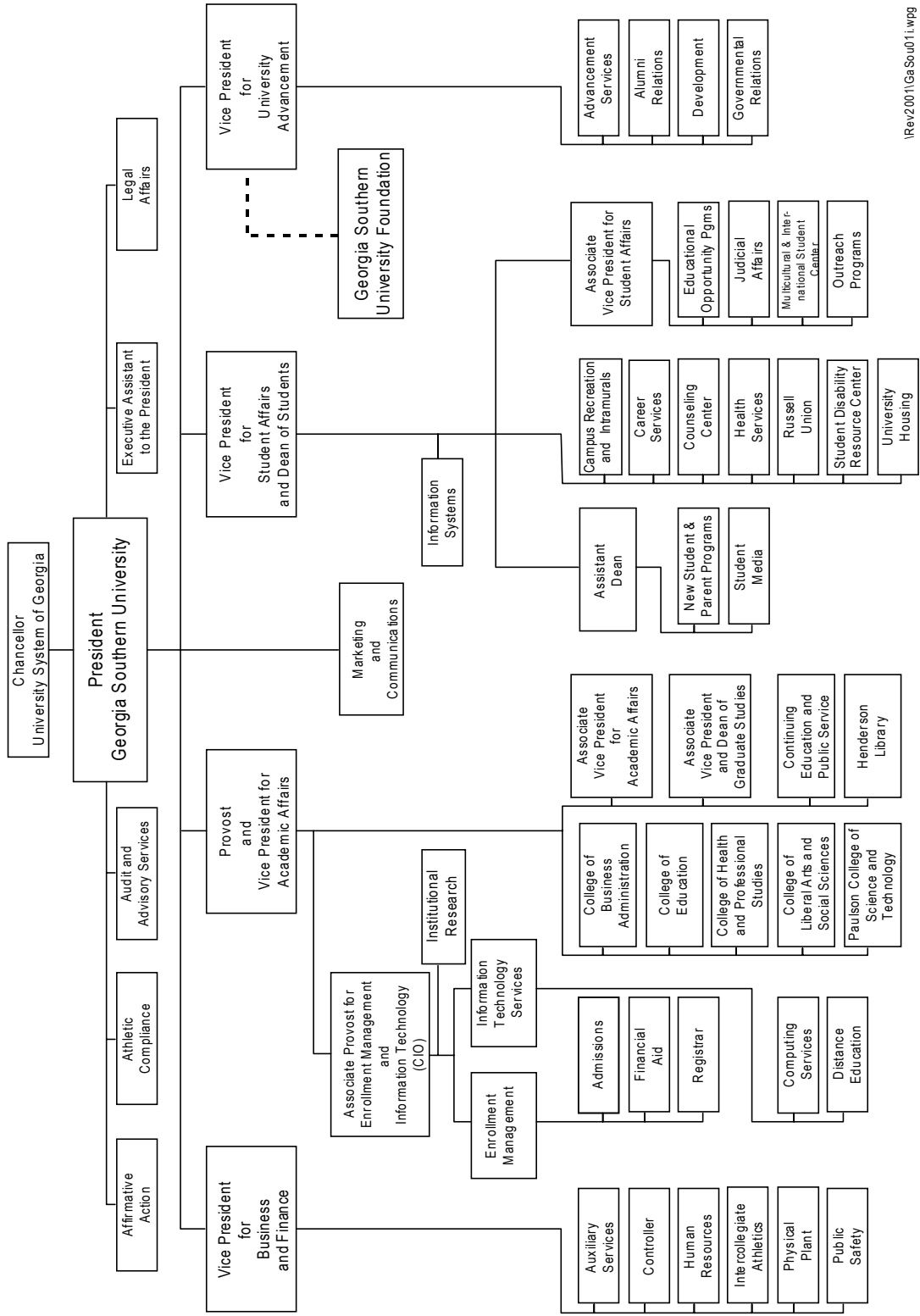
**Vice President for University Advancement**

Ms. Marilyn Bruce, Assistant to the Vice President  
Mr. Frank Hook, Director, Alumni Relations  
Dr. Bill Golden, Director of Governmental Relations  
Ms. Susan Wood, Director of Development  
Mr. Maury White, Director of Annual Giving

Current as of August 1, 2000

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

### Georgia Southern University Organization Chart



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# Past Presidents

## First District A&M School — 1906

J. Walter Hendricks	Principal	1908-1909
E.C.J. Dickens	Principal	1909-1914
F.M. Rowan	Principal	1915-1920

## Georgia Normal School — 1924

Ernest V. Hollis	President	1920-1926
Guy H. Wells	President	1926-1934

## South Georgia Teachers College — 1929

Marvin S. Pittman	President	1934-1941
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## Georgia Teachers College — 1939

Albert M. Gates	President	1941-1943
Marvin S. Pittman	President	1943-1947
Judson C. Ward	President	1947-1948
Zach S. Henderson	President	1948-1968

## Georgia Southern College — 1959

John O. Eidson	President	1968-1971
Pope A. Duncan	President	1971-1977
Nicholas W. Quick	Acting President	1977-1978
Dale W. Lick	President	1978-1986
Harry S. Carter	Acting President	1986-1987

## Georgia Southern University — 1990

Nicholas L. Henry	President	1987-1998
Harry S. Carter	Acting President	1998-1999
Bruce F. Grube	President	1999 - Present

# Admission Standards

Year	Minimum Standards	Regular Admission
Fall 2000	Verbal SAT+Math SAT+Academic GPA must equal Index score of 1095	480 Verbal SAT <i>and</i> 440 Math SAT <i>and</i> High School GPA of 2.0
Fall 1999	Verbal SAT+Math SAT+Academic GPA must equal Index score of 1085	480 Verbal SAT <i>and</i> 440 Math SAT <i>and</i> High School GPA of 2.0
Fall 1998	Verbal SAT+Math SAT+Academic GPA must equal Index score of 1050	480 Verbal SAT <i>and</i> 440 Math SAT <i>and</i> High School GPA of 2.0
Fall 1997	Verbal SAT+Math SAT+Academic GPA must equal Index score of 1040	480 Verbal SAT <i>and</i> 440 Math SAT <i>and</i> High School GPA of 2.0
Fall 1996	Verbal SAT+ Math SAT+Academic GPA must equal index score of 870	400 Verbal SAT <i>and</i> 400 Math SAT <i>and</i> High School GPA of 2.0
Fall 1995	370 Verbal SAT/380 Math SAT <i>or</i> High School GPA of 2.0 <i>and</i> index score of 820	400 Verbal SAT <i>and</i> 400 Math SAT <i>and</i> High School GPA of 2.0

Academic GPA - High School GPA x 100

Index Score - Verbal SAT + Math SAT + Academic GPA

## College Preparatory Curriculum Requirements for Freshman Admission, Fall 2000

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.

English / 4 units

Mathematics / 3 units (Algebra I & II, and one unit Geometry)

Science / 3 units (Physical Science, two laboratory courses)

Social Science / 3 units (American History, World History, Economics, Government)

Foreign Language / 2 units (Two units of the same foreign language)

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.

Source : Office of Admissions

# Applications for Admission Into the Fall Semesters Indicated

	Fall 1999	Fall 2000	Difference	% Difference
<b>Freshman Applications</b>				
Regular, Accepted	3,529	4,054 *	525	14.88%
Provisional/CPE, Accepted	3,023	2,430 *	-593	-19.62%
<b>Total Freshman Applications Accepted</b>	<b>6,552</b>	<b>6,484</b>	<b>-68</b>	<b>-1.04%</b>
Deferred	0	234	234	
Denied	1,124	1,482	358	31.85%
Canceled	1,061	*	*	*
Incomplete	1,234	1,514	280	22.69%
<b>Total Freshman Applications</b>	<b>9,971</b>	<b>9,714</b>	<b>-257</b>	<b>-2.58%</b>
<b>% of Freshman Applications Accepted</b>	<b>65.7%</b>	<b>66.7%</b>		<b>1.0%</b>
<b>Transfer Applications</b>				
Accepted	876	944 *	68	7.76%
Denied	310	335	25	8.06%
Complete, ready for review	5	5	0	0.00%
Incomplete	608	666	58	9.54%
Canceled	65	*	*	*
<b>Total Transfer Applications</b>	<b>1,864</b>	<b>1,950</b>	<b>86</b>	<b>4.61%</b>
<b>% of Transfer Applications Accepted</b>	<b>47.0%</b>	<b>48.4%</b>		<b>1.4%</b>
<b>Graduate Applications</b>				
Accepted	679	587	-92	-13.55%
Denied	50	52	2	4.00%
Canceled	0	0	0	
Incomplete	490	490	0	0.00%
<b>Total Graduate Applications</b>	<b>1,219</b>	<b>1,129</b>	<b>-90</b>	<b>-7.38%</b>
<b>% of Graduate Applications Accepted</b>	<b>55.7%</b>	<b>52.0%</b>		<b>-3.7%</b>
<b>Total - All Applications</b>	<b>13,054</b>	<b>12,793</b>	<b>-261</b>	<b>-2.00%</b>
<b>Total Accepted - All Applications</b>	<b>8,107</b>	<b>8,015</b>	<b>-92</b>	<b>-1.13%</b>
<b>% Accepted - All Applications</b>	<b>62.1%</b>	<b>62.7%</b>		<b>0.5%</b>

## Comparison of Applications Accepted/Enrolled

Class	Fall 1999			Fall 2000		
	Accepted	Enrolled	% Enrolled	Accepted	Enrolled	% Enrolled
Freshmen	6,552	3,243	49.5%	6,484	2,829	43.6%
Transfers	876	602	68.7%	944	657	69.6%
Graduates	679	366	53.9%	587	338	57.6%
<b>Total</b>	<b>8,107</b>	<b>4,211</b>	<b>51.9%</b>	<b>8,015</b>	<b>3,824</b>	<b>47.7%</b>

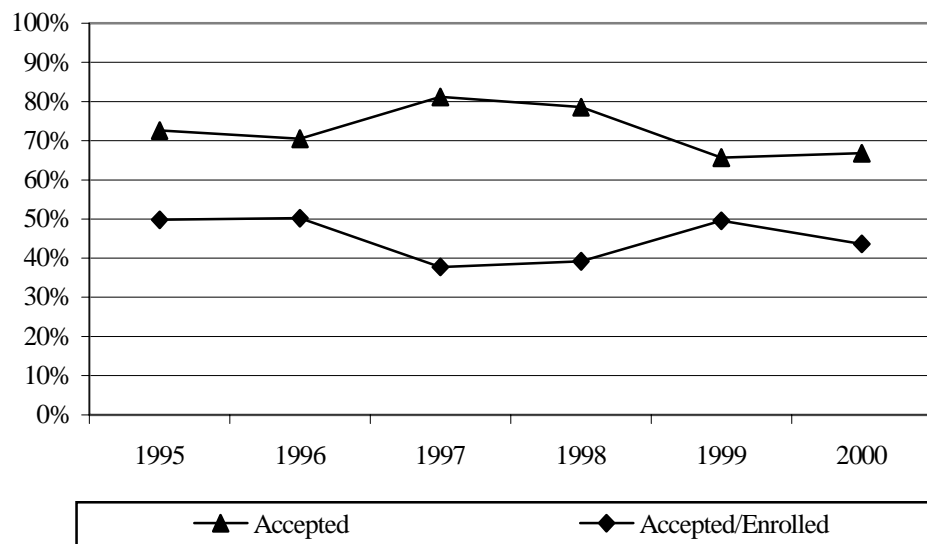
\* Canceled applications for Freshman and Transfers were counted in the accepted numbers for Fall 2000.

Source : Office of Admissions, Office of Graduate Admissions, Fall 1999 and Fall 2000 Regents Semester Enrollment Reports.

# Beginning Freshmen Applications Accepted versus Enrolled

Fall Term	Applicants	Accepted	%		Accepted/Enrolled
			Accepted	Enrolled	
1995	8,570	6,219	72.6%	3,098	49.8%
1996	8,629	6,081	70.5%	3,052	50.2%
1997	8,113	6,587 <sup>2</sup>	81.2%	2,488	37.8%
1998 <sup>1</sup>	9,225	7,247	78.6%	2,842	39.2%
1999	9,971	6,552	65.7%	3,243	49.5%
2000	9,714	6,484 <sup>2</sup>	66.7%	2,829	43.6%

Accepted and Accepted/Enrolled  
by Fall Terms



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

<sup>2</sup> Canceled applications for Freshman and Transfers were counted in the accepted numbers for Fall 1997 and Fall 2000.

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.

# Distribution of SAT Scores for Fall Term Beginning Freshmen

## Math Scores

Score	1995		1996		1997		1998		1999		2000	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	16	.5%	19	.6%	10	.4%	13	.5%	14	.4%	13	.5%
600-699	141	5.2%	156	5.8%	171	7.4%	190	7.3%	227	7.6%	247	9.6%
500-599	610	25.2%	949	37.3%	815	40.6%	979	42.4%	1,157	44.2%	1,119	50.9%
400-499	1,363	69.9%	1,586	89.9%	1,255	91.7%	1,419	93.3%	1,583	94.3%	1,267	97.6%
300-399	868	98.4%	299	99.8%	185	99.2%	186	100.0%	179	100.0%	60	99.9%
200-299	50	100.0%	5	100.0%	20	100.0%	1	100.0%	1	100.0%	4	100.0%
<b>Total</b>	<b>3,048</b>		<b>3,014</b>		<b>2,456</b>		<b>2,788</b>		<b>3,161</b>		<b>2,710</b>	

## Verbal Scores

Score	1995		1996		1997		1998		1999		2000	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	4	.1%	18	.6%	7	.3%	24	.9%	21	.7%	20	.7%
600-699	44	1.6%	198	7.2%	170	7.2%	206	8.3%	212	7.4%	221	8.9%
500-599	284	10.9%	1,094	43.5%	927	45.5%	1,069	46.6%	1,263	47.3%	1,167	52.2%
400-499	1,335	54.7%	1,475	92.4%	1,180	93.3%	1,358	95.3%	1,508	95.5%	1,228	97.3%
300-399	1,209	94.4%	223	99.8%	151	99.1%	131	100.0%	155	99.9%	69	99.8%
200-299	172	100.0%	6	100.0%	21	100.0%			2	100.0%	5	100.0%
<b>Total</b>	<b>3,048</b>		<b>3,014</b>		<b>2,456</b>		<b>2,788</b>		<b>3,161</b>		<b>2,710</b>	

## Composite Scores

Score	1995		1996		1997		1998		1999		2000	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
1400-1600	1	.%	8	.3%	1	.%	8	.3%	7	.2%	7	.3%
1200-1399	48	1.6%	114	4.1%	113	4.6%	144	5.5%	148	4.9%	156	6.6%
1000-1199	362	13.5%	1,008	37.5%	883	40.6%	1,027	42.3%	1,250	44.5%	1,208	50.6%
800-999	1,515	63.2%	1,706	94.1%	1,361	96.6%	1,556	98.1%	1,695	98.1%	1,317	99.2%
600-799	1,074	98.4%	177	100.0%	78	99.2%	53	100.0%	61	100.0%	19	99.9%
400-599	48	100.0%	1	100.0%	20	100.0%					3	100.0%
<b>Total</b>	<b>3,048</b>		<b>3,014</b>		<b>2,456</b>		<b>2,788</b>		<b>3,161</b>		<b>2,710</b>	

**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.

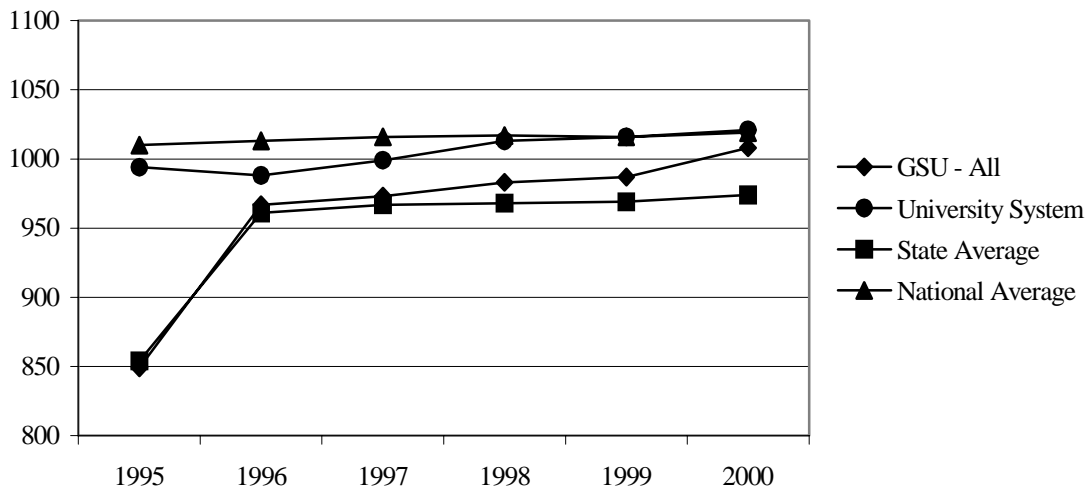
Source : Student Information Reporting System.



# Average SAT Scores of Beginning Freshmen Compared to the University System Beginning Freshmen and to State and National Averages

Fall Terms	1995	1996	1997	1998	1999	2000
<b>MATH</b>						
GSU Learning Support	395	434	440	444	446	462
GSU Regular	493	515	514	518	518	522
GSU - All	442	479	483	488	492	504
State Average	448	477	481	482	482	486
National Average	506	508	511	512	511	514
<b>VERBAL</b>						
GSU Learning Support	358	440	443	445	444	448
GSU Regular	458	528	523	527	526	528
GSU - All	407	488	490	495	496	504
State Average	406	484	486	486	487	488
National Average	504	505	505	505	505	505
<b>COMPOSITE</b>						
GSU Learning Support	753	874	883	889	891	910
GSU Regular	950	1043	1036	1045	1044	1050
GSU - All	849	967	973	983	987	1008
University System	994	988	999	1013	1016	1021
State Average	854	961	967	968	969	974
National Average	1010	1013	1016	1017	1016	1019

Composite Scores



**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.

# High Schools of Beginning Freshmen, Fall 2000

School	Enrolled	School	Enrolled
Out of State	190	Jonesboro High School	17
Statesboro High School	61	Saint Vincent's Academy	17
Parkview High School	46	Screven County High School	17
South Gwinnett High School	42	Starr's Mill High School	17
Harrison High School	40	Tattnall County High School	17
Effingham County High School	34	Windsor Forest High School	17
Collins Hill High School	33	Colquitt County High School	16
Lassiter High School	31	Dublin High School	16
Brookwood High School	29	Etowah High School	16
Chattahoochee High School	29	Appling County High School	15
Southeast Bulloch High School	29	Benedictine Military School	15
Shiloh High School	27	Lithonia High School	15
Camden County High School	26	Savannah Christian School	15
Southwest Dekalb High School	26	Eagles Landing High School	14
Walton High School	26	Jenkins County High School	14
Vidalia High School	25	Lakeside High School-Atlanta	14
Bradwell Institute	24	Liberty County High School	14
Meachern High School	24	Oconee County High School	14
Fayette County High School	22	Warner Robins High School	14
Milton High School	22	Lakeside High School-Evans	13
Wayne County High School	22	Marietta High School	13
Centennial High School	21	Norcross High School	13
Herschel Jenkins High School	21	Rockdale County High School	13
Houston County High School	21	South Cobb High School	13
Mcintosh High School	21	South Effingham High School	13
North Cobb High School	21	Stone Mountain High School	13
Richmond Hill High School	21	Alan C Pope High School	12
Roswell High School	21	Burke County Comprehensive Hs	12
Westside High School	21	Calvary Baptist Day School	12
Duluth High School	20	Claxton High School	12
Evans High School	20	Dunwoody High School	12
Redan High School	20	Greenbrier High School	12
Central Gwinnett High School	19	Sprayberry High School	12
Glynn Academy	19	Tucker High School	12
Ware County High School	19	Cartersville High School	11
Riverdale High School	18	Henry County High School	11
Washington County High School	18	Toombs County High School	11
Berkmar High School	17		
Brunswick High School	17		

**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 Transfer Students, Fall Terms

Institution	1995	1996	1997	1998	1999	2000
<b>University System of Georgia Four Year Institutions</b>						
Albany State University	3	3	1	1	1	4
Armstrong Atlantic State University	38	40	30	47	36	35
Augusta State University	18	18	20	12	11	12
Clayton College and State University	4	5	2	0	8	5
Columbus State University	4	5	2	3	4	3
Fort Valley State University	4	1	0	2	4	4
Georgia College and State University	10	8	5	8	7	16
Georgia Institute of Technology	2	1	8	4	4	4
Georgia Southwestern State University	3	2	4	2	3	5
Georgia State University	5	4	7	7	8	10
Kennesaw State University	6	15	10	12	7	12
North Georgia College and State University	1	2	6	2	0	2
Savannah State University	11	10	5	9	5	6
Southern Polytechnic State University	2	4	1	2	1	3
State University of West Georgia	5	9	6	3	3	11
University of Georgia	14	18	16	13	21	14
Valdosta State University	19	16	14	20	17	20
<b>University System of Georgia Two Year Institutions</b>						
Abraham Baldwin Agricultural College	20	19	17	11	15	25
Atlanta Metropolitan College	1	0	1	1	0	0
Bainbridge College	9	4	2	3	2	5
Coastal Georgia Community College	18	16	13	20	24	21
Dalton State College	9	3	2	4	3	0
Darton College	14	20	7	11	8	18
East Georgia College	43	36	42	74	82	89
Floyd College	5	8	3	5	3	3
Gainesville College	4	4	1	7	9	7
Georgia Perimeter College	16	18	12	32	22	31
Gordon College	10	9	7	6	17	8
Macon State College	15	13	11	11	8	18
Middle Georgia College	43	41	39	34	39	52
South Georgia College	15	14	18	19	26	15
Waycross College	7	11	12	11	21	13
<b>Department of Technical and Adult Education Colleges</b>						
All Combined	0	0	3	4	5	4
<b>Private Institutions in Georgia</b>						
	76	78	80	68	78	92
<b>Out of State Institutions</b>						
	187	152	140	132	136	104
<b>Total</b>	<b>641</b>	<b>607</b>	<b>547</b>	<b>600</b>	<b>638</b>	<b>671</b>

Note : These totals may not agree with page 24, Fall Term Growth History, New Transfers because these totals include some from the other category on that page. Also, these totals do not include Georgia Southern University Students who become Post Baccalaureate Students. The Regents Semester Enrollment Report counts them as transfers.

Source : Student Information Reporting System

# Enrollment by Country of Citizenship, Fall 2000

Country	U/G	G	Total	Country	U/G	G	Total
Argentina	0	1	1	Jordan	0	2	2
Aruba	1	0	1	Kenya	4	0	4
Australia	6	0	6	Korea, Republic of (South)	14	2	16
Austria	2	0	2	Lebanon	1	0	1
Bahamas	8	0	8	Liberia	3	0	3
Bangladesh	8	0	8	Macedonia	1	0	1
Barbados	1	0	1	Malaysia	4	0	4
Belize	1	0	1	Mexico	4	0	4
Bolivia	1	0	1	Namibia	1	0	1
Brazil	1	3	4	Netherlands	1	1	2
Bulgaria	1	1	2	Netherlands Antilles	0	1	1
Canada	22	2	24	New Zealand	0	1	1
China	4	18	22	Nigeria	17	2	19
Colombia	3	3	6	Norway	2	0	2
Cote D'Ivoire	1	0	1	Pakistan	2	0	2
Czech Republic	1	0	1	Panama	2	1	3
Denmark	2	0	2	Peru	0	5	5
Dominica	1	1	2	Philippines	4	0	4
Dominican Republic	1	0	1	Poland	3	1	4
Ecuador	2	0	2	Romania	1	3	4
Egypt	1	0	1	Somalia	2	0	2
El Salvador	1	1	2	South Africa	5	0	5
Eritrea	2	0	2	Spain	2	0	2
Ethiopia	4	1	5	Sudan	1	0	1
France	0	1	1	Sweden	6	0	6
Gabon	1	0	1	Taiwan	2	0	2
Georgia	2	0	2	Thailand	2	1	3
Germany	7	1	8	Trinidad and Tobago	3	0	3
Ghana	2	0	2	Tunisia	0	1	1
Guyana	2	0	2	Turkey	8	1	9
Haiti	3	0	3	Uganda	1	0	1
Honduras	14	0	14	United Kingdom/Gr Britain	9	1	10
Hong Kong	2	0	2	United States of America	12,383	1,466	13,849
India	9	2	11	Venezuela	6	1	7
Indonesia	2	1	3	Vietnam	5	0	5
Iran	1	0	1	Yugoslavia*	0	1	1
Israel	0	1	1	Zimbabwe	1	0	1
Italy	1	1	2	<b>Total</b>	<b>12,648</b>	<b>1,536</b>	<b>14,184</b>
Jamaica	10	1	11	<i>Number - Non-USA</i>	265	70	335
Japan	17	6	23	<i>Percent - Non-USA</i>	2.1%	4.6%	2.4%

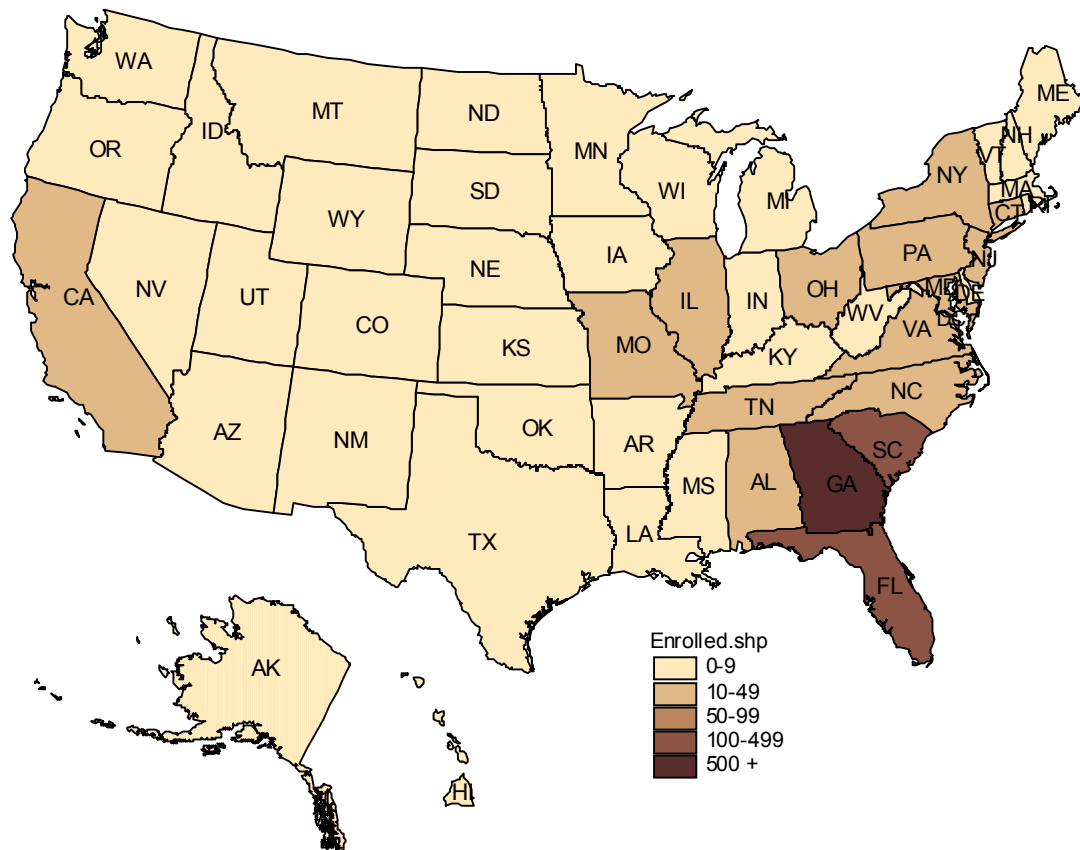
**KEY :** U/G - Undergraduates, G - Graduates

\* Former Nation of

# Enrollment by State of Residence, Fall 2000

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Alabama	12	0	12	Maine	4	0	4	Pennsylvania	25	7	32
Alaska	1	0	1	Maryland	7	4	11	Rhode Island	0	0	0
Arizona	2	0	2	Massachusetts	4	1	5	South Carolina	116	15	131
Arkansas	3	0	3	Michigan	6	2	8	South Dakota	1	0	1
California	14	4	18	Minnesota	2	0	2	Tennessee	13	3	16
Colorado	4	0	4	Mississippi	1	2	3	Texas	5	4	9
Connecticut	9	2	11	Missouri	6	4	10	Utah	2	1	3
Delaware	2	2	4	Montana	0	0	0	Vermont	2	0	2
District of Columbi	2	0	2	Nebraska	0	2	2	Virginia	22	4	26
Florida	162	12	174	Nevada	1	0	1	Virgin Islands	2	0	2
Georgia	11,858	1,352	13,210	New Hampshire	1	0	1	Washington	3	0	3
Hawaii	2	0	2	New Jersey	14	5	19	West Virginia	1	0	1
Idaho	1	0	1	New Mexico	0	0	0	Wisconsin	2	2	4
Illinois	10	3	13	New York	18	6	24	Wyoming	0	0	0
Indiana	2	2	4	North Carolina	12	6	18	Foreign Country	8	11	19
Iowa	1	0	1	North Dakota	0	0	0	None Reported	265	70	335
Kansas	1	0	1	Ohio	10	7	17	<b>Total</b>	<b>12,648</b>	<b>1,536</b>	<b>14,184</b>
Kentucky	4	2	6	Oklahoma	1	0	1				
Louisiana	4	1	5	Oregon	0	0	0				

KEY : U/G - Undergraduates, G - Graduates



Map shows Total Undergraduate and Graduate Enrollment

Source : Student Information Reporting System

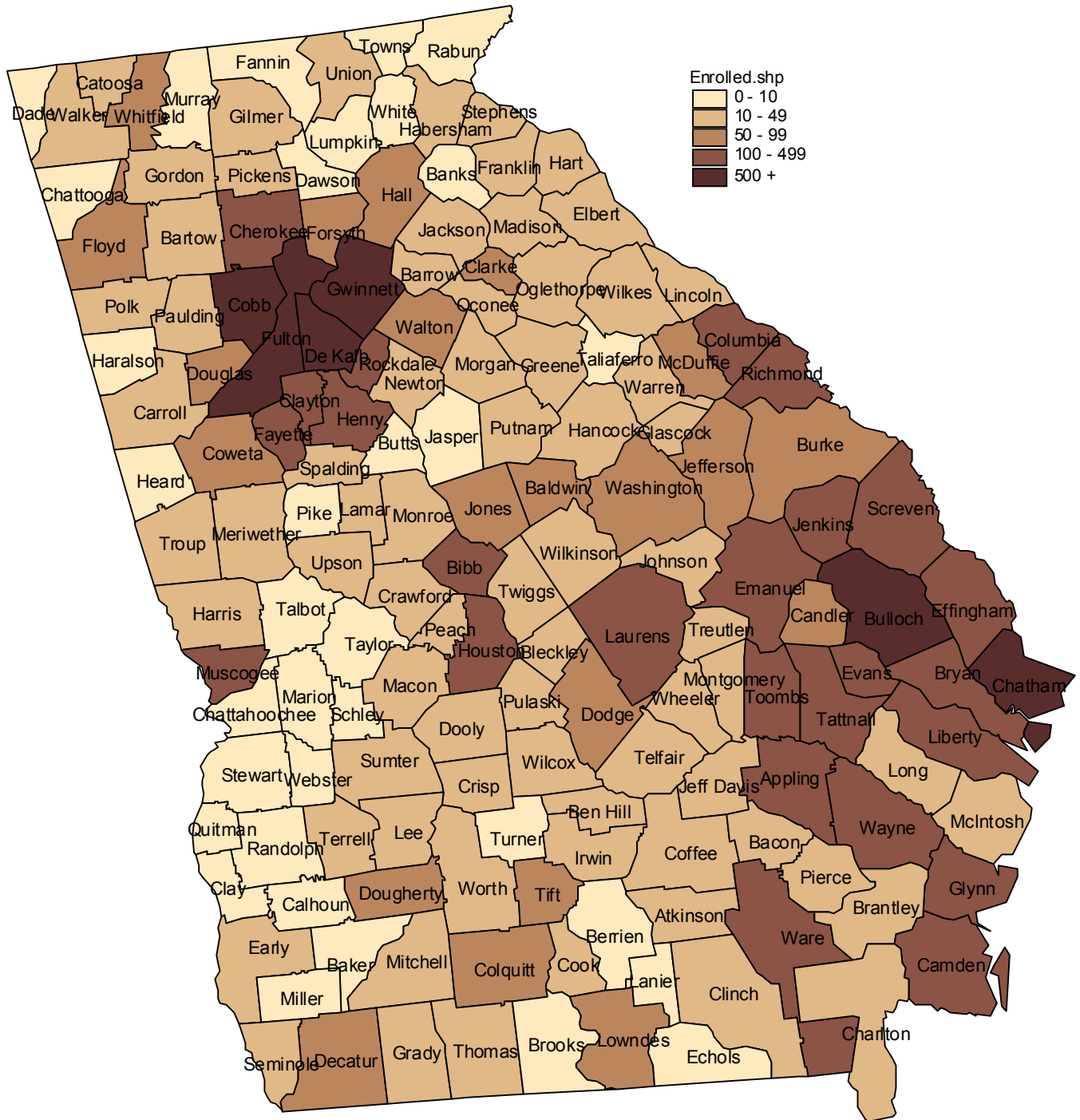
# Enrollment by County of Origin, Fall 2000

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Appling	105	16	121	Fannin	6	2	8	Oglethorpe	18	0	18
Atkinson	14	0	14	Fayette	247	1	248	Paulding	25	0	25
Bacon	21	5	26	Floyd	62	0	62	Peach	31	0	31
Baker	4	0	4	Forsyth	63	0	63	Pickens	11	0	11
Baldwin	52	5	57	Franklin	13	1	14	Pierce	38	7	45
Banks	5	0	5	Fulton	702	7	709	Pike	7	1	8
Barrow	33	0	33	Gilmer	12	0	12	Polk	21	0	21
Bartow	32	1	33	Glascoock	12	2	14	Pulaski	27	4	31
Ben Hill	40	1	41	Glynn	185	91	276	Putnam	22	1	23
Berrien	3	0	3	Gordon	15	2	17	Quitman	0	0	0
Bibb	239	10	249	Grady	15	2	17	Rabun	6	0	6
Bleckley	28	9	37	Greene	20	1	21	Randolph	3	0	3
Brantley	23	8	31	Gwinnett	815	12	827	Richmond	357	31	388
Brooks	8	0	8	Habersham	11	0	11	Rockdale	109	3	112
Bryan	131	22	153	Hall	65	1	66	Schley	5	0	5
Bulloch	826	202	1,028	Hancock	17	2	19	Screven	154	20	174
Burke	60	5	65	Haralson	4	0	4	Seminole	11	0	11
Butts	10	0	10	Harris	15	0	15	Spalding	23	3	26
Calhoun	4	0	4	Hart	13	0	13	Stephens	11	1	12
Camden	87	21	108	Heard	1	0	1	Stewart	2	0	2
Candler	72	20	92	Henry	101	1	102	Sumter	40	2	42
Carroll	34	1	35	Houston	232	8	240	Talbot	0	0	0
Catoosa	30	1	31	Irwin	19	0	19	Taliaferro	4	0	4
Charlton	31	2	33	Jackson	11	1	12	Tattnall	121	20	141
Chatham	577	269	846	Jasper	6	1	7	Taylor	10	0	10
Chattahoochee	4	0	4	Jeff Davis	38	9	47	Telfair	25	5	30
Chattooga	7	1	8	Jefferson	44	10	54	Terrell	11	0	11
Cherokee	120	2	122	Jenkins	103	10	113	Thomas	41	2	43
Clarke	88	8	96	Johnson	18	5	23	Tift	66	3	69
Clay	1	0	1	Jones	50	1	51	Toombs	166	48	214
Clayton	210	3	213	Lamar	13	0	13	Towns	5	0	5
Clinch	14	2	16	Lanier	5	0	5	Treutlen	39	6	45
Cobb	724	5	729	Laurens	181	26	207	Troup	44	2	46
Coffee	44	5	49	Lee	20	2	22	Turner	8	0	8
Colquitt	49	3	52	Liberty	274	58	332	Twiggs	16	0	16
Columbia	248	27	275	Lincoln	21	1	22	Union	11	0	11
Cook	15	1	16	Long	14	10	24	Upson	20	0	20
Coweta	61	1	62	Lowndes	64	5	69	Walker	39	3	42
Crawford	14	0	14	Lumpkin	9	0	9	Walton	50	0	50
Crisp	47	0	47	Macon	16	2	18	Ware	102	12	114
Dade	2	0	2	Madison	13	1	14	Warren	13	1	14
Dawson	5	0	5	Marion	4	2	6	Washington	85	3	88
Decatur	49	3	52	McDuffie	58	1	59	Wayne	109	28	137
De Kalb	677	7	684	McIntosh	14	12	26	Webster	0	0	0
Dodge	42	13	55	Meriwether	19	1	20	Wheeler	17	4	21
Dooly	18	1	19	Miller	5	0	5	White	5	1	6
Dougherty	89	4	93	Mitchell	26	4	30	Whitfield	63	0	63
Douglas	74	1	75	Monroe	42	0	42	Wilcox	13	1	14
Early	12	0	12	Montgomery	36	5	41	Wilkes	27	1	28
Echols	0	1	1	Morgan	15	1	16	Wilkinson	10	3	13
Effingham	248	55	303	Murray	4	0	4	Worth	25	3	28
Elbert	22	0	22	Muscogee	115	3	118	Out of State	980	220	1,200
Emanuel	170	42	212	Newton	41	0	41	<b>Total</b>	<b>12,648</b>	<b>1,536</b>	<b>14,184</b>
Evans	121	10	131	Oconee	34	0	34				

KEY : U/G - Undergraduates, G - Graduates

Source : Student Information Reporting System

# Map of Enrollment by County of Origin, Fall 2000

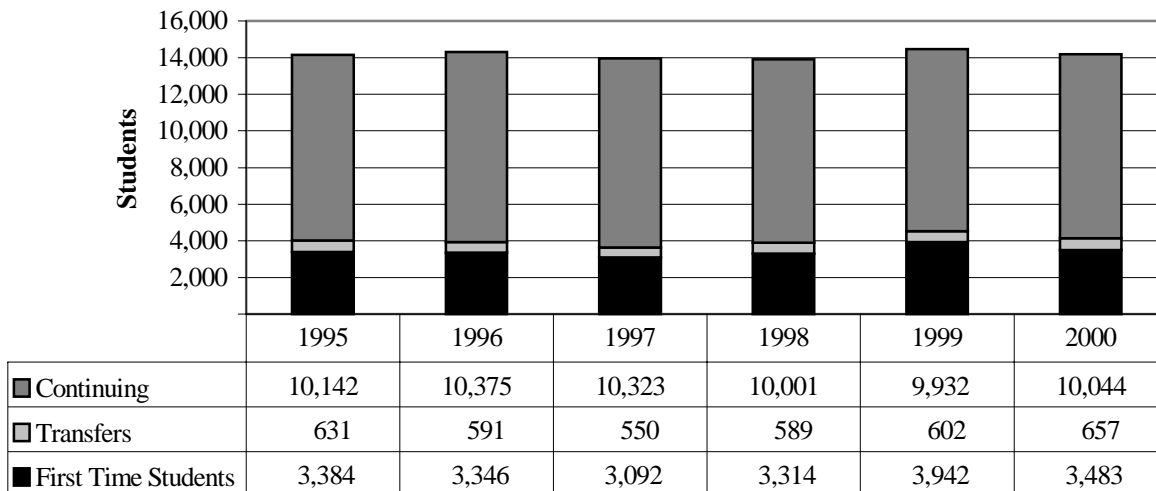


Map shows Total Undergraduate and Graduate Enrollment

# Fall Term Growth History

	1995	1996	1997	1998 <sup>1</sup>	1999	2000
<b>First Time Students</b>						
Beginning Freshman	3,098	3,052	2,488	2,842	3,243	2,829
Graduate Level	165	211	467	244	366	338
Other Undergraduate <sup>2</sup>	121	83	137	228	333	316
<b>Total</b>	<b>3,384</b>	<b>3,346</b>	<b>3,092</b>	<b>3,314</b>	<b>3,942</b>	<b>3,483</b>
<i>Difference Between Terms</i>	-1.1%	-7.6%	7.2%	18.9%	-11.6%	
<b>New Transfers</b>						
Freshman	212	193	174	188	211	201
Sophomore	232	244	219	213	206	211
Junior	170	139	142	165	156	200
Senior	17	15	15	23	29	45
<b>Total</b>	<b>631</b>	<b>591</b>	<b>550</b>	<b>589</b>	<b>602</b>	<b>657</b>
<i>Difference Between Terms</i>	-6.3%	-6.9%	7.1%	2.2%	9.1%	
<b>Continuing Students</b>	<b>10,142</b>	<b>10,375</b>	<b>10,323</b>	<b>10,001</b>	<b>9,932</b>	<b>10,044</b>
<i>Difference Between Terms</i>	2.3%	-0.5%	-3.1%	-0.7%	1.1%	
<b>Total Enrollment</b>	<b>14,157</b>	<b>14,312</b>	<b>13,965</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>
<i>Difference Between Terms</i>	1.1%	-2.4%	-0.4%	4.1%	-2.0%	

Fall Term Enrollment



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

<sup>2</sup> 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.

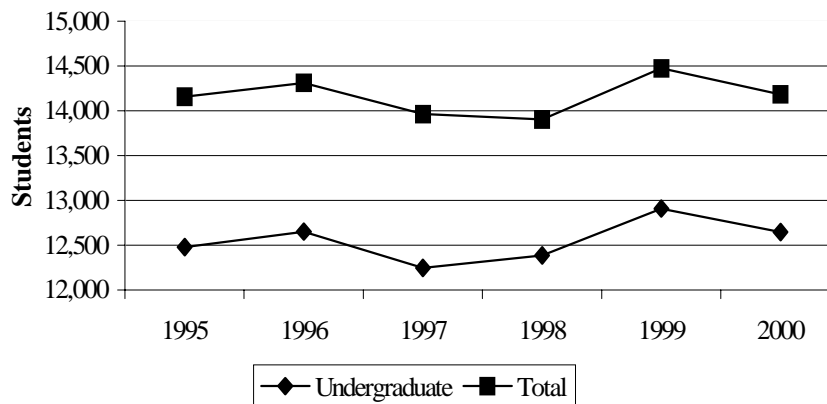


# Head Count Enrollment

## Enrollment by Classification, Fall Terms

Class	1995	1996	1997	1998 <sup>1</sup>	1999	2000
Freshman	5,334	5,392	5,057	4,897	5,652	5,496
Sophomore	2,270	2,422	2,474	2,548	2,289	2,511
Junior	2,025	2,022	2,112	2,190	2,064	1,947
Senior	2,622	2,633	2,458	2,398	2,415	2,251
Graduate	1,680	1,662	1,717	1,518	1,567	1,536
Other Undergraduate <sup>2</sup>	226	181	147	353	489	443
<b>Total</b>	<b>14,157</b>	<b>14,312</b>	<b>13,965</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>

Fall Term Enrollment



Undergraduate in graph includes Other.

## Enrollment by Load Type, Fall Terms

Type	1995	1996	1997	1998 <sup>1</sup>	1999	2000
<b>Undergraduate</b>						
Full Time	11,467	11,674	11,319	11,172	11,602	11,409
Part Time	1,010	976	929	1,214	1,307	1,239
	<b>12,477</b>	<b>12,650</b>	<b>12,248</b>	<b>12,386</b>	<b>12,909</b>	<b>12,648</b>
<b>Graduate</b>						
Full Time	640	172	697	333	351	407
Part Time	1,040	1,490	1,020	1,185	1,216	1,129
	<b>1,680</b>	<b>1,662</b>	<b>1,717</b>	<b>1,518</b>	<b>1,567</b>	<b>1,536</b>
<b>Total</b>	<b>14,157</b>	<b>14,312</b>	<b>13,965</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>

<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

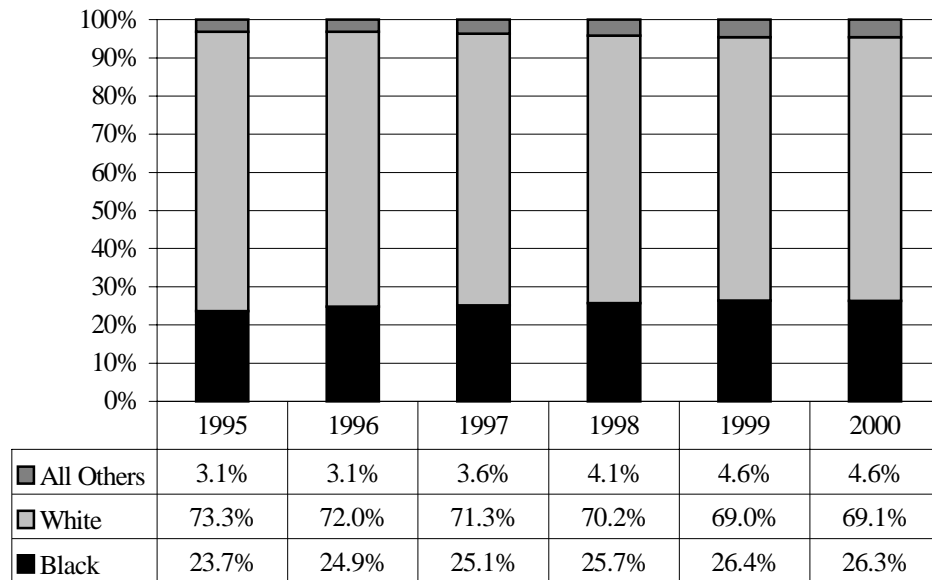
## Equivalent Full Time (EFT) Enrollment, Fall Terms

	1995	1996	1997	1998 <sup>1</sup>	1999	2000
USG Regents EFT	13,086	13,298	12,860	11,713	12,056	11,843

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 Race, Fall Terms

Race	1995		1996		1997		1998 <sup>1</sup>		1999		2000	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
Black	3,351	23.7%	3,561	24.9%	3,509	25.1%	3,572	25.7%	3,820	26.4%	3,736	26.3%
Indian	33	.2%	22	.2%	33	.2%	34	.2%	34	.2%	26	.2%
Asian	222	1.6%	215	1.5%	201	1.4%	219	1.6%	253	1.8%	235	1.7%
Hispanic	144	1.1%	138	1.0%	134	1.0%	164	1.2%	158	1.1%	177	1.3%
Multi-Racial	37	.3%	74	.5%	136	1.0%	154	1.1%	222	1.5%	216	1.5%
White	10,370	73.3%	10,302	72.0%	9,952	71.3%	9,761	70.2%	9,989	69.0%	9,794	69.1%
<b>Total</b>	<b>14,157</b>		<b>14,312</b>		<b>13,965</b>		<b>13,904</b>		<b>14,476</b>		<b>14,184</b>	



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

## Enrollment by Gender, Fall Terms

Gender	1995		1996		1997		1998 <sup>1</sup>		1999		2000	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
Female	7,946	56.1%	7,999	55.9%	7,709	55.2%	7,665	55.1%	7,965	55.0%	7,722	54.4%
Male	6,211	43.9%	6,313	44.1%	6,256	44.8%	6,239	44.9%	6,511	45.0%	6,462	45.6%
<b>Total</b>	<b>14,157</b>		<b>14,312</b>		<b>13,965</b>		<b>13,904</b>		<b>14,476</b>		<b>14,184</b>	

## Enrollment by Age, Fall 2000

Range	Freshman	Sophomore	Junior	Senior	Graduate	Other Undergraduate <sup>2</sup>	Total	
							no.	%
Below 22	5,300	2,148	1,067	352	7	265	<b>9,139</b>	64.4%
22-29	146	299	788	1,724	681	108	<b>3,746</b>	26.4%
30-39	36	39	68	112	442	44	<b>741</b>	5.2%
40-49	11	25	20	52	290	21	<b>419</b>	3.0%
50-59	2	0	3	11	112	2	<b>130</b>	0.9%
60+	1	0	1	0	4	3	<b>9</b>	0.1%
<b>Total</b>	<b>5,496</b>	<b>2,511</b>	<b>1,947</b>	<b>2,251</b>	<b>1,536</b>	<b>443</b>	<b>14,184</b>	

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

Residency Type	1995	1996	1997	1998 <sup>1</sup>	1999	2000
Resident	12,840	13,198	12,785	12,851	13,488	13,327
Non-Resident	1,313	1,109	903	765	682	571
International Student			129	120	105	110
Out-of-State			43	45	64	63
Non-Resident Graduate Student			8	27	32	32
Military			44	51	45	29
University System Employee			17	13	17	16
Public School Teacher			8	3	11	12
Dependent Student			12	15	16	10
Academic Common Market			9	7	7	6
Senior Citizen	4	5	4	4	6	5
Border Student			3	3	3	3
<b>Total</b>	<b>14,157</b>	<b>14,312</b>	<b>13,965</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>

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

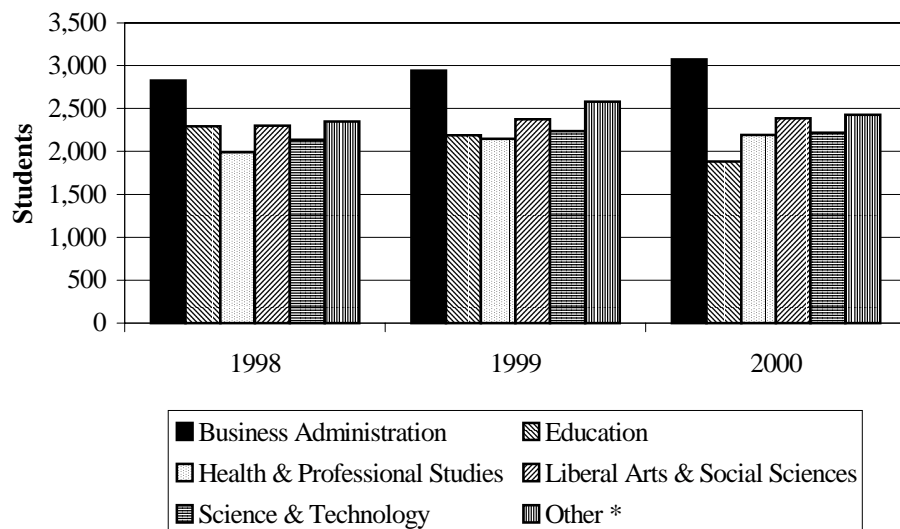
<sup>2</sup> Other Undergraduate—Joint Enrolled, Transients, Post Baccalaureates, and Auditors.

Source : Student Information Reporting System

## Enrollment by College, Fall Terms

	1998 <sup>1</sup>	1999	2000	Fall 2000 % of Total
<b>Undergraduate Students</b>				
Business Administration	2,608	2,684	2,825	22.3%
Education	1,641	1,513	1,209	9.6%
Health & Professional Studies	1,883	2,020	2,052	16.2%
Liberal Arts & Social Sciences	2,149	2,227	2,225	17.6%
Science & Technology	2,066	2,166	2,144	17.0%
VP Academic Affairs <sup>2</sup>	54	78	104	0.8%
Other <sup>3</sup>	1,985	2,221	2,089	16.5%
<b>Total Undergraduate Students</b>	<b>12,386</b>	<b>12,909</b>	<b>12,648</b>	
<b>Graduate Level Students</b>				
Business Administration	220	257	248	16.1%
Education	653	678	673	43.8%
Health & Professional Studies	107	129	142	9.2%
Liberal Arts & Social Sciences	153	148	160	10.4%
Science & Technology	71	71	77	5.0%
Other <sup>4</sup>	314	284	236	15.4%
<b>Total Graduate Level Students</b>	<b>1,518</b>	<b>1,567</b>	<b>1,536</b>	
<b>Total Students</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>	

Enrollment by College



\* Other in graph includes VP Academic Affairs

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

<sup>2</sup> VP Academic Affairs - International Studies, International Trade, and General Studies.

<sup>3</sup> Other - Undeclared, Non-Degree, Joint Enrolled, Transient, Post Baccalaureate, Auditor.

<sup>4</sup> Other - Non-Degree Graduate Level Student.

Source : Student Information Reporting System and GaSoU DataWarehouse Table YSR.

# Credit Hours Production

## Credit Hours Produced by College and Fiscal Year

College	95-96	96-97	97-98	98-99 <sup>1</sup>	99-00	00-01
Business Administration	89,348	89,213	93,786	64,098	70,351	72,257
Education	61,038	59,854	61,658	32,634	27,222	22,691
Health & Professional Studies	73,012	74,679	72,899	47,108	51,683	51,456
Liberal Arts & Social Sciences	221,396	225,224	215,462	121,079	120,408	121,368
Science & Technology	138,106	140,898	142,035	89,580	91,460	90,671
Learning Support <sup>2</sup>	26,640	26,028	19,701	13,926	14,981	10,910
VP Academic Affairs <sup>3</sup>	9,520	9,143	8,517	7,567	10,727	10,680
Military Science <sup>4</sup>	448	511	444	389	302	343
<b>Total</b>	<b>619,508</b>	<b>625,550</b>	<b>614,502</b>	<b>376,382</b>	<b>387,134</b>	<b>380,376</b>

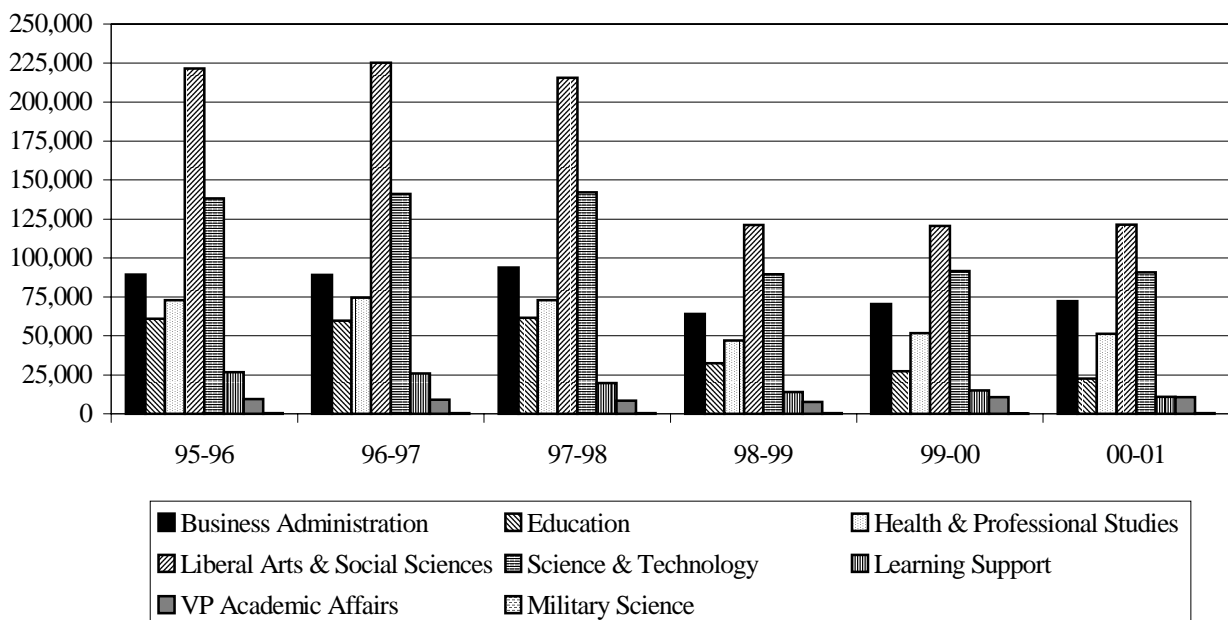
Notes : Numbers from past years were regenerated to include all credit hours and to include Summer quarter/semester.

Numbers for fiscal years 95-96 through 97-98 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.

Summer 1995 does not include 3224 quarter credit hours taught in Savannah.

Credit Hours Produced by College and Fiscal Year



<sup>1</sup> Conversion from quarter to semester system (Fall 1998).

<sup>2</sup> Learning Support Courses, English as a second language classes, and Regents Remediation classes.

<sup>3</sup> Bell Honors, Interdisciplinary Studies, and Freshman Orientation.

<sup>4</sup> 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

	1995	1996	1997	1998 <sup>1</sup>	1999	2000
Lower Division	133,411	137,038	128,752	117,517	124,410	125,317
Upper Division	51,117	51,165	52,643	49,642	47,271	43,511
<b>Undergraduate Level</b>	<b>184,528</b>	<b>188,203</b>	<b>181,395</b>	<b>167,159</b>	<b>171,681</b>	<b>168,828</b>
Graduate Level	11,775	11,348	11,057	7,859	8,277	8,348
<b>Total</b>	<b>196,303</b>	<b>199,551</b>	<b>192,452</b>	<b>175,018</b>	<b>179,958</b>	<b>177,176</b>

Note : Military Science credit hours are not included.

## Credit Hours Produced by College and Level, Fall 2000

College	Lower	Upper	Total U/G	Graduate	Total
Business Administration	15,093	13,622	28,715	1,739	<b>30,454</b>
Education	1,403	4,094	5,497	3,591	<b>9,088</b>
Health & Professional Studies	12,558	9,613	22,171	1,105	<b>23,276</b>
Liberal Arts & Social Sciences	45,777	10,024	55,801	1,259	<b>57,060</b>
Science & Technology	37,367	5,938	43,305	654	<b>43,959</b>
Learning Support <sup>2</sup>	7,356	0	7,356	0	<b>7,356</b>
VP Academic Affairs <sup>3</sup>	5,763	220	5,983	0	<b>5,983</b>
Military Science	122	60	182	0	<b>182</b>
<b>Total</b>	<b>125,439</b>	<b>43,571</b>	<b>169,010</b>	<b>8,348</b>	<b>177,358</b>

## Average Class Size by College and Course Level, Fall 2000

College	Lower	Upper	Graduate
Business Administration	42	25	16
Education	19	17	10
Health & Professional Studies	66	21	9
Liberal Arts & Social Sciences	37	15	5
Science & Technology	41	15	4
Learning Support	18	0	0
VP Academic Affairs	25	7	0
Military Science	9	5	0
<b>Average by Level</b>	<b>35</b>	<b>19</b>	<b>8</b>

**University Wide Average 26**

<sup>1</sup> Conversion from quarter to Semester System (Fall 1998).

<sup>2</sup> Learning Support Courses, English as a second language classes, and Regents Remediation classes.

<sup>3</sup> 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 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](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.

	1991	1992	1993	1994	1995	1996	1997	1998	1999
Entering Cohort	2724	2818	2831	2876	3087	3043	2473	2814	3211
1 <sup>st</sup> Year Retention	69%	69%	70%	68%	70%	72%	73%	70%	74%
2 <sup>nd</sup> Year Retention	51%	49%	52%	50%	54%	53%	53%	54%	
3 <sup>rd</sup> Year Retention	44%	43%	46%	43%	47%	46%	45%		
4 <sup>th</sup> Year Retention	28%	29%	31%	29%	32%	30%			
Graduated <= 4 Years	13%	12%	13%	12%	12%	12%			
Graduated <= 5 Years	31%	29%	33%	28%	32%				
Graduated <= 6 Years	36%	36%	38%	34%					

## 1st Year Retention by Race and Gender Fall 1999 Cohort Returning Fall 2000

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	518	378	<b>896</b>	83	81	<b>164</b>	1,092	1,059	<b>2,151</b>	1,693	1,518	<b>3,211</b>
1 <sup>st</sup> Year Retention	83%	79%	<b>81%</b>	71%	64%	<b>68%</b>	74%	69%	<b>72%</b>	77%	71%	<b>74%</b>

## Graduation Rate by Race and Gender Fall 1994 Cohort

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	552	334	<b>886</b>	38	41	<b>79</b>	928	983	<b>1,911</b>	1,518	1,358	<b>2,876</b>
Graduated <= 4 Years	12%	5%	<b>9%</b>	21%	5%	<b>13%</b>	19%	7%	<b>13%</b>	17%	7%	<b>12%</b>
Graduated <= 5 Years	30%	24%	<b>28%</b>	34%	15%	<b>24%</b>	33%	23%	<b>28%</b>	32%	23%	<b>28%</b>
Graduated <= 6 Years	38%	32%	<b>36%</b>	42%	20%	<b>30%</b>	37%	31%	<b>34%</b>	38%	31%	<b>34%</b>

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

Institution	Enrollment - Fall Semester			EFT - Fall Semester			% Full Time Enrollment Fall 2000
	2000	1999	% diff.	2000	1999	% diff.	
Georgia Institute of Technology	14,805	14,074	5.2	14,122	13,477	4.8	89.4
Georgia State University	23,625	23,410	0.9	16,277	15,842	2.7	56.0
Medical College of Georgia	2,380	2,409	-1.2	3,077	3,116	-1.3	93.7
University of Georgia	31,288	30,912	1.2	26,411	26,482	-0.3	85.2
<b>Universities</b>	<b>72,098</b>	<b>70,805</b>	<b>1.8</b>	<b>59,887</b>	<b>58,917</b>	<b>1.6</b>	<b>76.8</b>
Georgia Southern University	14,184	14,476	-2.0	11,843	12,056	-1.8	83.3
Valdosta State University	8,792	8,729	0.7	6,875	6,920	-0.7	69.5
<b>Regional Universities</b>	<b>22,976</b>	<b>23,205</b>	<b>-1.0</b>	<b>18,718</b>	<b>18,976</b>	<b>-1.4</b>	<b>78.0</b>
Albany State University	3,525	3,356	5.0	2,777	2,611	6.4	75.5
Armstrong Atlantic State University	5,444	5,668	-4.0	3,720	3,835	-3.0	54.2
Augusta State University	5,090	5,405	-5.8	3,553	3,763	-5.6	57.7
Clayton College & State University	4,456	4,449	0.2	2,865	2,834	1.1	43.4
Columbus State University	5,191	4,911	5.7	3,747	3,429	9.3	58.6
Fort Valley State University	2,561	2,658	-3.6	2,093	2,182	-4.1	79.2
Georgia College & State University	5,090	5,027	1.3	3,812	3,682	3.5	66.2
Georgia Southwestern State University	2,622	2,569	2.1	1,857	1,820	2.0	59.5
Kennesaw State University	13,373	13,158	1.6	8,997	8,863	1.5	53.2
North Georgia College & State University	3,627	3,525	2.9	3,016	2,922	3.2	77.1
Savannah State University	2,166	2,153	0.6	1,728	1,713	0.9	72.0
Southern Polytechnic State University	3,548	3,631	-2.3	2,476	2,506	-1.2	54.2
State University of West Georgia	8,966	8,670	3.4	6,645	6,355	4.6	69.0
<b>State Universities</b>	<b>65,659</b>	<b>65,180</b>	<b>0.7</b>	<b>47,286</b>	<b>46,515</b>	<b>1.7</b>	<b>61.0</b>
Dalton State College	3,139	3,051	2.9	1,841	1,839	0.1	39.0
Macon State College	4,116	3,742	10.0	2,443	2,150	13.6	36.5
<b>State Colleges</b>	<b>7,255</b>	<b>6,793</b>	<b>6.8</b>	<b>4,284</b>	<b>3,989</b>	<b>7.4</b>	<b>37.6</b>
Abraham Baldwin Agricultural College	2,630	2,609	0.8	1,920	1,898	1.2	62.5
Atlanta Metropolitan College	1,901	1,887	0.7	1,186	1,211	-2.1	39.5
Bainbridge College	1,316	1,279	2.9	745	719	3.6	32.4
Coastal Georgia Community College	1,912	1,999	-4.4	1,059	1,092	-3.0	29.2
Darton College	2,805	2,674	4.9	1,839	1,698	8.3	43.9
East Georgia College	1,313	1,310	0.2	908	826	9.9	62.5
Floyd College	2,090	2,039	2.5	1,411	1,356	4.1	53.4
Gainesville College	3,256	3,036	7.2	2,153	1,987	8.4	50.5
Georgia Perimeter College	13,708	14,091	-2.7	8,438	8,295	1.7	39.7
Gordon College	2,890	2,758	4.8	2,268	2,085	8.8	67.3
Middle Georgia College	1,941	2,064	-6.0	1,481	1,502	-1.4	64.9
South Georgia College	1,267	1,226	3.3	846	831	1.8	49.6
Waycross College	861	851	1.2	512	524	-2.3	41.2
<b>Two-Year Colleges</b>	<b>37,890</b>	<b>37,823</b>	<b>0.2</b>	<b>24,766</b>	<b>24,024</b>	<b>3.1</b>	<b>47.0</b>
<b>University System Totals</b>	<b>205,878</b>	<b>203,806</b>	<b>1.0</b>	<b>154,941</b>	<b>152,421</b>	<b>1.7</b>	<b>65.0</b>

Source : USG Semester Enrollment Report—Fall 2000



## Enrollment by Class Level, Fall 2000

Institution	Joint Enrolled	Freshman	Sophomore	Junior	Senior	Graduate	Other	Total
Georgia Institute of Technology	12	3,033	2,545	2,295	2,735	4,060	125	14,805
Georgia State University	46	4,134	2,961	3,368	5,200	6,583	1,333	23,625
Medical College of Georgia			260	327	21	383	1,389	2,380
University of Georgia	9	5,950	5,571	5,995	6,283	5,709	1,771	31,288
<b>Research Universities</b>	<b>67</b>	<b>13,117</b>	<b>11,337</b>	<b>11,985</b>	<b>14,239</b>	<b>16,735</b>	<b>4,618</b>	<b>72,098</b>
Georgia Southern University	97	5,496	2,511	1,947	2,251	1,536	346	14,184
Valdosta State University	29	2,270	1,539	1,584	1,954	1,310	106	8,792
<b>Regional Universities</b>	<b>126</b>	<b>7,766</b>	<b>4,050</b>	<b>3,531</b>	<b>4,205</b>	<b>2,846</b>	<b>452</b>	<b>22,976</b>
Albany State University	4	1,384	624	446	586	396	85	3,525
Armstrong Atlantic State University	69	1,849	976	729	1,027	456	338	5,444
Augusta State University	57	1,800	911	751	846	630	95	5,090
Clayton College & State University	32	1,770	1,035	773	790		56	4,456
Columbus State University	24	1,730	902	768	1,013	737	17	5,191
Fort Valley State University	2	882	404	396	484	349	44	2,561
Georgia College & State University	73	1,407	795	738	939	1,114	24	5,090
Georgia Southwestern State University	46	615	376	395	489	641	60	2,622
Kennesaw State University	155	3,577	2,575	2,357	3,225	1,383	101	13,373
North Georgia College & State University	15	1,115	675	686	709	382	45	3,627
Savannah State University	8	894	384	301	457	96	26	2,166
Southern Polytechnic State University	14	779	631	575	909	603	37	3,548
State University of West Georgia	92	3,165	1,423	1,086	1,287	1,850	63	8,966
<b>State Universities</b>	<b>591</b>	<b>20,967</b>	<b>11,711</b>	<b>10,001</b>	<b>12,761</b>	<b>8,637</b>	<b>991</b>	<b>65,659</b>
Dalton State College	24	1,921	710	266	161		57	3,139
Macon State College	83	2,177	819	568	308		161	4,116
<b>State Colleges</b>	<b>107</b>	<b>4,098</b>	<b>1,529</b>	<b>834</b>	<b>469</b>		<b>218</b>	<b>7,255</b>
Abraham Baldwin Agricultural College	47	1,673	891				19	2,630
Atlanta Metropolitan College	4	1,392	460				45	1,901
Bainbridge College	73	750	323				170	1,316
Coastal Georgia Community College	34	1,162	536				180	1,912
Darton College	71	1,709	961				64	2,805
East Georgia College	46	997	167				103	1,313
Floyd College	90	1,424	545				31	2,090
Gainesville College	131	2,021	1,005				99	3,256
Georgia Perimeter College	915	8,197	4,191				405	13,708
Gordon College	92	2,008	772				18	2,890
Middle Georgia College	114	1,243	566				18	1,941
South Georgia College	14	685	357				211	1,267
Waycross College	17	467	208				169	861
<b>Two-Year Colleges</b>	<b>1,648</b>	<b>23,728</b>	<b>10,982</b>				<b>1,532</b>	<b>37,890</b>
<b>University System Totals</b>	<b>2,539</b>	<b>69,676</b>	<b>39,609</b>	<b>26,351</b>	<b>31,674</b>	<b>28,218</b>	<b>4,923</b>	<b>205,878</b>

Source : USG Semester Enrollment Report—Fall 2000

## Credit Hours Produced Annually, Fiscal Year

Institution	1994	1995	1996	1997	1998	% of System
						Total (FY1998)
Georgia Institute of Technology	626,095	623,901	624,048	604,360	628,254	7.5
Georgia State University	857,699	869,198	882,151	864,946	938,127	11.2
Medical College of Georgia	176,762	176,908	171,806	172,106	168,273	2.0
University of Georgia	1,251,223	1,291,772	1,320,858	1,276,112	1,309,920	15.6
Georgia Southern University	608,605	602,173	619,184	625,012	641,178	7.3
Valdosta State University	374,149	395,131	408,604	410,831	424,004	5.0
Albany State University	146,360	141,869	144,346	150,667	153,643	1.8
Armstrong Atlantic State University	195,878	198,254	207,082	216,019	220,220	2.6
Augusta State University	210,730	214,763	218,150	215,447	215,664	2.6
Clayton College & State University	150,506	164,422	170,925	156,386	161,929	1.9
Columbus State University	213,112	217,218	215,821	218,668	223,211	2.7
Fort Valley State University	128,345	134,050	139,665	147,908	133,201	1.6
Georgia College & State University	223,298	225,523	229,601	226,400	233,015	2.8
Georgia Southwestern State University	108,509	107,850	108,002	105,189	105,622	1.3
Kennesaw State University	428,044	422,443	437,179	461,963	497,711	5.9
North Georgia College & State Univ.	129,576	128,467	132,808	142,456	150,531	1.8
Savannah State University	138,350	142,154	138,209	125,586	123,063	1.5
Southern Polytechnic State University	154,137	152,585	146,683	150,988	154,941	1.8
State University of West Georgia	307,752	321,568	335,755	332,456	340,315	4.1
Dalton State College	98,897	98,646	101,804	98,745	104,861	1.2
Macon State College	148,822	133,249	119,630	119,955	121,256	1.4
Abraham Baldwin Agric. College	107,040	104,067	97,213	98,397	108,245	1.3
Atlanta Metropolitan College	70,391	69,595	71,537	78,089	79,046	0.9
Bainbridge College	36,783	38,036	40,762	37,543	37,381	0.4
Coastal Georgia Community College	67,267	64,392	59,816	60,000	61,140	0.7
Darton College	94,949	96,536	93,274	88,051	91,577	1.1
East Georgia College	29,125	28,981	31,111	34,348	35,319	0.4
Floyd College	98,307	96,669	102,708	99,201	94,351	1.1
Gainesville College	102,270	102,117	100,579	93,774	99,564	1.2
Georgia Perimeter College	532,314	525,420	526,042	516,621	529,780	6.3
Gordon College	84,367	80,412	81,123	80,304	88,692	1.1
Middle Georgia College	75,965	79,555	75,429	76,209	77,378	0.9
South Georgia College	52,449	49,239	42,345	42,124	43,430	0.5
Waycross College	28,608	29,880	29,952	29,308	30,360	0.4
Lower Division	4,962,663	4,964,730	5,007,705	4,931,815	5,100,669	60.7
Upper Division	2,082,091	2,118,206	2,144,888	2,131,231	2,161,919	25.7
Graduate/Professional	1,011,933	1,044,108	1,071,611	1,093,122	1,135,614	13.5

Source : University System of Georgia Information Digest, Annual Summary FY 1994—1998

# Georgia Southern University Accreditations

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

## College of Business Administration

Undergraduate & Graduate	American Assembly of Collegiate Schools of Business
Accounting	American Assembly of Collegiate Schools of Business

## College of Education

Undergraduate & Graduate	National Council for Accreditation of Teacher Education Georgia Professional Standards Commission
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## College of Health and Professional Studies

Interior Design	Foundation for Interior Design, Education and Research
Nursing (Undergraduate & Graduate)	National League for Nursing Georgia Board of Nursing Commission on Collegiate Nursing Education
Nutrition & Food Science (Clinical Dietetics)	The American Dietetic Association
Recreation (Community Leisure Services, Natural and Cultural Resources, Therapeutic Recreation, and Tourism and Commercial Recreation)	National Recreation & Park Association American Association for Leisure & Recreation Council on Accreditation
Sport Management (Undergraduate & Graduate)	North American Society for Sport Management National Association for Sport & Physical Education

## College of Liberal Arts and Social Sciences

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

## Allen E. Paulson College of Science and Technology

Building Construction and Contracting	American Council for Construction Education
Chemistry	American Chemical Society
Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Computer Science	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Industrial Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Industrial Technology (Applied Science, Manufacturing, and Printing Management)	National Association of Industrial Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Source : Office of the Provost and Vice President for Academic Affairs—April 30, 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  
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 Sci.  
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

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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

### **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

Physics

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

# Enrollment by College and Degree, Fall Terms

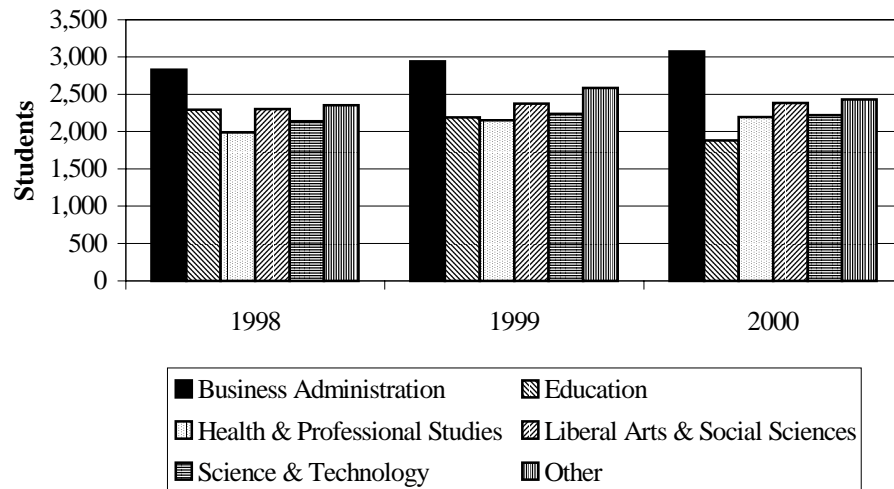
	1998 <sup>1</sup>	1999	2000	Fall 2000 % of Total
<b>College of Business Administration</b>				
Master of Business Adm	195	219	207	
Master of Accounting	25	38	41	
Bachelor of Business Adm	2,601	2,683	2,825	
Bachelor of Arts	7	1	0	
<b>College Total</b>	<b>2,828</b>	<b>2,941</b>	<b>3,073</b>	<b>21.7%</b>
<b>College of Education</b>				
Doctor in Education	118	133	157	
Education Specialist	133	151	124	
Master of Education	402	394	392	
BS in Education	1,641	1,513	1,209	
<b>College Total</b>	<b>2,294</b>	<b>2,191</b>	<b>1,882</b>	<b>13.3%</b>
<b>College of Health &amp; Professional Studies</b>				
Master of Health Services Administration	1	7	11	
Master of Public Health	1	7	8	
Master of Science	66	78	91	
Master of Science in Nursing	39	37	32	
Bachelor of Science	804	905	977	
BS In Family & Consumer Sci	32	0	0	
BS In Health Science	145	127	89	
Bachelor of Sci in Kinesiology	423	477	435	
BS in Med Technology	33	24	19	
BS in Nursing	444	487	532	
BS in Recreation	2	0	0	
<b>College Total</b>	<b>1,990</b>	<b>2,149</b>	<b>2,194</b>	<b>15.5%</b>
<b>College of Liberal Arts &amp; Social Sciences</b>				
Master of Arts	65	52	59	
Master of Fine Arts	8	10	12	
Master of Music	7	11	11	
Master of Public Adm	46	46	56	
Master of Science	27	29	22	
Bachelor of Arts	625	660	791	
Bachelor of Fine Arts	73	100	131	
Bachelor of Music	109	113	93	
Bachelor of Science	1,064	1,089	935	
BS in Justice Studies	278	265	275	
<b>College Total</b>	<b>2,302</b>	<b>2,375</b>	<b>2,385</b>	<b>16.8%</b>
<b>College of Science &amp; Technology</b>				
Master of Science	56	57	60	
Master of Technology	15	14	17	
Bachelor of Arts	68	58	81	
Bachelor of Applied Science	7	12	7	
Bachelor of Science	824	653	687	
BS in Biology	76	318	384	
BS in Civil Engineer Tech	79	70	49	
Bach of Science in Chemistry	27	71	81	
BS in Construction	208	189	209	
BS in Elec Engineering Tech	100	85	89	
BS in Industrial Eng Tech	25	19	19	

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BS in Manufacturing	35	43	59	
BS in Math	10	6	7	
BS in Mech Engineering Tech	91	74	77	
Bachelor of Science in Physics	9	8	10	
BS in Printing Management	83	73	66	
Regents Engr Transfer Prg	115	106	110	
Two Plus Engineer Transfer	251	287	78	
GTREP/Civil Engineering	0	17	22	
GTREP/Computer Engineering	0	21	47	
Chem/Pre-Pharmacy	48	50	56	
Pre-Forestry	10	6	6	
<b>College Total</b>	<b>2,137</b>	<b>2,237</b>	<b>2,221</b>	<b>15.7%</b>
<b>VP Academic Affairs</b>				
BA in International Studies	19	23	33	
Bachelor of General Studies	23	33	41	
BS in International Trade	12	22	30	
<b>College Total</b>	<b>54</b>	<b>78</b>	<b>104</b>	<b>0.7%</b>
<b>Other - Undergraduate<sup>2</sup></b>				
	1,985	2,221	2,089	
<b>Other - Graduate Level<sup>3</sup></b>				
	314	284	236	
<b>Other - Total</b>	<b>2,299</b>	<b>2,505</b>	<b>2,325</b>	<b>16.4%</b>
<b>Total Enrollment</b>	<b>13,904</b>	<b>14,476</b>	<b>14,184</b>	

Enrollment by College



\* Other in graph includes VP Academic Affairs

<sup>1</sup> Conversion from quarter to Semester system (Fall 1998).

<sup>2</sup> Other Undergraduate—Undeclared, Non-Degree, Joint Enrolled, Post Baccalaureate, and Auditor.

<sup>3</sup> Other Graduate Level—Non-Degree.

Source : Student Information Reporting System

# Degrees Conferred by College & Fiscal Year

	97-98	98-99 <sup>1</sup>	99-00	99-00 % of Total
<b>College of Business Administration</b>				
Master of Accounting	0	7	21	
Master of Business Adm	51	61	57	
Bachelor of Business Adm	465	461	518	
Bachelor of Arts	1	2	0	
<b>College Total</b>	<b>517</b>	<b>531</b>	<b>596</b>	<b>26.4%</b>
<b>College of Education</b>				
Doctor in Education	8	7	17	
Education Specialist	84	53	44	
Master of Science for Teachers	1	0	0	
Master of Education	253	238	175	
BS in Education	322	240	294	
<b>College Total</b>	<b>668</b>	<b>538</b>	<b>530</b>	<b>23.5%</b>
<b>College of Health &amp; Professional Studies</b>				
Master of Public Health	0	0	1	
Master of Science	28	33	27	
Master of Science in Nursing	22	16	1	
BS in Family & Consumer Sci	32	2	0	
BS In Health Science	66	55	40	
Bachelor of Sci in Kinesiology	8	38	55	
BS in Med Technology	0	2	3	
BS in Nursing	87	80	50	
Bachelor of Science	199	206	236	
Bachelor of Science in Recreation	32	0	0	
<b>College Total</b>	<b>474</b>	<b>432</b>	<b>413</b>	<b>18.3%</b>
<b>College of Liberal Arts &amp; Social Sciences</b>				
Master of Arts	12	11	11	
Master of Fine Arts	7	0	2	
Masters in Music	0	0	3	
Master of Public Adm	37	24	19	
Master of Science	11	13	7	
Bachelor of Arts	112	93	103	
Bachelor of Fine Arts	19	19	19	
Bachelor of Music	19	10	20	
Bachelor of Science	234	208	182	
BS in Justice Studies	93	72	72	
<b>College Total</b>	<b>544</b>	<b>450</b>	<b>438</b>	<b>19.4%</b>
<b>College of Science &amp; Technology</b>				
Master of Science	24	16	10	
Master of Technology	3	2	3	
Bachelor of Arts	12	5	6	
Bachelor of Applied Science	1	1	2	
Bachelor of Science	72	38	33	
BS in Biology	50	46	59	
BS in Civil Engineer Tech	12	18	15	
Bach of Science in Chemistry	5	13	18	
BS in Construction	32	36	43	
BS in Elec Engineering Tech	22	11	14	
BS in Industrial Eng Tech	7	10	3	

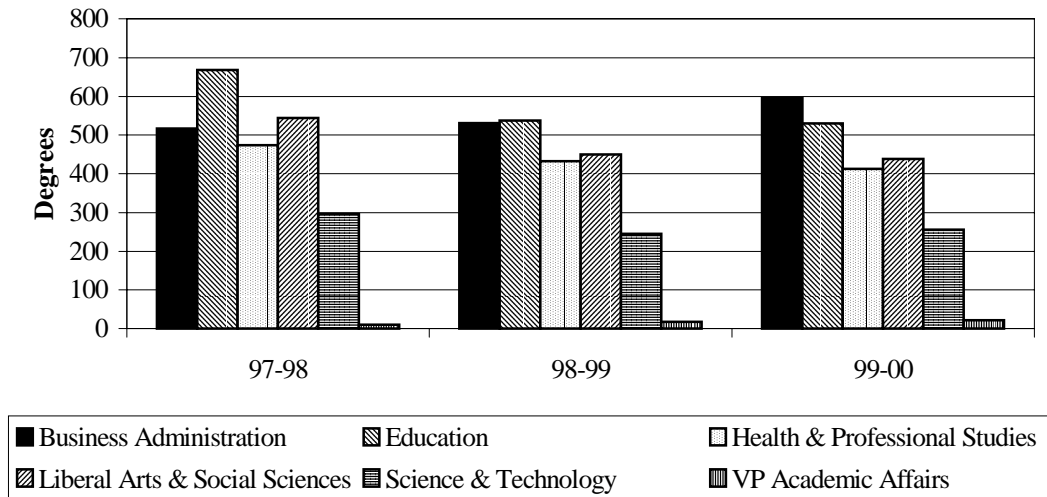
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Bachelor of Science in Mathematics	3	1	1	
Bachelor of Science in Physics	0	1	2	
BS in Printing Management	25	25	24	
BS in Manufacturing	10	9	13	
BS in Mech Engineering Tech	18	13	10	
<b>College Total</b>	<b>296</b>	<b>245</b>	<b>256</b>	<b>11.4%</b>
<b>VP Academic Affairs</b>				
Bachelor of Arts	2	4	3	
Bachelor of General Studies	8	12	17	
Bachelor of Science	0	2	2	
<b>College Total</b>	<b>10</b>	<b>18</b>	<b>22</b>	<b>1.0%</b>
<b>Total Degrees</b>	<b>2,509</b>	<b>2,214</b>	<b>2,255</b>	

**Degrees Conferred by College and Fiscal Year**



<sup>1</sup> Conversion from quarter to Semester system (Fall 1998).

Source : Student Information Reporting System.

# Institutes and Centers

Center Name	Contact Person	Telephone # (912)
Brunswick Center Coastal Community College	Dr. Henry E. Barber	(912) 264-7227
Bureau of Business Research and Economic Development	Dr. Phyllis Isley	(912) 681-0872
Bureau of Public Affairs	Dr. Karen McCurdy	(912) 681-0066
Center for Africana Studies	Dr. Mildred Pate	(912) 681-0641
Center for Biostatistics	Dr. Karl Peace	(912) 486-7198
Center for Economic Education	Dr. Bill Levernier	(912) 681-5161
Center for Educational Leadership and Service	Dr. Robert Martin	(912) 681-5307
Center for Excellence in Banking	Mr. James E. Davis, Jr.	(912) 681-5820
Center for Excellence in Teaching	Dr. Alison Morrison-Shetlar	(912) 681-0049
Center for Global Business	Dr. Cathy Swift	(912) 681-5526
Center for International Studies	Dr. Nancy Shumaker	(912) 681-0332
Center for Irish Studies	Dr. Frederick Sanders	(912) 681-5899
Center for Latino Outreach and Research	Dr. Debra Sabia	(912) 681-5725
Center for Management Development	Dr. Russell Kent	(912) 681-5700
Center for Printability/Runability	Dr. Don Arnel	(912) 681-5167
Center for Retailing Studies	Dr. William Bolen	(912) 681-5336
Center for Rural Health and Research	Dr. Kent Guion	(912) 681-0260
Center for Social Gerontology	Dr. Peggy Hargis	(912) 681-5443
Center for the Study of International Schooling	Dr. Grigory Dmitriyev	(912) 681-5545
Center for Wildlife Education & Lamar Q. Ball Raptor Center	Mr. Steve Hein	(912) 681-0831
Coastal Area Teacher Education Service (CATES)	Ms. Mary Egger	(912) 681-5200
Coastal Georgia Center	Dr. Russell Kent	(912) 651-2005
Continuing Education and Public Services	Ms. Judy Hendrix/ and Ms. Magaret Lee-Jones	(912) 681-5555
Dublin Center	Dr. Catherine Woody	(912) 681-5307
Family Life Center	Dr. Jerri Kropp	(912) 681-5809
Georgia Southern University Botanical Garden	Dr. Sue Sill	(912) 871-1114
Georgia Southern University Museum	Dr. Brent Tharp	(912) 681-5444
Institute of Arthropodology and Parasitology	Dr. James Oliver	(912) 681-5564
The Liberty Center	Ms. Gisella Grant	(912) 681-5564
Small Business Development Center	Mr. Mark Davis	(912) 681-5194
Southeast Center for Assistive Technology	Dr. Mohammad Davoud	(912) 681-5004
Southern Center for Logistics and Intermodal Transportation	Dr. Stephen Rutner	(912) 681-0588

# Student Financial Aid Summary

## 1999—2000 Academic Year

Description	# of Awards	\$ Amount of Awards
<b>Employment Programs</b>		
<i>Federal Work Study and Institutional Work Program</i>	2916	\$ 3,690,176.00
<b>Grant Programs</b>		
<i>Pell, SEOG, Vocational Rehab., and TRIO</i>	5070	\$ 8,811,642.00
<b>Loan Programs</b>		
<i>Perkins, PLUS, Stafford, State Service Cancelable Loans, SEDUCA, Pickett &amp; Hatcher</i>	11801	\$ 35,706,481.00
<b>Federally Funded Academic Scholarships</b>		
<i>ROTC and Robert C. Byrd Honors</i>	54	\$ 102,857.00
<b>State Funded Academic Scholarships</b>		
<i>HOPE, Regents Opportunity, Governors, GSIG, Law Enforcement Personnel Dependents Grant, Public Safety Grant</i>	5698	\$ 11,474,918.00
<b>Georgia Southern University Scholarships</b>		
<i>GaSoU Honors, Bell Honors, Gulfstream Aerospace Scholarship Program, Lettie Pate Whitehead Scholarship Program</i>	237	\$ 224,884.00
<b>Departmental Scholarships</b>		
<i>Institutional Grants &amp; Scholarships less the Georgia Southern University Scholarships listed above</i>	457	\$ 507,981.00
<b>External Grants &amp; Scholarships</b>		
<i>Miscellaneous externally funded scholarships awarded by private sources to individual students—high school, church group, civic group, businesses, etc.</i>	643	\$ 642,281.00
<b>Athletics Scholarships</b>		
<i>Supporting student athletes in men's and women's intercollegiate sports</i>	271	\$ 1,190,778.00
<b>Total Aid for 1999—2000 Academic Year</b>	<b>27147</b>	<b>\$ 62,351,998.00</b>

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.

Source : The Eagle Eye New Student Handbook 2000—2001, page 126—Organizations.

# Career Services Summary by Academic Year

	1995-96	1996-97	1997-98	1998—99	1999—00	2000—01
<b>Career Exploration</b>						
# of appointments	526	431	906	174	400	459
# of programs	274	214	346	245	139	47
# of students attending programs	5301	5594	5768	2063	3375	4244
<b>Cooperative Education</b>						
# of student registrants	543	198	734	341	413	394
# of employer registrants	347	158	576	321	562	250
# of students placed	118	62	159	81	52	58
# of employer sites	82	43	241	166	236	250
<b>Career Fairs</b>						
<b>Career Expo Job Fair</b>						
# of employers	55	65	68	74	73	186
# of students	610	620	470	948	864	1900
<b>Education Career Day</b>						
# of school systems	76	95	80	80	94	186
# of students	220	312	353	353	305	465
<b>Professional</b>						
# of students registered for resume referral service	863	654	682	2141	1308	1288
# of interview schedules	70	83	107	106	124	67
# of employers who conducted on-campus interviews	68	77	95	106	124	67
# of employers requesting resume referral	359	314	373	250	30	80
# of resumes referred	5664	5954	8147	5482	1226	1369
# of new students registered in the Career Services database				583	2215	3100
# of employers registered in database	n/a	n/a	n/a	8036	9651	10014
# of jobs in the database	n/a	n/a	n/a	1059	1860	9093
# of new jobs added	n/a	n/a	n/a	3629	5487	3604

Source : Office of Career Services

# Student Housing, Fall 2000

Residence Hall	Occupancy	Capacity	% Full
Brannen Hall	149	150	99.33%
Cone Hall	152	152	100.00%
Dorman Hall (men only)	252	253	99.60%
Hendricks Hall	145	146	99.32%
Johnson Hall	399	400	99.75%
Kennedy Hall A/B	230	234	98.29%
Kennedy Hall C/D	198	200	99.00%
Olliff Hall (women only)	305	315	96.83%
Sanford Hall	138	140	98.57%
Stratford Hall	126	130	96.92%
Veazy Hall	157	158	99.37%
Watson Hall Commons	62	63	98.41%
Watson Hall Pods	180	180	100.00%
Winburn Hall	255	258	98.84%
<b>Total</b>	<b>2748</b>	<b>2779</b>	<b>98.88%</b>

Source : Office of University Housing

# Alumni Association

## 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 Franklin, *GSU Foundation Chairman*  
Mr. Mike Long, *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*

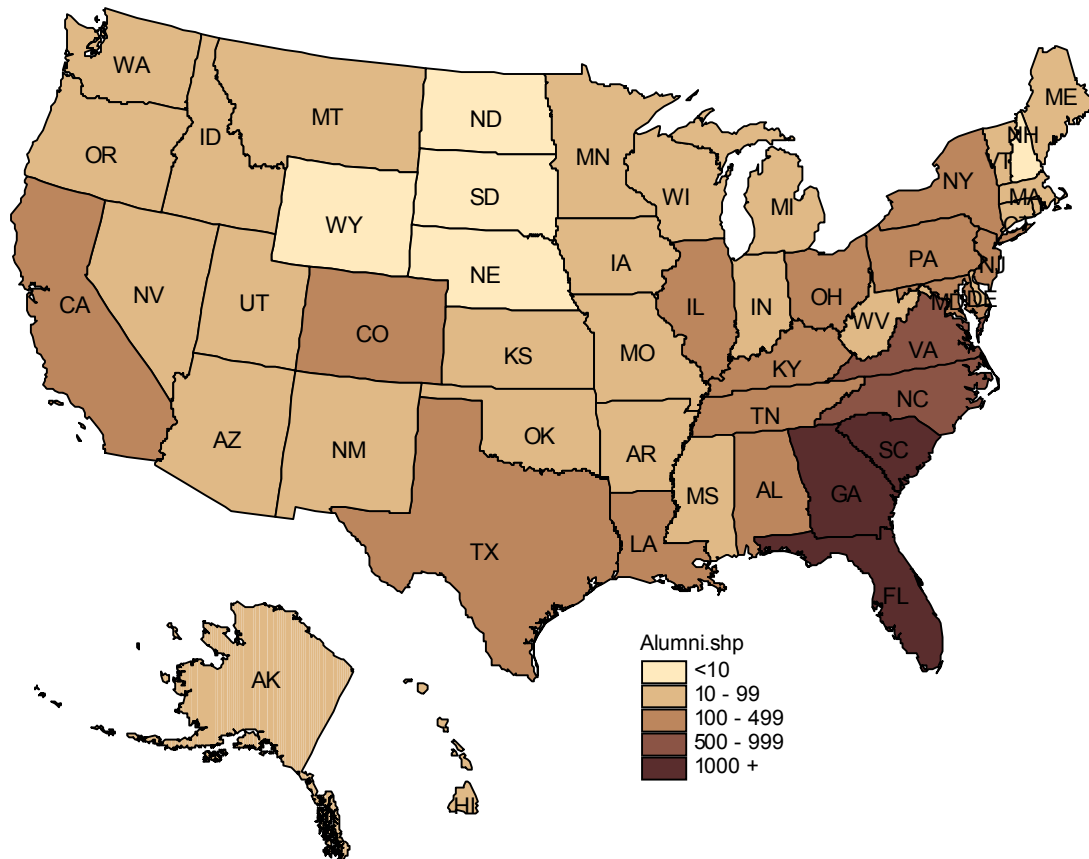
## Eagle Club Presidents

Club	President	Home Phone Number	Work Phone Number
Atlanta	Ritchie Barnett	770-493-8402	770-263-7800
Atlanta BAGS	Lisa Baker	404-629-0592	404-699-9995
Atlanta Northwest	Roger Smith	770-953-4295	800-992-0599
Atlanta Primetime	Margot Dawkins	404-252-1314	404-264-1600
Bulloch County	Billy Gunter	912-871-4500	912-764-6309
Greater Savannah	Laney Claxton	912-927-7814	
Candler County	Larry Hadden	912-685-2040	912-685-6310
Evans County	Wayne Collins	912-739-0538	912-739-3322
Effingham County	Wendel Wilson	912-754-3769	912-754-3012
Emmanuel County	Bill Carmichael	912-237-4526	
Glynn County	Christine Pierce	912-267-7042	912-265-0260
Greater Albany	Jay Harris	912-483-0978	912-436-3324
Greater Athens	Ginger Crosswhite	770-307-1506	770-867-8181
Greater Columbus	Lou Ann Buck	706-327-6514	
Greater Gwinnett	Steve Bain	770-622-1715	678-268-2431
Greater Jacksonville	Jay Marshall	904-230-9300	904-230-9333
Jenkins County	Paula Adams	912-982-1912	912-982-4722
Laurens County	Mike Cummings	912-272-9393	912-272-7600
Liberty County	Esther Griffin	912-368-2575	912-408-2125
Greater Macon	Terry Harvin	912-476-4552	912-476-9700 912-335-3355(cell)
NW GA/ Tennessee Valley	Joe Shuford	706-259-3086	706-275-5802
Oconee Area	Polly Tompkins	912-552-2051	
Houston/Pulaski Counties	Mike Long	912-988-0212	912-929-4171
Greater Augusta	Tammy Shepherd	706-855-0671	
Rockdale/ Newton Counties	Nathan Anderson	770-785-9222	770-938-6366
Screven County	Donald Tootle	912-564-7550	912-564-7836
South Carolina Low Country	Lowell Keene	843-524-7637	843-524-8812
SW GA/Lower Alabama	Wayne Gay	334-673-2911	334-793-0191
Toombs County	Lee/ Rebekah Arnold	912-537-3798	912-537-9851 (Lee)
Wayne County	Johnny/ Paula Puccio	912-427-7885	912-427-7885
National Capital	Chris Ingram	703-534-3185	703-534-3185 703-786-4117
Okefenokee	Mike Woodard	912-287-1747	912-287-2334

Source : Office of Alumni Relations

# Alumni by State

State	#	State	#	State	#
Alabama	456	Maryland	206	Puerto Rico	12
Alaska	20	Massachusetts	80	Rhode Island	12
Arizona	94	Michigan	91	South Carolina	1742
Arkansas	52	Minnesota	31	South Dakota	4
California	304	Mississippi	93	Tennessee	470
Colorado	143	Missouri	92	Texas	504
Connecticut	73	Montana	18	Utah	19
Delaware	20	Nebraska	14	Vermont	15
District of Columbia	33	Nevada	27	Virgin Islands	4
Florida	2,734	New Hampshire	12	Virginia	555
Georgia	39,047	New Jersey	145	Washington	83
Hawaii	22	New Mexico	32	West Virginia	37
Idaho	17	New York	187	Wisconsin	41
Illinois	136	North Carolina	988	Wyoming	8
Indiana	97	North Dakota	5	Foreign Country	5
Iowa	27	Northern Mariana Islands	1	Overseas Military Mail	58
Kansas	50	Ohio	164	<b>Total</b>	<b>49,583</b>
Kentucky	116	Oklahoma	49		
Louisiana	101	Oregon	27		
Maine	19	Pennsylvania	191		



Source : Office of Alumni Relations

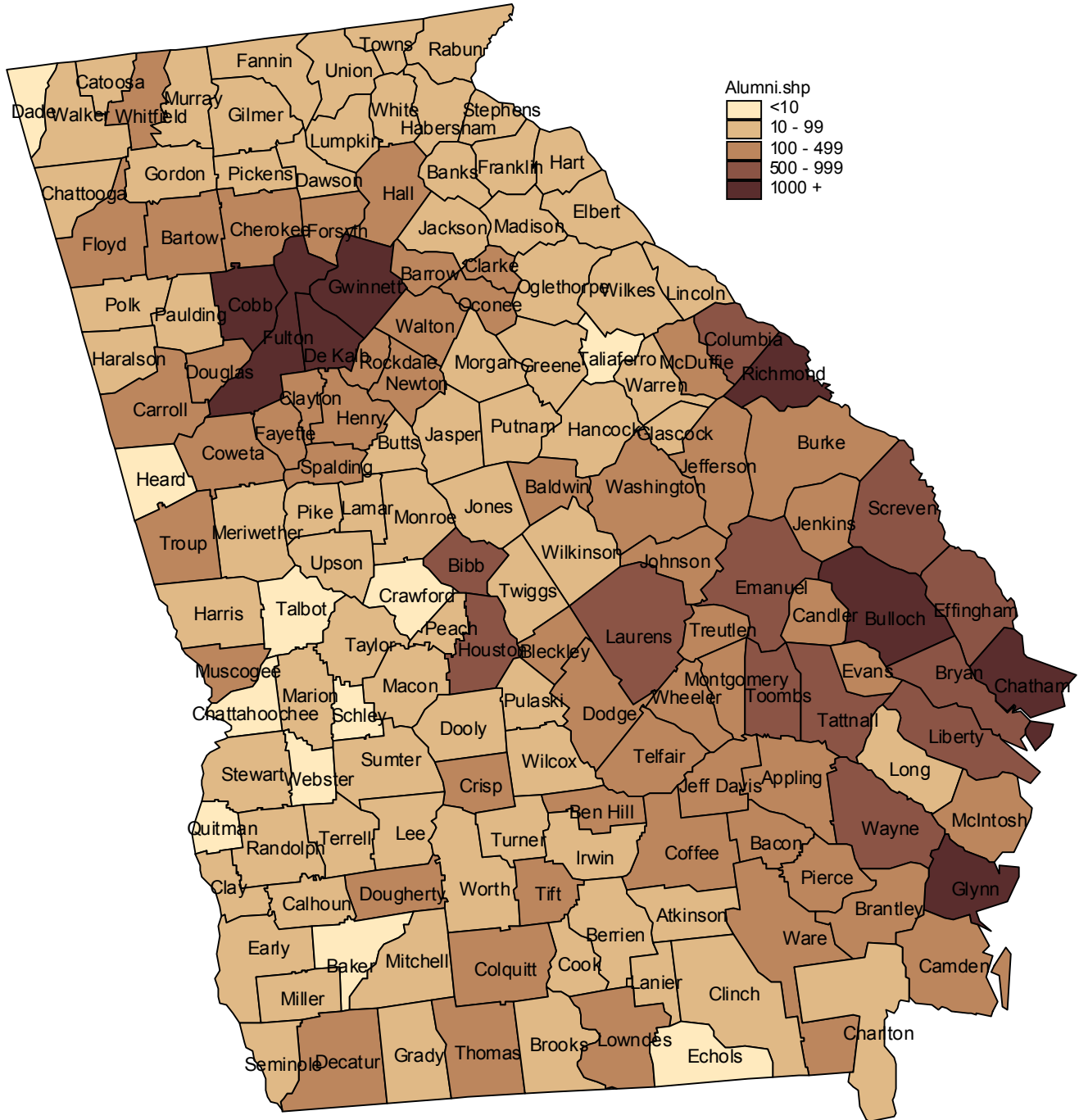


## Alumni by County

County	#	County	#	County	#	County	#
Appling	321	Dade	5	Jefferson	215	Richmond	1223
Atkinson	19	Dawson	38	Jenkins	272	Rockdale	277
Bacon	156	De Kalb	1371	Johnson	124	Schley	8
Baker	6	Decatur	100	Jones	64	Screven	535
Baldwin	194	Dodge	179	Lamar	43	Seminole	24
Banks	16	Dooley	48	Lanier	11	Spalding	156
Barrow	107	Dougherty	350	Laurens	668	Stephens	45
Bartow	108	Douglas	165	Lee	78	Stewart	12
Ben Hill	120	Early	34	Liberty	519	Sumter	86
Berrien	42	Echols	0	Lincoln	63	Talbot	5
Bibb	876	Effingham	774	Long	87	Taliaferro	4
Bleckley	127	Elbert	59	Lowndes	222	Tattnall	607
Brantley	117	Emanuel	767	Lumpkin	28	Taylor	16
Brooks	34	Evans	405	Macon	21	Telfair	187
Bryan	510	Fannin	13	Madison	33	Terrell	24
Bulloch	3,585	Fayette	382	Marion	16	Thomas	183
Burke	247	Floyd	124	McDuffie	146	Tift	195
Butts	44	Forsyth	296	McIntosh	123	Toombs	690
Calhoun	23	Franklin	28	Meriwether	39	Towns	20
Camden	266	Fulton	2306	Miller	17	Treutlen	114
Candler	358	Gilmer	32	Mitchell	65	Troup	150
Carroll	104	Glascok	29	Monroe	92	Turner	41
Catoosa	52	Glynn	1194	Montgomery	146	Twiggs	32
Charlton	66	Gordon	64	Morgan	40	Union	20
Chatham	3,279	Grady	60	Murray	22	Upson	54
Chattahoochee	0	Greene	33	Muscogee	259	Walker	64
Chattooga	15	Gwinnett	2136	Newton	159	Walton	106
Clarke	258	Habersham	68	Oconee	104	Ware	374
Cherokee	442	Hall	295	Oglethorpe	18	Warren	26
Clay	10	Hancock	22	Paulding	84	Washington	178
Clayton	335	Haralson	18	Peach	85	Wayne	574
Clinch	21	Harris	41	Pickens	39	Webster	4
Cobb	1,852	Hart	47	Pierce	191	Wheeler	127
Coffee	315	Heard	8	Pike	39	White	36
Colquitt	154	Henry	384	Polk	39	Whitfield	138
Columbia	583	Houston	709	Pulaski	75	Wilcox	35
Cook	31	Irwin	49	Putnam	58	Wilkes	78
Coweta	254	Jackson	80	Quitman	0	Wilkinson	58
Crawford	7	Jasper	44	Rabun	43	Worth	56
Crisp	115	Jeff Davis	192	Randolph	20	<b>Total</b>	<b>39,047</b>

Source : Office of Alumni Relations

# Map of Alumni by County



Source : Office of Alumni Relations

# Athletics

<b><u>Colors:</u></b>	Georgia Southern Blue & White with Gold trim
<b><u>Mascot:</u></b>	The Eagle (Gus)
<b><u>Affiliation:</u></b>	NCAA Division I; Division I-AA for Football
<b><u>Conference:</u></b>	Southern Conference; Southern States for Swimming
<b><u>Championships &amp; Accomplishments:</u></b>	
<i>Football:</i>	NCAA Division I-AA National Champions 1985, 1986, 1989, 1990, 1999, 2000 Southern Conference Champions 1993, 1997, 1998, 1999, 2000
<i>Men's Basketball:</i>	TAAC Tournament & NCAA Regional Tournament participant 1983, 1987, 1992 TAAC regular season champions 1984-85, 1987-88, 1988-89, 1991-92 NIT Participants 1987-88, 1988-89
<i>Women's Basketball:</i>	Southern Conference Tournament Champions & NCAA Regional Tournament participant 1993, 1994 Southern Conference regular season champions 1993-94, 1997-98, 2000-01 *NSWAC regular season & Tournament Champions 1986-87, 1987-88, 1989-90 AIAW South Region Champions 1981-82
<i>Baseball:</i>	Southern Conference Tournament Champions & NCAA Regional Tournament Participant 1996, 2000 Southern Conference regular season champions 1993, 1996, 1997, 2000 Midwest Regional Champions & College World Series participant 1990 TAAC Champions & NCAA Regional Tournament participant 1980, 1987 TAAC Champions 1980, 1985, 1986, 1987 TAAC Eastern Division Champions 1981, 1984, 1985, 1986, 1987, 1988
<i>Golf:</i>	TAAC Champions 1982, 1983, 1987, 1991 NCAA Championship Participant 1988
<i>Men's Soccer:</i>	TAAC Eastern Division Champions 1990
<i>Men's Swimming:</i>	Southern States Champions 1988-89, 1989-90, 1995-96
<i>Women's Swimming:</i>	Southern States Champions 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, 1995-96
<i>Men's Tennis:</i>	Southern Conference Champions 1994
<i>Women's Tennis:</i>	AIAW South Region Champions 1980, 1981, 1982 Southern Conference Champions 1995, 1996, 1998
<i>Softball:</i>	Southern Conference Champions 1996 Southern Conference Tournament Champions 1999
<i>All Sports:</i>	TAAC All-Sports Trophy 1993, 1985, 1987, 1988, 1989, 1990, 1991

## **Athletic Teams & Coaches:**

Baseball: Rodney Hennon  
Basketball (Men's): Jeff Price  
Basketball (Women's): Rusty Cram  
Cross Country: Todd Lane  
Football: Paul Johnson  
Golf: Larry Mays  
Soccer (Men's): Kevin Chambers  
Soccer (Women's): Tom Norton  
Softball: Kelley Kirkland  
Swimming: Tracy Ljone  
Tennis (Men's): Cathy Beene  
Tennis (Women's): Cathy Beene  
Track & Field: Todd Lane  
Volleyball: Kerry Messersmith

TAAC - Trans America Athletic Conference

\*NSWAC - New South Women's Athletic Conference

Note: The New South Women's Athletic Conference merged with the TAAC Spring 1991

Source : Georgia Southern University Office of Athletic Media Relations

# Faculty Profiles

## All Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN N:	22	14	35	1		29	1	6			22	1	13		36
%:	61.1	38.9	97.2	2.8		80.6	2.8	16.7			61.1	2.8	36.1		
PROF N:	96	31	121	3	3	119		6	2		125	2			127
%:	75.6	24.4	95.3	2.4	2.4	93.7		4.7	1.6		98.4	1.6			
ASOP N:	99	56	144	6	5	140		13	2		143	11	1		155
%:	63.9	36.1	92.9	3.9	3.2	90.3		8.4	1.3		92.3	7.1	0.6		
ASTP N:	104	127	205	17	9	148	9	70	3	1	61	155	15		231
%:	45.0	55.0	88.7	7.4	3.9	64.1	3.9	30.3	1.3	0.4	26.4	67.1	6.5		
INST N:	4	17	19	2			2	19				10	11		21
%:	19.0	81.0	90.5	9.5			9.5	90.5				47.6	52.4		
TEMP N:	45	63	87	5	16	32		74	2			108			108
%:	41.7	58.3	80.6	4.6	14.8	29.6		68.5	1.9			100.0			
PT N:	54	48	95	5	2	29	7	60	4	2	8	2		92	102
%:	52.9	47.1	93.1	4.9	2.0	28.4	6.9	58.8	3.9	2	7.8	2.0		90.2	
FT REG N:	303	231	489	28	17	407	11	168	7	1	329	178	27		534
%:	56.7	43.3	91.6	5.2	3.2	76.2	2.1	31.5	1.3	0.2	61.6	33.3	5.1		
FT TEMP N:	45	63	87	5	16	32		74	2			108			108
%:	41.7	58.3	80.6	4.6	14.8	29.6		68.5	1.9			100.0			
FT TOT N:	348	294	576	33	33	439	11	182	9	1	329	286	27		642
%:	54.2	45.8	89.7	5.1	5.1	68.4	1.7	28.3	1.4	0.2	51.2	44.5	4.2		
*RNKTOT N:	370	308	611	34	33	468	12	188	9	1	351	287	40		678
%:	54.6	45.4	90.1	5.0	4.9	69.0	1.8	27.7	1.3	0.1	51.8	42.3	5.9		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, 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

S - Educ. Spec.

M - Master's

P - Professional

OT—Other

T - Tenured

ON - On tenure-track line

NTT - Non-tenure track line

NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

## New Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN N:	2	1	3			2		1			1	1	1		3
%:	66.7		100.0			66.7		33.3				33.3	33.3		
PROF N:	3		3			3					3				3
%:	100.0		100.0			100.0					100.0				
ASOP N:	2		2			2						2			2
%:	100.0		100.0			100.0						100.0			
ASTP N:	15	14	24	1	4	24		4	1			29			29
%:	51.7	48.3	82.8	3.4	13.8	82.8		13.8	3.4			100.0			
INST N:		2	2					2					2		2
%:		100.0	100.0					100.0					100.0		
TEMP N:	20	30	41	3	6	15		35				50			50
%:	40.0	60.0	82.0	6.0	12.0	30.0		70.0				100.0			
PT N:	15	18	27	4	2	7	3	20	3		1	2		30	33
%:	45.5	54.5	81.8	12.1	6.1	21.2	9.1	60.6	9.1		3.0	6.06		90.9	
FT REG N:	20	16	31	1	4	29		6	1		3	31	2		36
%:	55.6	44.4	86.1	2.8	11.1	80.6		16.7	2.8		8.3	86.1	5.6		
FT TEMP N:	20	30	41	3	6	15		35				50			50
%:	40.0	60.0	82.0	6.0	12.0	30.0		70.0				100.0			
FT TOT N:	40	46	72	4	10	44		41	1		3	81	2		86
%:	46.5	53.5	83.7	4.7	11.6	51.2		47.7	1.2		3.5	94.2	2.3		
*RNK TOT N:	42	47	75	4	10	46		42	1		4	81	3	1	89
%:	47.2	52.8	84.3	4.5	11.2	51.7		47.2	1.1		4.5	91.0	3.4	1.1	

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, 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

S - Educ. Spec.

M - Master's

P - Professional

OT—Other

T - Tenured

ON - On tenure-track line

NTT - Non-tenure track line

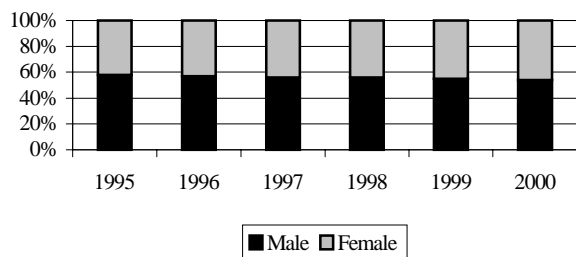
NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

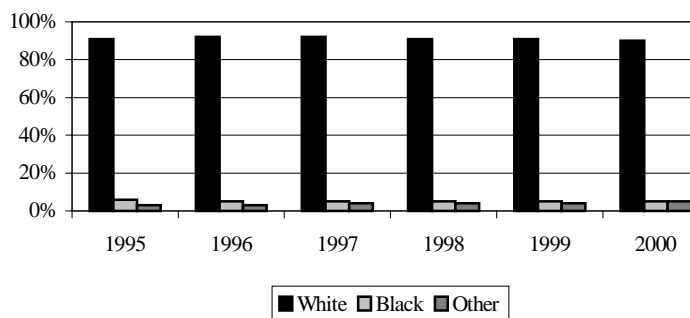
## Full Time Faculty, Fall Semester

		Gender		Ethnic Group			Degree				
		M	F	W	B	AO	D	S	M	P	OT
Fall 1995	N:	363	265	574	37	17	386	13	219	6	4
	%:	58	42	91	6	3	61	2	35	1	1
Fall 1996	N:	361	270	578	33	20	391	13	217	7	3
	%:	57	43	92	5	3	62	2	34	1	<1
Fall 1997	N:	354	275	579	28	22	414	13	188	7	7
	%:	56	44	92	5	4	66	2	30	1	1
Fall 1998	N:	355	278	576	30	27	426	10	185	7	5
	%:	56	44	91	5	4	67	2	29	1	<1
Fall 1999	N:	355	287	582	31	29	431	9	191	9	2
	%:	55	45	91	5	4	67	1	30	1	<1
Fall 2000	N:	348	294	576	33	33	439	11	182	9	1
	%:	54	46	90	5	5	68	2	28	1	<1

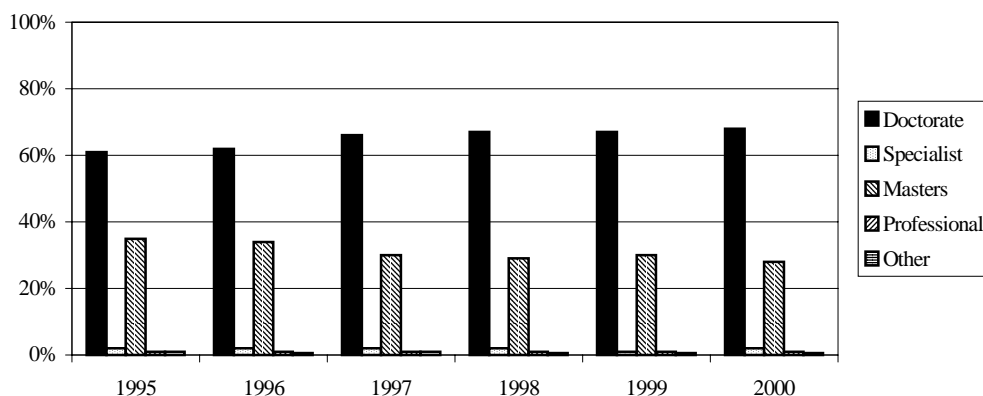
Full Time Faculty by Gender



Full Time Faculty by Race



Full Time Faculty by Highest Degree Attained



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

**CODE KEY**

W - White	D - Doctorate
B - Black/African-American	S - Educ. Spec.
AO - All other (Includes Asian/Pacific Islander, American Indian/Alaskan Native, and Hispanic)	M - Master's
	P - Professional
	OT—Other

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

## Instructional Faculty by Age, Rank, and Tenure as of August 1, 2000

AGE	RANK					TENURE			TOTAL
	PROF	ASOP	ASTP	INST	TEMP	T	ON	NTT	
20 - 29			8		13		21		21
30 - 39	1	23	80	4	42	32	114	4	150
40 - 49	32	69	87	12	33	124	97	12	233
50 - 59	75	53	53	5	19	143	51	11	205
60 +	19	10	3		1	30	3		33
<b>TOTAL</b>	<b>127</b>	<b>155</b>	<b>231</b>	<b>21</b>	<b>108</b>	<b>329</b>	<b>286</b>	<b>27</b>	<b>642</b>
Average Age	53	48	43	46	41	50	41	47	46

## Full Time Instructional Faculty by Gender, Rank, and Tenure Status Academic Year 2000—2001

RANK	MALE			FEMALE			TOTAL
	TENURED	ON-TRACK	NTT	TENURED	ON-TRACK	NTT	
Professor	N: 95	1		30	1		127
	%: 74.8	0.8		23.6	0.8		
Assoc Prof	N: 92	7		51	4	1	155
	%: 59.4	4.5		32.9	2.6	0.6	
Asst Prof	N: 25	76	3	36	79	12	231
	%: 10.8	32.9	1.3	15.6	34.2	5.2	
Instructor	N: 3	1		7	10		21
	%: 14.3	4.8		33.3	47.6		
FT Regular	N: 212	87	4	117	91	23	534
	%: 39.7	16.3	0.7	21.9	17.0	4.3	
FT Temporary	N: 45			63			108
	%: 41.7			58.3			
<b>Grand Total</b>	<b>N: 212</b>	<b>132</b>	<b>4</b>	<b>117</b>	<b>154</b>	<b>23</b>	<b>642</b>
	<b>%: 33.0</b>	<b>20.6</b>	<b>0.6</b>	<b>18.2</b>	<b>24.0</b>	<b>3.6</b>	

**SUMMARY:**

- \* Of the 642 full-time faculty, 348 or 54.2% are male and 294 or 45.8% are female.
- \* Of the 329 tenured faculty, 212 or 64.4% are male and 117 or 35.6% are female.
- \* Of the 178 regular faculty on a tenure track line, 87 or 48.9% are male and 91 or 51.1% are female.
- \* Of the 27 faculty on a non-tenure track line, 4 or 14.8% are male and 23 or 85.2% are female.

*SOURCE: Office of the Provost and Vice President for Academic Affairs  
April 18, 2001*

## Years of Service by Gender and Rank as of August 1, 2000

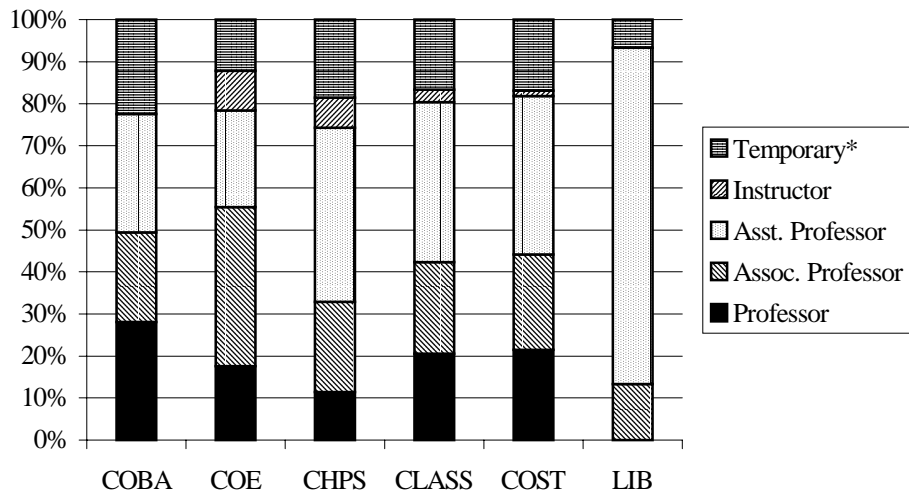
YEARS OF SERVICE	GENDER		RANK					TOT
	M	F	PROF	ASOP	ASTP	INST	TEMP	
0 - 4	131	132	12	14	121	9	107	263
5 - 9	94	78	21	77	65	8	1	172
10 - 14	63	49	39	47	22	4		112
15 - 19	24	20	26	9	9			44
20 - 24	9	11	8	2	10			20
25-29	12	3	8	4	3			15
30+	15	1	13	2	1			16
<b>TOTAL</b>	<b>348</b>	<b>294</b>	<b>127</b>	<b>155</b>	<b>231</b>	<b>21</b>	<b>108</b>	<b>642</b>

\* 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 2000

	COBA	COE	CHPS	CLASS	COST	LIB
Professor	25	13	8	48	33	0
Assoc. Professor	19	28	15	51	35	2
Asst. Professor	25	17	29	89	58	12
Instructor	0	7	5	7	2	0
Temporary*	20	9	13	39	26	1
<b>Total</b>	<b>89</b>	<b>74</b>	<b>70</b>	<b>234</b>	<b>154</b>	<b>15</b>

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



COBA - College of Business Administration, COE - College of Education, CHPS - College of Health & Professional Studies, LIB - Library, CLASS - College of Liberal Arts & Social Sciences, COST - College of Science & Technology  
 Source : Office of the Provost and Vice President for Academic Affairs



# College of Business Administration Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN	N: 3	5	7	1		4		4			4		4		8
	%: 37.5	62.5	87.5	12.5		50.0		50.0			50.0		50.0		
PROF	N: 18	7	25			23			2		25				25
	%: 72.0	28.0	100.0			92.0			8.0		100.0				
ASOP	N: 14	5	19			17		1	1		17	2			19
	%: 73.7	26.3	100.0			89.5		5.3	5.3		89.5	10.5			
ASTP	N: 18	7	24		1	15		9	1		4	21			25
	%: 72.0	28.0	96.0		4.0	60.0		36.0	4.0		16.0	84.0			
INST	N:														0
	%:														
TEMP	N: 8	12	18	1	2	2		16	2			20			20
	%: 40.0	60.0	90.0	5.0	10.0	10.0		80.0	10.0			100.0			
PT	N: 8	1	7	1	1	1		6	2		3			6	9
	%: 88.9	11.1	77.8	11.1	11.1	11.1		66.7	22.2		33.3			66.7	
FT REG	N: 50	19	68		1	55		10	4		46	23			69
	%: 72.5	27.5	98.6		1.4	79.7		14.5	5.8		66.7	33.3			
FT TEMP	N: 8	12	18	1	2	2		16	2			20			20
	%: 40.0	60.0	90.0	5.0	10.0	10.0		80.0	10.0			100.0			
FT TOT	N: 58	31	86	1	3	57		26	6		46	43			89
	%: 65.2	34.8	96.6	1.1	3.4	64.0		29.2	6.7		51.7	48.3			
*RNK TOT	N: 61	36	93	1	3	61		30	6		50	43	4		92
	%: 66.3	39.1	101.1	1.1	3.3	66.3		32.6	6.5		54.3	46.7	4.3		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, 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  
 S - Educ. Spec.  
 M - Master's  
 P - Professional  
 OT—Other

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

SOURCE: Office of the Provost and Vice President for Academic Affairs  
 May 10, 2001

## College of Education Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN	N: 3	3	6			4	1	1			4		2		6
	%: 50.0	50.0	100.0			66.7	16.7	16.7			66.7		33.3		
PROF	N: 10	3	13			13					13				13
	%: 76.9	23.1	100.0			100.0					100.0				
ASOP	N: 12	16	24	3	1	28					26	2			28
	%: 42.9	57.1	85.7	10.7	3.6	100.0					92.9	7.1			
ASTP	N: 4	13	16	1	2	16		1			2	15			17
	%: 23.5	76.5	94.1	5.9	11.8	94.1		5.9			11.8	88.2			
INST	N: 2	5	7				2	5				3	4		7
	%: 28.6	71.4	100.0				28.6	71.4				42.9	57.1		
TEMP	N: 2	7	7		2	4		5				9			9
	%: 22.2	77.8	77.8		22.2	44.4		55.6				100.0			
PT	N: 5	7	13	1		7	5	2						14	14
	%: 35.7	50.0	92.9	7.1		50.0	35.7	14.3						100.0	
FT REG	N: 28	37	60	4	1	57	2	6			41	20	4		65
	%: 43.1	56.9	92.3	6.2	1.5	87.7	3.1	9.2			63.1	30.8	6.2		
FT TEMP	N: 2	7	7		2	4		5				9			9
	%: 22.2	77.8	77.8		22.2	44.4		55.6				100.0			
FT TOT	N: 30	44	67	4	3	61	2	11			41	29	4		74
	%: 40.5	59.5	90.5	5.4	4.1	82.4	2.7	14.9			55.4	39.2	5.4		
*RNK TOT	N: 33	47	73	4	3	65	3	12			45	29	6		80
	%: 41.3	58.8	91.3	5.0	3.8	81.3	3.8	15.0			56.3	36.3	7.5		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

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OT—Other

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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, 2001

# College of Health & Professional Studies Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE			TOT	
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT		NE
+ADMIN N:	1	1	2			2					2				2
%:	50.0	50.0	100.0			100.0					100.0				
PROF N:	3	5	8			8					7	1			8
%:	37.5	62.5	100.0			100.0					87.5	12.5			
ASOP N:	11	4	18	1	1	18		1	1		17	3			20
%:	55.0	20.0	90.0	5.0	5.0	90.0		5.0	5.0		85.0	15.0			
ASTP N:	7	22	26	3		19	2	8			9	20			29
%:	24.1	75.9	89.7	10.3		65.5	6.9	27.6			31.0	69.0			
INST N:	2	3	5					5				3	2		5
%:	40.0	60.0	100.0					100.0				60.0	40.0		
TEMP N:	3	10	10	1	2	2		11				13			13
%:	23.1	76.9	76.9	7.7	15.4	15.4		84.6				100.0			
PT N:	4	6	9	1		2		8			1			9	10
%:	40.0	60.0	90.0	10.0		20.0		80.0						90.0	
FT REG N:	23	39	57	4	1	45	2	14	1		33	27	2		62
%:	37.1	62.9	91.9	6.5	1.6	72.6	3.2	22.6	1.6		53.2	43.5	3.2		
FT TEMP N:	3	10	10	1	2	2		11				13			13
%:	23.1	76.9	76.9	7.7	15.4	15.4		84.6				100.0			
FT TOT N:	26	49	67	5	3	47	2	25	1		33	40	2		75
%:	34.7	65.3	89.3	6.7	4.0	62.7	2.7	33.3	1.3		44.0	53.3	2.7		
*RNK TOT N:	27	50	69	5	3	49	2	25	1		35	40	2		77
%:	35.1	64.9	89.6	6.5	3.9	63.6	2.6	32.5	1.3		45.5	51.9	2.6		

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 OT—Other  
 T - Tenured  
 ON - On tenure-track line  
 NTT - Non-tenure track line  
 NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
 May 10, 2001

# College of Liberal Arts & Social Sciences Faculty, Fall 2000

		SEX		RACE			DEGREE					TENURE				TOT
		M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN	N:	7	3	10			9		1			6		4		10
	%:	70.0	30.0	100.0			90.0		10.0			60.0		40.0		
PROF	N:	36	12	45	3		44		4			47	1			48
	%:	75.0	25.0	93.8	6.3		91.7		8.3			97.9	2.1			
ASOP	N:	29	22	50	1		45		6			48	2	1		51
	%:	56.9	43.1	98.0	2.0		88.2		11.8			94.1	3.9	2.0		
ASTP	N:	41	48	78	7	4	57	1	28	2	1	32	53	4		89
	%:	46.1	53.9	87.6	7.9	4.5	64.0	1.1	31.5	2.2	1.1	36.0	59.6	4.5		
INST	N:		7	5	2				7				4	3		7
	%:		100.0	71.4	28.6				100.0				57.1	42.9		
TEMP	N:	14	25	33	2	4	7		32	2			39			39
	%:	35.9	64.1	84.6	5.1	10.3	17.9		82.1	5.1			100.0			
PT	N:	19	22	38	2	1	8	2	28	2	1		1		40	41
	%:	46.3	53.7	92.7	4.9	2.4	19.5	4.9	68.3	4.9	2.4		2.4		97.6	
FT REG	N:	106	89	178	13	4	146	1	45	2	1	127	60	8		195
	%:	54.4	45.6	91.3	6.7	2.1	74.9	0.5	23.1	1.0	0.5	65.1	30.8	4.1		
FT TEMP	N:	14	25	33	2	4	7		32	2			39			39
	%:	35.9	64.1	84.6	5.1	10.3	17.9		82.1	5.1			100.0			
FT TOT	N:	120	114	211	15	8	153	1	77	2	1	127	99	8		234
	%:	51.3	48.7	90.2	6.4	3.4	65.4	0.4	32.9	0.9	0.4	54.3	42.3	3.4		
*RNK TOT	N:	127	117	221	15	8	162	1	78	2	1	133	99	12		244
	%:	52.0	48.0	90.6	6.1	3.3	66.4	0.4	32.0	0.8	0.4	54.5	40.6	4.9		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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(Includes Asian/Pacific Islander,

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M - Master's

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OT—Other

T - Tenured

ON - On tenure-track line

NTT - Non-tenure track line

NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

# College of Science & Technology Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE			TOT	
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT		NE
+ADMIN	N: 7	1	8			8					5		3		8
	%: 87.5	20.0	100.0			100.0					62.5		37.5		
PROF	N: 29	4	30			3	31		2		33				33
	%: 87.9	12.1	90.9			9.1	93.9		6.1		100.0				
ASOP	N: 32	3	31	1	3	32		3			33	2			35
	%: 91.4	8.6	88.6	2.9	8.6	91.4		8.6			94.3	5.7			
ASTP	N: 28	30	50	4	4	38	5	15			9	38	10		58
	%: 48.3	51.7	86.2	6.9	6.9	65.5	8.6	25.9			15.5	65.5	17.2		
INST	N: 2	2						2					2		2
	%: 100.0	100.0						100.0					100.0		
TEMP	N: 17	9	18	2	6	17		9				26			26
	%: 65.4	34.6	69.2	7.7	23.1	65.4		34.6				100.0			
PT	N: 1	1				1						1			1
	%: 100.0	100.0				100.0						100.0			
FT REG	N: 89	39	113	5	10	101	5	22			75	41	12		128
	%: 69.5	30.5	88.3	3.9	7.8	78.9	3.9	17.2			58.6	32.0	9.4		
FT TEMP	N: 17	9	18	2	6	17		9				26			26
	%: 65.4	34.6	69.2	7.7	23.1	65.4		34.6				100.0			
FT TOT	N: 106	48	131	7	16	118	5	31			75	67	12		154
	%: 68.8	31.2	85.1	4.5	10.4	76.6	3.2	20.1			48.7	43.5	7.8		
*RNK TOT	N: 113	49	139	7	16	126	5	31			80	67	15		162
	%: 69.8	30.2	85.8	4.3	9.9	77.8	3.1	19.1			49.4	41.4	9.3		

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 P - Professional  
 OT—Other

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

SOURCE: Office of the Provost and Vice President for Academic Affairs  
 May 10, 2001

## Library Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN N:	1	1	2			2					1	1			2
%:	50.0	50.0	100.0			100.0					50.0	50.0			
PROF N:															0
%:															
ASOP N:	1	1	2					2			2				2
%:	50.0	50.0	100.0					100.0			100.0				
ASTP N:	5	7	10	2		2	1	9			5	7			12
%:	41.7	58.3	83.3	16.7		16.7	8.3	75.0			41.7	58.3			
INST N:															0
%:															
TEMP N:	1		1					1				1			1
%:	100.0		100.0					100.0				100.0			
FT REG N:	6	8	12	2		2	1	11			7	7			14
%:	42.9	57.1	85.7	14.3		14.3	7.1	78.6			50.0	50.0			
FT TEMP N:	1		1					1				1			1
%:	100.0		100.0					100.0				100.0			
FT TOT N:	7	8	13	2		2	1	12			7	8			15
%:	46.7	53.3	86.7	13.3		13.3	6.7	80.0			46.7	53.3			
*RNK TOT N:	8	9	15	2		4	1	12			8	9			17
%:	47.1	52.9	88.2	11.8		23.5	5.9	70.6			47.1	52.9			

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, 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

S - Educ. Spec.

M - Master's

P - Professional

OT—Other

T - Tenured

ON - On tenure-track line

NTT - Non-tenure track line

NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

## Academic Services Faculty, Fall 2000

	SEX		RACE			DEGREE					TENURE				TOT
	M	F	W	B	AO	D	S	M	P	OT	T	ON	NTT	NE	
+ADMIN N:															
%:															
PROF N:															
%:															
ASOP N:															
%:															
ASTP N:	1		1			1							1		1
%:	100.0		100.0			100.0							100.0		
INST N:															
%:															
TEMP N:															
%:															
PT N:	6	6	12			1		11							12
%:	50.0	50	100.0			8.3		91.7							100.0
FT REG N:	1		1			1							1		1
%:	100.0		100.0			100.0							100.0		
FT TEMP N:															
%:															
FT TOT N:	1		1			1							1		1
%:	100.0		100.0			100.0							100.0		
*RNK TOT N:	1		1			1							1		1
%:	100.0		100.0			100.0							100.0		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities. (Bleicken, Byington, Davis, J., Earle, Gooding, Jones, Levernier, L., Stanley)

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

NOTE: Excludes 1 faculty on leave for academic year 2000-01, adjunct faculty, and staff given faculty rank in order to teach an occasional class.

### CODE KEY

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(Includes Asian/Pacific Islander,

American Indian/Alaskan Native, and Hispanic)

D - Doctorate

S - Educ. Spec.

M - Master's

P - Professional

OT—Other

T - Tenured

ON - On tenure-track line

NTT - Non-tenure track line

NE—Not eligible

SOURCE: Office of the Provost and Vice President for Academic Affairs  
May 10, 2001

## Full Time Faculty Tenure Profile by College & Department, Fall 2000

College of Business Administration	Tenured	Regular On-Track	Temporary On-Track	NTT*	TOTAL
School of Accounting	13	3	3		19
Finance & Economics	9	11	3		23
Management & Marketing	16	3	5		24
Information Systems & Logistics	8	9	6		23
<b>Business Administration Total</b>	<b>46</b>	<b>26</b>	<b>17</b>		<b>89</b>
<b>College of Education</b>					
Curriculum Foundations & Research	13	2	1		16
Early Childhood/Reading	7	2	5	3	17
Leadership, Technology & Human Development	13	8	2	1	24
Middle Grades/Secondary Education	8	9			17
<b>Education Total</b>	<b>41</b>	<b>21</b>	<b>8</b>	<b>4</b>	<b>74</b>
<b>College of Health &amp; Professional Studies</b>					
Family & Consumer Sciences	10	8	1		19
Health & Kinesiology	11	8	7		26
Nursing	6	8	3	2	19
Recreation & Sport Management	6	5			11
<b>Health &amp; Professional Studies Total</b>	<b>33</b>	<b>29</b>	<b>11</b>	<b>2</b>	<b>75</b>
<b>College of Liberal Arts &amp; Social Sciences</b>					
Art	8	3	4		15
Communication Arts	11	9	2		22
Foreign Languages	10	5	1		16
History	19	7	1		27
Learning Support Reading	1		3	5	9
Learning Support Writing	6	2	4	3	15
Literature & Philosophy	16	5	2		23
Music	12	4			16
Political Science	11	5	2		18
Psychology	13	3			16
Sociology & Anthropology	7	6	4		17
Writing & Linguistics	13	13	14		40
<b>Liberal Arts &amp; Social Sciences Total</b>	<b>127</b>	<b>62</b>	<b>37</b>	<b>8</b>	<b>234</b>
<b>College of Science &amp; Technology</b>					
Biology	19	7			26
Chemistry	8	6	1		15
Geology & Geography	6	5			11
Learning Support Math	1		5	12	18
Math & Computer Science	17	16	11		44
Physics	7	2	1		10
School of Technology	17	13			30
<b>Science &amp; Technology Total</b>	<b>75</b>	<b>49</b>	<b>18</b>	<b>12</b>	<b>154</b>
Library	7	7	1		15
Academic Services				1	1
<b>University Total</b>	<b>329</b>	<b>194</b>	<b>92</b>	<b>27</b>	<b>642</b>

\*Non-Tenure Track

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

SOURCE : Office of the Provost and Vice President for Academic Affairs  
April 20, 2001



## Graduate Faculty\* by Rank & Gender, Fall 2000

	Professor	Associate Professor	Assistant Professor	Instructor	Total
<b>FULL GRADUATE FACULTY</b>					
Male	77	53	14	0	144
Female	27	30	12	0	69
<b>Total</b>	<b>104</b>	<b>83</b>	<b>26</b>	<b>0</b>	<b>213</b>
<b>ASSOCIATE GRADUATE FACULTY</b>					
Male	9	25	38	0	72
Female	0	19	39	0	58
<b>Total</b>	<b>9</b>	<b>44</b>	<b>77</b>	<b>0</b>	<b>130</b>
<b>TEMPORARY GRADUATE FACULTY</b>					
Male	4	5	20	3	32
Female	1	2	29	12	44
<b>Total</b>	<b>5</b>	<b>7</b>	<b>49</b>	<b>15</b>	<b>76</b>
<b>GRAND TOTAL</b>	<b>118</b>	<b>134</b>	<b>152</b>	<b>15</b>	<b>419</b>

\* Note: Excludes faculty whose B-code indicates administrative duties.  
June 14, 2001

## Average Salary by Rank & College, Fiscal Year 2000

	BUS	EDU	HPS	LAS	SNT	TOTAL
<b>PROF</b>	\$81,752	\$63,895	\$64,550	\$59,148	\$65,875	\$66,333
N:	20	10	4	37	24	95
<b>ASOP</b>	72,372	51,530	57,307	46,680	52,817	53,600
N:	21	22	15	54	39	151
<b>ASTP</b>	53,546	42,858	46,020	40,664	43,639	43,786
N:	23	25	30	84	41	203
<b>INST</b>		38,200	38,333	34,938	34,060	36,590
N:		4	3	4	2	13
<b>TOTAL</b>	<b>68,538</b>	<b>49,129</b>	<b>50,258</b>	<b>46,172</b>	<b>51,870</b>	<b>51,444</b>
N:	<b>64</b>	<b>61</b>	<b>52</b>	<b>179</b>	<b>106</b>	<b>462</b>

The FY00 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.

November 10, 1999

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

## Faculty Research Grants FY 2000-2001

\$2,500	Hytrek, Gary, "Migration to Southeast Georgia: A Demographic and Labor Market Analysis Of Latinos in Candler County"
\$2,460	Wang, Xiao-jun, "Spectroscopic Studies of UV-to-Visible Quantum Cutting"
\$2,435	Bishop, Patricia, "A Systematic Study of beta-Sheet Peptide Conformation"
\$2,216	Trupe, Charles, "Structural and Metamorphic Geology of Part of the Blue Ridge Geologic Province, North Carolina and Georgia"
\$2,040	Steinberg, John, "The Russo-Japanese War: A Centennial Reappraisal"
\$2,033	Keirans, James, "Completion of a Catalogue of type Specimens of Ixodida ( <i>Acari: Argasidae: Ixodidae</i> ) in the Natural History Museum, London"
\$2,000	DeLong, Laura, "The Study of Bile Salt/Phospholipid Aggregate Formation Using Fluorescence Polarization "
\$1,875	Steirn, Janice, "Linear Ordering and Value Transfer Effects in Pigeons' Performance of Transitive Inference"
\$1,830	Gleason, Danny, "Variation in two UV photoprotectants in Caribbean reef-building corals: MAAs and carotenoids"
\$1,700	McGovern, Martha & Warkentin, Robert, "Reading Circles to Develop Engaged Readers"
\$1,525	He, Ming Fang & Chan, Tak Cheung , "A Study of One Southern Elementary School that Contributed to the Success of Diverse Populations of Students"
\$1,525	Schmidt, Norman, "Analysis of Onions using Solid Phase Microextraction Fibers and a Gas Chromatograph-Mass Spectrometer"
\$1,500	Comerford, Kathleen, "Tuscan Seminaries in the Seventeenth Century: A Comparative Analysis"
\$1,500	George, Sophie, "Effect of Salinity Variation on Larval Growth Development and Metamorphosis of a Sand Dollar <i>Dendraster Excentricus</i> : Does Parental Salinity Matter?"
\$1,500	Munkasy, Barry, "Biomechanical analyses of the approach used by elite figure skaters performing twisting jumps and elite pair skaters performing throw and throw twists during U.S. National Competition"
\$1,500	Whelan, Timothy, "Orthodox Dissent and Radical Piety: Samuel Taylor Coleridge and Baptist Dissent, 1791-1834"
\$1,125	Murray, John, "Predictive Inferences and Narrative Text: Exploring the Role of Reading Ability"
\$1,101	Gossett, Charles, "The Impact of Merit System Reform on the Georgia Civil Service"
\$1,000	French, Frank, "Serological evaluation of spiroplasma bacteria"
\$1,000	Huband, Jacalyn, "A Computer Simulation of Crumpled Paper"
\$1,000	Shaan, Hesham, "Using Distribution Automation to Improve Power Systems in Developing Countries"
\$ 528	Hall, Alice, "Children's Perceptions of the Psychosocial Climate of their School-Age Child Care Program"
\$ 90	Dobson, Allison, "Single Crystal X-ray Structure Determination of Some Biologically Important Molecules"

**\$35,983**                      **TOTAL**

**Note :** Fiscal Year is when these grants went into effect not necessarily when they were announced.  
**Source :** Office of Research Services and Sponsored Programs

## Faculty Research Stipends FY 2000-2001

\$6,000	Charles Briggs, Moral Philosophy and the Translation of Learned Discourse in Medieval Europe
\$4,500	Kelly McLain, Assessing Measures of Individual Quality
\$4,500	John Murray, Predictive Inferences and Narrative Text: The Role of Reading Ability
\$4,500	Laura Regassa, Regulation of the <i>Actinobacillus pleuropneumoniae</i> RTX toxin ApxIII
\$4,500	John Steinberg, War and Society During the Imperial Russian Epoch, 1613-1917
\$4,500	Jing-yuan Zhang, New Design for Highly Sensitive Detection of Large DNA by Selective Dissociation of Chloride Ions from DNA
\$3,500	Richard Hathaway, Pattern Recognition for Incomplete Data Using the Optimistic Completion Principle
\$3,500	Lorne Wolfe, The Genetic Basis of Successful Biological Invasions: The Case of a European Plant Introduced to North America
\$2,000	Sandra Peacock, “Eliza Marian Butler, The Reluctant Scholar”
\$2,000	Oscar Pung, The Role of Parasites in the Evolution of Fiddler Crab Secondary Sex Characteristics: A Test of the Hamilton-Zuk Hypothesis
\$2,000	Timothy Whelan, “Orthodox Dissent and Radical Piety: Samuel Taylor Coleridge and Baptist Dissent, 1791-1834”
\$2,000	William Young, An Historical Anthropology of a Christian Village in Central Jordan
\$1,000	Kathleen Comerford, The Impact of the Counter-Reformation on Rural Tuscan Parishes in the Diocese of Montepulciano
\$1,000	Sophie George, Does Parental and Larval Rearing Salinity Matter?
\$1,000	Ming Fang He, A Study of Chinese Immigrant Mothers’ and Their Children’s Identity Development Across Languages and Cultures In the Context of Family, School, and Community
\$1,000	Georgina Hickey, “The Lowest Form of Work Relief”: Bureaucracy, Idealism, and WPA Sewing Rooms
\$1,000	Yingkang Hu, Efficient Clustering Methods
\$1,000	Gary Hytrek, Women, Democracy and Citizenship in Costa Rica: 1890-1950
\$1,000	Ann Pratt, Assessment Games in Fiddler Crab Combat
\$1,000	Bruce Schulte, Why Musth and Rut? Examining an Outcome of Sexual Selection
<b><u>\$51,500</u></b>	<b><u>TOTAL</u></b>

Note : Fiscal Year is when these stipends went into effect not necessarily when they were announced.

Source : Office of Research Services and Sponsored Programs

## Faculty Awards for Excellence

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

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

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

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

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

Excellence in Service	Excellence in Instruction	Excellence in Research
<b>2000—2001</b>		
Russell Kent Professor of Management	Craig Roell Professor of History	Charles Briggs Associate Professor of History
David Stone Professor of Mathematics	Greg Russell Assoc. Professor of Information Systems and Logistics	Cathy Owens Swift Professor of Marketing
<b>1999—2000</b>		
Margaret Ann Pierce Prof. of Mathematics & Computer Sci.	Gale Bishop Professor Emeritus of Geology	Mark Edwards Associate Professor of Physics
Pamela Thomason Professor of Recreation & Sport Mgmt.	Jane Hudak Professor of Art	Richard Hulbert Associate Professor of Geology
<b>1998—1999</b>		
William Bowen Business Alumni Prof. of Marketing	Richard Persico Professor of Anthropology	J.B. Claiborne Professor of Biology
Cathy Schriver Assistant Professor of Nursing	Lila Roberts Associate Professor of Mathematics	Benjamin Zellner Professor of Physics
<b>1997—1998</b>		
John Pickett Professor of Management	EIDonna Hilde Assistant Professor of Nursing	Jonathon Copeland Professor of Biology
Wilmer Grant Associate Professor of Physics	Rosemarie Stallworth-Clark Assoc. Professor of Learning Support	Kaye Herth Professor & Dept. Chair of Nursing
<b>1996—1997</b>		
Marcia Jones Associate Professor of Economics	Luther Denton Associate Professor of Marketing	Craig Roell Associate Professor of History
James Randall Professor of Marketing	Debra Sabia Assistant Professor of Political Science	Jing-yuan Zhang Professor of Physics

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

# Full Time University Employees by Classification, Fall 1999

Classification	Male	Female	Black	White	All Other	Total
Executive/Administrative	113	68	9	169	3	181
Faculty	342	278	31	555	34	620
Professional/Non-Faculty	64	123	25	156	6	187
Clerical/Secretarial	25	266	50	240	1	291
Paraprofessional	72	50	18	103	1	122
Skilled Craft	78	10	22	66	0	88
Service/Maintenance	105	134	187	52	0	239
<b>Total</b>	<b>799</b>	<b>929</b>	<b>342</b>	<b>1,341</b>	<b>45</b>	<b>1,728</b>

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 Database.

## 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.

2000 Award of Merit Winners		1999 Award of Merit Winners	
Susan Braxton	Student Affairs	Caryle Cain Brown	Public Relations
Nathan Brinkman	Registrar's Office	Thelma Byrd	Physical Plant
Jim Ennis	School of Nursing	Stan Fordham	Equipment Transport Services
Michelle Goff	Physical Plant	Frank Fortune	Public Relations
George Jones	Equipment Transport Services	Steve Hooley	Henderson Library
Terri Mullis	Payroll	Patritia Lanier	History
Lannie Jo Scott	Physical Plpant	Jody Rushing	Health & Kinesiology
Pearlie Smith	Registrar's Office	Theresa Torrence	Health Services
1998 Award of Merit Winners		1997 Award of Merit Winners	
Barbara Anderson	Payroll	Carlene Akins	Southern Boosters
Pam Harley	Development & University Relations	Cindy Durden	Revenue Accounting
Shirley Hughes	Biology	Frank Ellwood	Athletics
Maryanne Kee	Writing & Linguistics	Patrick Jackson	Equipment Transport Services
Sheryle Lewis	Materials Management	Betty Kea	Recreation & Sport Mgmt.
Michelle Smith	Testing	Cathy Jones	Alumni Relations
Arnie Wilhoite	Health & Kinesiology	Lee Tillman	School of Technology
Clinton Wilson	Physical Plant	Walter Wilson	Landrum Center

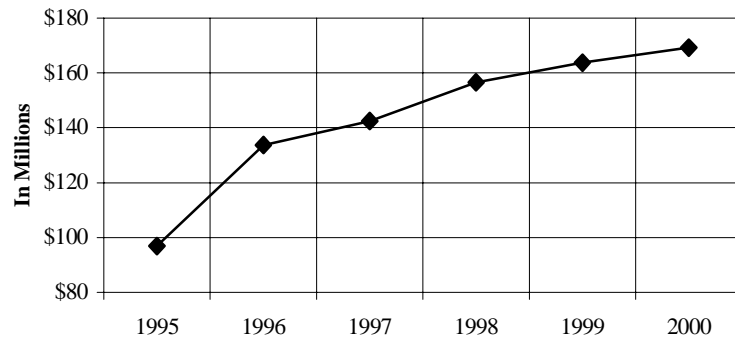
Source : Office of Human Resources

# University Finance

## Education and General Expenditures (E&G), FY 1995—2000

Fiscal Year	Expenditures	% Change
1995	\$96,871,543	12.1%
1996	\$133,743,157	38.1%
1997	\$142,360,741	6.4%
1998	\$156,486,293	9.9%
1999	\$163,673,981	4.6%
2000	\$169,227,014	3.4%

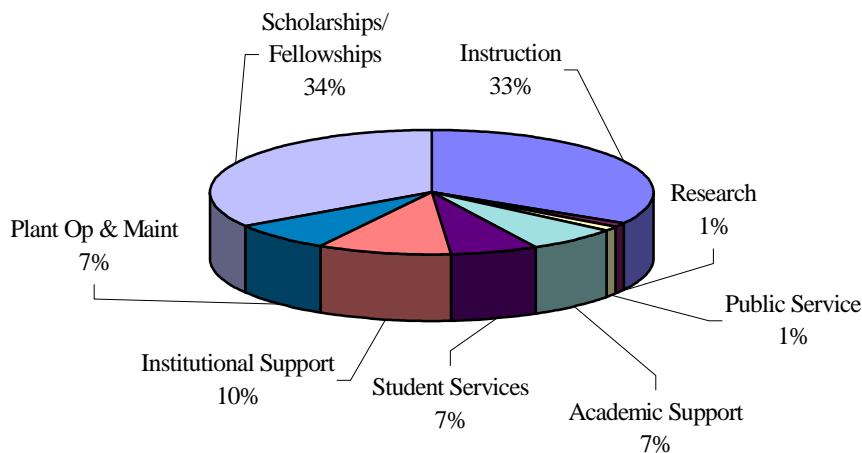
6 year change : \$ 72,355,471  
6 year % change : 75 %



## E&G Expenditures by Function and Object, FY 2000

	Services	Travel	Expenses	Equipment	Budget	Total
Instruction	48,305,857	597,820	4,358,446	3,339,903	56,602,026	33.4%
Research	10,558,080	68,715	298,045	225,443	1,650,284	1.0%
Public Service	971,369	44,483	683,347	44,392	1,743,591	1.0%
Academic Support	7,870,083	206,650	1,548,113	1,704,204	11,329,050	6.7%
Student Services	8,066,354	250,210	2,522,078	279,775	11,118,417	6.6%
Institutional Support	12,832,158	147,174	2,842,266	544,481	16,366,079	9.7%
Plant Op & Maint	6,801,759	21,520	5,647,180	96,562	12,567,021	7.4%
Scholarships/Fellowships			57,850,545		57,850,545	34.2%
<b>Total</b>	<b>\$95,405,660</b>	<b>\$1,336,572</b>	<b>\$75,750,020</b>	<b>\$6,234,760</b>	<b>\$169,227,013</b>	<b>100.0%</b>

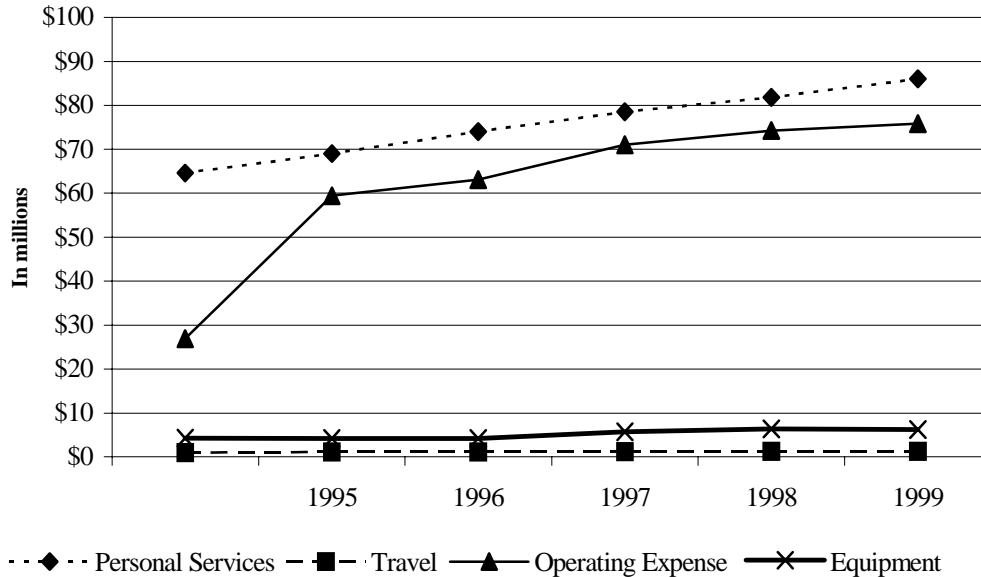
Percentage of Total Expenditures by Function  
FY 2000



Source : Georgia Southern University Annual Financial Reports

## E&G Expenditures by Object, FY 1995—2000

Fiscal Year	Personal Services	% Change	Travel	% Change	Operating Expense	% Change	Equipment	% Change
1995	\$64,614,295	7.7%	\$1,046,567	4.7%	\$26,876,326	86.7%	\$4,334,354	62.6%
1996	\$68,992,486	6.8%	\$1,090,385	4.2%	\$59,416,238	121.1%	\$4,244,047	-2.1%
1997	\$73,950,994	7.2%	\$1,115,915	2.3%	\$63,073,996	6.2%	\$4,219,835	-0.6%
1998	\$78,545,664	6.2%	\$1,202,531	7.8%	\$71,034,960	12.6%	\$5,703,139	35.2%
1999	\$81,789,402	4.1%	\$1,308,394	8.8%	\$74,152,456	4.4%	\$6,423,729	12.6%
2000	\$85,905,661	5.0%	\$1,336,574	2.2%	\$75,750,020	2.2%	\$6,234,760	-2.9%



## E&G Expenditures by Function, FY 1998—2000

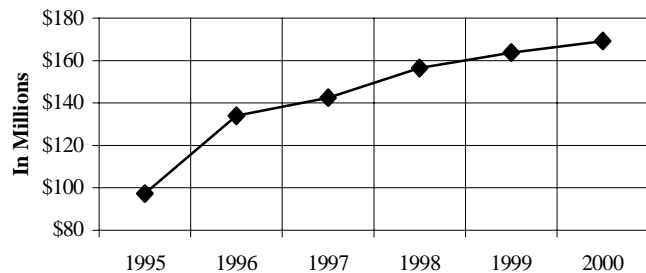
Function	FY 1998		FY 1999		FY 2000	
<b>Instruction by College</b>						
Business Administration	7,183,670	4.6%	7,665,120	4.7%	8,186,274	4.8%
Education	6,297,321	4.0%	6,357,436	3.9%	6,622,436	3.9%
Health & Professional Studies	5,555,295	3.6%	5,784,924	3.5%	5,949,908	3.5%
Liberal Arts & Social Sciences	14,043,136	9.0%	14,793,754	9.0%	15,081,730	8.9%
Science & Technology	10,501,476	6.7%	11,790,862	7.2%	11,928,053	7.0%
Academic Affairs & Others	7,060,390	4.5%	8,022,506	4.9%	8,833,624	5.2%
<b>Total Instruction</b>	<b>\$50,641,288</b>	<b>32.4%</b>	<b>\$54,414,602</b>	<b>33.2%</b>	<b>\$56,602,026</b>	<b>33.4%</b>
Research	1,282,297	0.8%	1,643,327	1.0%	1,650,284	1.0%
Public Service	1,672,597	1.1%	1,579,303	1.0%	1,743,591	1.0%
Academic Support	11,349,358	7.3%	11,246,418	6.9%	11,329,050	6.7%
Student Services	9,074,652	5.8%	9,269,986	5.7%	11,118,417	6.6%
Institutional Support	15,240,660	9.7%	16,876,806	10.3%	16,366,079	9.7%
Plant Operations & Maintenance	13,648,673	8.7%	12,571,694	7.7%	12,567,021	7.4%
Scholarships & Fellowships	53,576,768	34.2%	56,071,844	34.3%	57,850,545	34.2%
<b>Total E and G Expenditures</b>	<b>\$156,486,293</b>	<b>100.0%</b>	<b>\$163,673,981</b>	<b>100.0%</b>	<b>\$169,227,014</b>	<b>100.0%</b>

Source : Georgia Southern University Annual Financial Reports

# Education & General Revenue by Source, FY 1995-2000

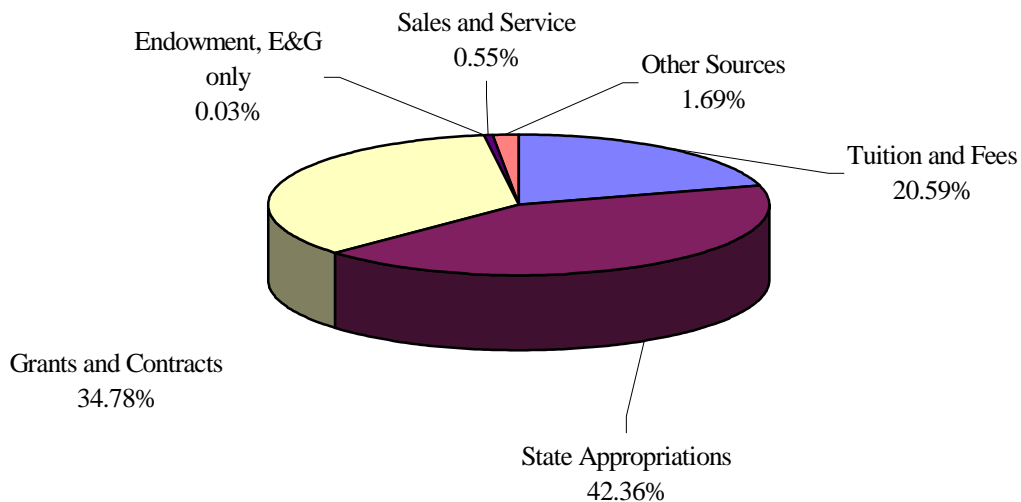
	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Tuition and Fees	26,119,786	28,002,588	30,090,136	32,253,401	32,731,721	34,849,632
State Appropriations	54,656,798	56,280,602	58,454,225	65,010,306	69,730,925	71,711,843
Grants and Contracts	13,360,026	45,462,213	50,100,680	55,251,877	57,582,151	58,880,636
Endowment, E&G only	25,158	25,898	28,707	26,557	45,571	54,953
Sales and Service	714,992	821,449	631,077	690,766	855,887	927,677
Other Sources	2,316,136	3,433,342	3,229,400	3,251,406	2,861,948	2,863,094
<b>Total Revenue</b>	<b>\$97,192,896</b>	<b>\$134,026,092</b>	<b>\$142,534,226</b>	<b>\$156,484,313</b>	<b>\$163,808,203</b>	<b>\$169,287,833</b>

Fiscal Year	Revenue	% Change
1995	\$97,192,896	n/a
1996	\$134,026,092	37.9%
1997	\$142,534,226	6.3%
1998	\$156,484,313	9.8%
1999	\$163,808,203	4.7%
2000	\$169,287,833	3.3%



6 year change : \$ 72,094,937  
 6 year % change : 74 %

Percentage of Revenue by Source  
 FY 2000



Source : Georgia Southern University Annual Financial Reports



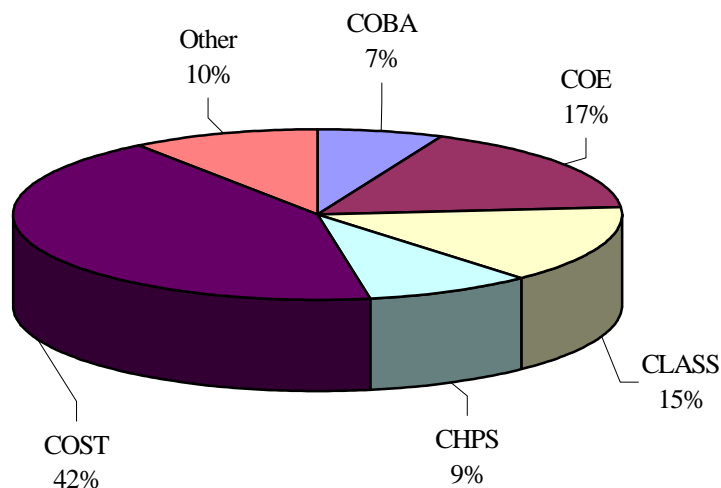
# Grants & Contracts

## Awards to Faculty for Scholarly Activity by Fiscal Year

Purpose	FY 94-95	FY 95-96	FY 96-97	FY 97-98	FY 98-99	FY 99-00
Research	\$784,639	\$1,189,009	\$2,127,181	\$1,118,998	\$1,603,346	\$1,491,056
Instruction & Public Service	\$5,943,087	\$3,316,020	\$3,323,194	\$3,132,366	\$3,553,499	\$4,115,111
<b>Total</b>	<b>\$6,727,726</b>	<b>\$4,505,029</b>	<b>\$5,450,375</b>	<b>\$4,251,364</b>	<b>\$5,156,845</b>	<b>\$5,606,167</b>

## Awards by College, FY 2000

College	#	Value
COBA	6	\$1,731,466
COE	15	\$451,782
CLASS	13	\$448,533
CHPS	8	\$157,182
COST	38	\$1,709,705
Other <sup>1</sup>	9	\$1,107,499
<b>Total</b>	<b>89</b>	<b>\$5,606,167</b>



<sup>1</sup> 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.

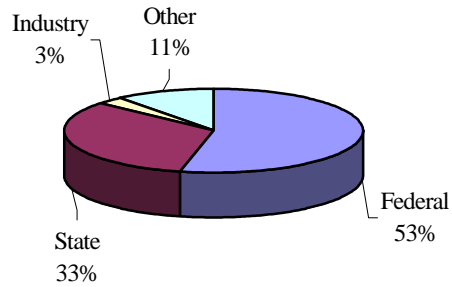
Key : COBA—College of Business Administration, COE—College of Education, CLASS—College of Liberal Arts & Social Sciences, CHPS—College of Health & Professional Studies, COST—College of Science & Technology

Source : Office of Research Services and Sponsored Programs

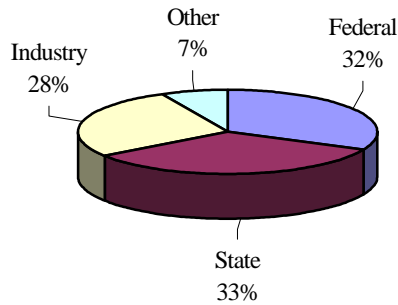
## Source of Funds for Faculty Awards, FY 2000

Purpose	Federal	State	Industry	Other	Total
Research	\$797,629	\$491,886	\$38,625	\$162,916	<b>\$1,491,056</b>
Instruction & Public Service	\$1,312,727	\$1,369,228	\$1,141,441	\$291,715	<b>\$4,115,111</b>
<b>Total</b>	<b>\$2,110,356</b>	<b>\$1,861,114</b>	<b>\$1,180,066</b>	<b>\$454,631</b>	<b>\$5,606,167</b>

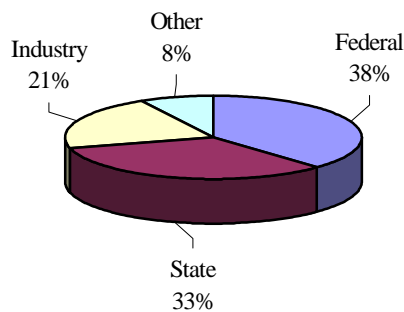
**Research Awards by Source**



**Instructional & Public Service Awards by Source**



**Total Awards by Source**



Source : Office of Research Services and Sponsored Programs

# Semester Tuition & Fees

## Full Time Undergraduate

### Fall 2000

<b>Matriculation Fees</b>	
In-State Tuition	\$ 938.00
Out-of-State Tuition	\$ 3752.00
<b>University Fee</b>	
Combined Health, Activity, and Athletics Fee	\$ 274.00
<b>Technology Fee</b> (used to develop and maintain student computer laboratories)	\$ 38.00
<b>Food Services (maximum—3 meals/7 days)</b>	\$ 975.00
<b>Text Books &amp; Supplies</b>	\$ 325.00
<b>Housing (minimum Residence Hall)</b>	\$ 1102.00
<b>Residence Hall Activity Fee</b>	\$ 15.00
<b>Parking &amp; Transportation</b>	\$ 24.00
	\$ 15.00
<b>Total Estimated Semester Cost (In-State Tuition)</b>	\$ 3691.00
<b>Total Estimated Semester Cost (Out-of-State Tuition)</b>	\$ 6505.00

Full Time Undergraduate—Enrolled in  $\geq$ 12 credit hours.

# 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.

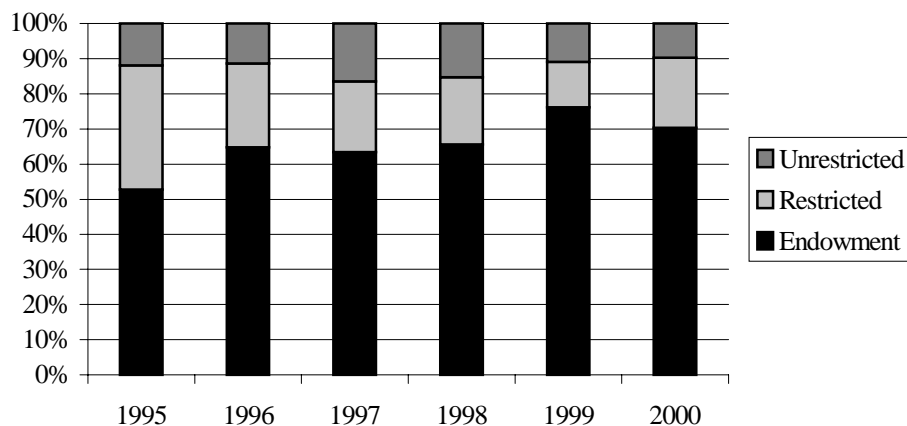
Examples of Support provided by the Georgia Southern University Foundation during the 1999—2000 Fiscal Year are :

Academic Projects	\$ 10,000
Arts Outreach	\$ 4,000
Botanical Garden	\$ 3,500
Faculty Research Fellowship	\$ 12,500
Faculty Development	\$ 25,000
Marching Band	\$ 4,000
Museum	\$ 5,000
Scholarships	\$ 664,551
Student Support	\$ 36,550

## Fund Balances by Fiscal Year

Funds	1995	1996	1997	1998	1999	2000
Unrestricted	1,096,714	962,857	1,659,333	1,847,324	1,815,214	2,069,693
Restricted	3,231,699	2,003,709	2,023,277	2,295,528	2,146,855	4,246,262
Endowment	4,836,690	5,441,393	6,377,360	7,900,570	12,619,038	15,007,407
<b>Total</b>	<b>\$9,165,103</b>	<b>\$8,407,959</b>	<b>\$10,059,970</b>	<b>\$12,043,422</b>	<b>\$16,581,107</b>	<b>\$21,323,362</b>

Fund Balances



Source : Development/GSU Foundation

# Library Statistics

Holdings	Academic Years					
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
# of Bound volumes	474,931	489,136	500,085	507,333	519,214	532,722
# of Periodical titles	3,674	3,463	3,467	3,511	3,479	3,470
# of Separate govt. documents	583,002	585,340	607,500	628,210	not kept	not kept
# of Microform units <sup>1</sup>	779,037	785,254	790,254	808,600	837,493	898,373
# of Audiovisual materials <sup>2</sup>	31,494	31,647	29,219	29,296	29,401	29,522
<b>Total Holdings</b>	<b>1,872,138</b>	<b>1,894,840</b>	<b>1,930,525</b>	<b>1,976,950</b>	<b>1,389,587</b>	<b>1,464,087</b>
Library Activity						
Circulation Book Collection	65,818	91,564	67,136	64,157	56,100	52,467
Information: Reserve Collection	25,608	25,664	22,212	22,977	20,160	12,326
Interlibrary Loans: Borrowed	6,719	6,719	7,104	8,551	8,598	8,734
Interlibrary Loans: Loaned	7,010	7,010	8,245	8,009	6,700	7,682
<b>Operating Expenditures</b>	<b>\$ 3,339,073</b>	<b>\$ 2,772,782</b>	<b>\$ 3,500,000</b>	<b>\$ 3,527,135</b>	<b>\$ 3,475,421</b>	<b>\$ 3,564,341</b>

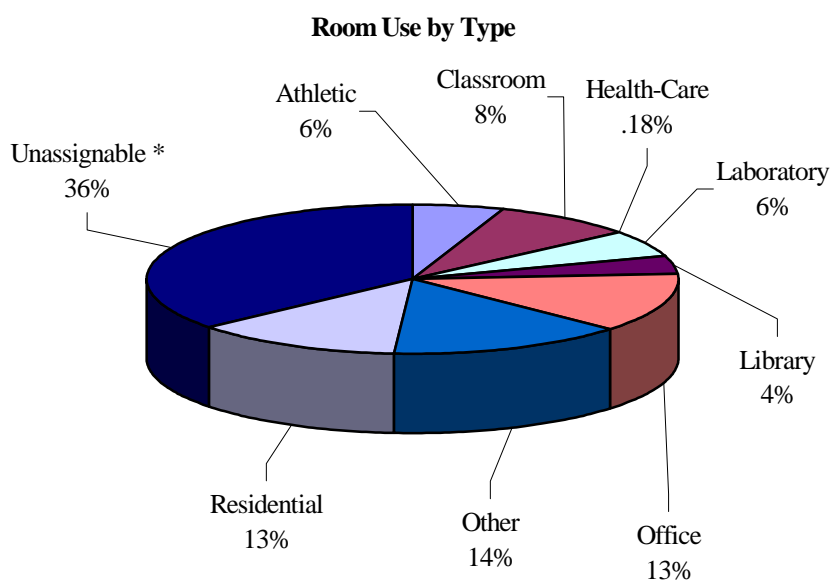
<sup>1</sup> Microfilm & Microfiche

<sup>2</sup> Cartographic, graphic, audio, film, video, and machine readable units.

Notes : Numbers are as of the end of each academic year.  
 These figures do not include Financial Aid grants and awards to students.

# Facilities Room Use as of Fall 2000

Room Use Type	SqFt	% of Total
Athletic	167,722	5.64%
Classroom	251,908	8.47%
Health-Care	5,431	.18%
Laboratory	167,814	5.64%
Library	118,421	3.98%
Office	379,323	12.76%
Other	429,749	14.45%
Residential	382,448	12.86%
Unassignable *	1,071,023	36.01%
<b>Gross Square Footage</b>	<b>2,973,839</b>	
<b>Net Assignable Square Footage</b>	<b>1,902,816</b>	<b>63.99%</b>



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

# Physical Facilities Inventory as of Fall 2000

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
<b>Academic Buildings</b>				
Apparel & Interior Design 200	1975	750	43,000	89,280
Apparel & Interior Design 300	1975	1,116	64,000	67,680
Apparel & Interior Design 400	1975	1,116	64,000	60,000
Apparel & Interior Design 500	1975	846	49,000	89,280
Apparel & Interior Design 600	1975	846	49,000	67,680
Apparel & Interior Design Center	1975	3,838	221,000	307,040
Art Studio 810	1992	2,300	9,000	184,000
Art Studio 815	1995	1,230	9,000	98,400
Art Studio 817	1995	840	5,000	67,200
Arts Building (closed)	1937	52,056	417,000	4,685,040
Biology Building	1969	51,120	1,111,000	7,668,000
Biology Headhouse	1994	480	46,000	38,400
Bland Cottage	2000	1,317	10,000	n/a
Building 800	1987	9,100	185,000	728,000
Building 805	1990	17,280	815,000	1,641,600
Building 806	1991	6,912	362,000	552,960
Business Administration Building	1995	88,856	8,500,000	8,441,320
Carroll Building	1971	78,133	1,780,000	7,422,635
Carruth Building	1959	38,398	456,000	3,839,800
Center for Wildlife Education	1996	4,682	850,000	702,300
Ceramics Sculpture Studio	2000	22,686	1,194,000	944,585
Coastal Georgia Center	1998	39,688	10,000	3,770,360
Communication Arts	1990	12,240	577,000	1,162,800
East Georgia College Center	1997	3,651	10,000	142,720
Education Building	2000	104,760	12,026,000	n/a
Family & Consumer Science Building	1994	16,540	1,285,000	1,571,300
Family Life Center	1972	10,060	250,000	905,400
Forest Drive Classroom Building	1994	45,312	2,997,000	3,624,960
Foy Fine Arts	1967	69,485	1,478,000	7,295,925
Garden Administration	2000	2,315	10,000	n/a
Henderson Library	1975	133,618	4,126,000	12,025,620
Herty Building	1958	49,560	632,000	5,451,600
Hollis Building	1965	48,658	798,000	4,622,510
Honors House	1984	2,130	26,000	170,400
Institute of Arthropodology & Parasitology	1960	3,603	49,000	342,285
Marvin Pittman Building Annex I	1969	1,920	22,000	182,400
Marvin Pittman Building Annex II	1969	984	15,000	93,480
Math/Physics/Psychology	1972	86,464	1,889,000	12,969,600
Math/Physics/Psychology Addition	2000	26,400	3,068,000	n/a
Military Science	1957	6,780	100,000	644,100
Nessmith Lane Continuing Education Building	1981	133,743	1,978,000	2,727,735
Newton Building	1972	41,806	951,000	3,971,570
North Building	1989	8,640	471,000	820,800
Nursing I	1990	12,672	597,000	1,203,840
Nursing II	1992	11,500	555,000	1,035,000
Owl Barn	1997	144	5,000	15,840
Parrish Football Center	2000	11,963	1,198,000	n/a

(Continued on page 80)

(Continued from page 79)

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
<b>Academic Buildings</b>				
Raptor Care	1997	2,261	62,000	248,710
Technology Building	1995	80,868	7,800,000	8,086,800
Weathervane Barn	2000	1,746	10,000	n/a
Wildlife Center Pavilion	1999	2,547	10,000	n/a
Wildlife Display	1996	221	10,000	20,995
Williams Center	1958	39,278	576,000	3,731,410
Windsor Village 819	1997	990	10,000	108,900
<b>Administrative Buildings</b>				
301 Warehouse	1984	1,276	6,000	95,700
Anderson Hall	1907	18,566	98,000	1,763,770
Auxiliary Services	1977	6,205	22,000	496,400
College Plaza Building	1995	20,800	123,000	1,560,000
Counseling Center	1997	8,392	853,000	629,400
Cowart Building	2000	3,060	1,000	n/a
Deal Hall	1907	18,561	95,000	1,763,295
Fair Road Office Complex III	1992	1,424	7,000	106,800
Hampton Hall	1977	22,219	80,000	1,888,615
Hanner Annex	1983	960	23,000	72,000
Health Services	1976	15,337	827,000	1,457,015
Jo Eidson Alumni House	1954	4,909	50,000	368,175
Laundry House	1977	707	3,000	53,025
Lewis Hall (closed)	1937	24,744	347,000	2,103,240
Marvin Pittman Administration Building	1907	42,577	192,000	4,044,815
Office Building 301 South	1986	2,035	55,000	152,625
Physical Plant Engineering	1991	4,931	313,000	367,500
Physical Plant Offices	1969	13,349	275,000	1,001,175
Physical Plant Shops 1	1969	2,219	10,000	166,425
Physical Plant Shops 2	1974	2,162	10,000	162,150
Public Safety	1992	7,000	551,000	665,000
Rosenwald Building	1937	43,977	637,000	4,177,815
University Store	1989	18,979	1,400,000	1,803,005
Welcome Center/Parking & Transportation	1969	3,261	134,000	260,880
<b>Physical Education/Recreation Buildings</b>				
1st Base Dugout	1979	527	13,000	31,620
3rd Base Dugout	1978	676	17,000	40,560
Field Support Building	1996	2,304	221,000	221,184
Fitness Extension	1996	6,892	197,000	516,900
Fitness Extension Annex	1994	750	3,000	45,000
Hanner Complex	1955	158,163	1,675,000	15,816,300
Iron Works	1988	5,338	267,000	427,040
Marvin Pittman Gym	1976	11,546	160,000	923,680
Paulson Stadium	1984	69,125	10,000	n/a
Press Box - Eagle Field	1984	640	20,000	38,400
Recreational Activity Center	1998	79,566	7,600,000	7,638,336
Sports Complex	1974	2,612	190,000	195,900
Weight Extension Center	1993	3,600	19,000	216,000
Wiggins Baseball Building	1997	6,030	452,000	452,250

(Continued on page 81)



(Continued from page 80)

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
<b>Residence Halls</b>				
Brannen Hall	1963	29,685	448,000	2,523,225
Cone Hall	1954	30,485	352,000	2,591,225
Dorman Hall	1967	48,275	832,000	4,103,375
Hendricks Hall	1963	30,348	451,000	2,579,580
Johnson Hall	1970	79,720	1,428,000	6,776,200
Kennedy Hall A/B	1998	71,487	6,559,000	6,433,830
Kennedy Hall C/D	1998	39,104	35,970,000	3,519,360
Olliff Hall	1966	58,740	949,000	4,992,900
Oxford Hall (closed)	1977	66,968	141,000	5,692,280
Sanford Hall	1937	32,197	1,400,000	2,736,745
Stratford Hall	1977	30,175	1,500,000	2,564,875
Veazy Hall	1959	32,526	436,000	2,764,710
Watson Hall	1994	44,871	3,346,000	3,589,680
Watson Hall Commons	1994	25,296	1,886,000	2,023,680
Winburn Hall	1967	49,184	879,000	4,180,640
<b>Campus Support Buildings</b>				
Administrative Annex	1988	7,000	281,000	420,000
Auxiliary Distribution Center	1991	21,000	678,000	945,000
Blue Building	1967	7,563	200,000	491,595
Central Receiving Warehouse	1969	12,120	182,000	545,400
Electrical Switch House	1975	805	34,000	402,500
Equipment Transport Services Warehouse	1991	2,250	50,000	56,250
Forest Drive Energy Control	1994	2,490	186,000	871,500
Greenhouse 1	1974	800	4,000	24,000
Greenhouse 2	1974	800	4,000	24,000
Greenhouse 3	1974	800	4,000	24,000
Grounds Equipment Building	1974	2,400	4,000	60,000
Grounds Storage	1974	359	4,000	8,975
Grounds Storage 2	1991	240	6,000	6,000
Humanities Building	1987	7,000	281,000	420,000
McAnderson Pump House	1997	221	3,000	3,315
McAnderson Storage Facility	2000	4,038	10,000	n/a
Public Safety Annex	1991	480	5,000	12,000
Scene Shop	1986	2,400	55,000	84,000
Storage Building 813	1995	6,000	32,000	210,000
Storage Warehouse	1986	12,000	191,000	540,000
Tech 4	1987	288	2,000	4,320
Well House 1	1963	240	60,000	84,000
Windsor Village 821	1998	1,285	10,000	57,825
<b>Student Support Buildings</b>				
Lakeside Cafe	1991	14,375	1,500,000	1,293,750
Landrum Center	1968	40,582	835,000	3,652,380
Pines Clubhouse (closed)	1979	4,268	77,000	341,440
Pool Equipment I	1979	225	12,000	16,875
Pool Equipment II	1977	554	37,000	12,800
Russell Union Building	1990	104,032	7,500,000	9,362,880
Student Activities	1998	16,295	14,991,000	1,466,550
<b>Total SqFt.</b>		<b>2,973,839</b>		

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



Georgia Southern University

# Strategic Plan

April, 2000

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

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

**Georgia Southern University**  
**Strategic Plan – Level 1**

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*No institution, no university, ever became great without expecting to be great.  
Our expectations must envision greatness...  
Bruce Grube, President, Georgia Southern University, 1999*

## Introduction

On September 1, 1999, the President of Georgia Southern University, Bruce F. Grube, charged the Strategic Planning Council (SPC) to produce a Level 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**

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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.

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*Changes to the University's Mission Statement must be approved by the Board of Regents*



## 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.

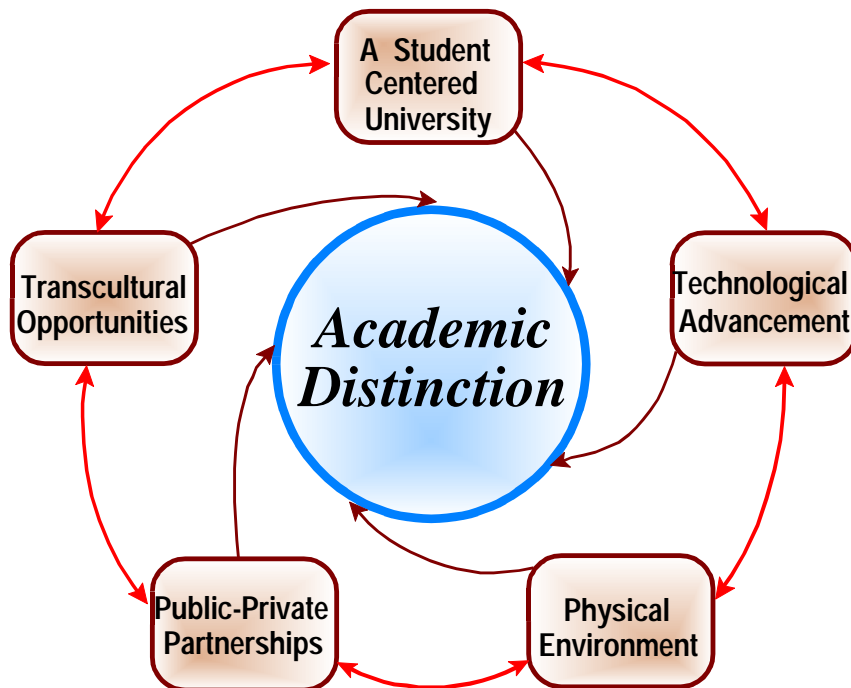
***Administrative Philosophy.*** The four major constituencies— Students, Faculty, Staff, and Supporters— are represented by their respective Vice Presidents on the President's Cabinet. From the Student Government Association to the President's Advisory Committee on Personnel to the Faculty Senate to 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.

## ..... Technological Advancement

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

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

### *Strategic Objectives*

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

### *Action Steps*

- **Plan and budget for continuous funding** of equipment, software, technology infrastructure, and technical staff to train and support students and employees in the effective and ethical use of technology.

- **Provide the technological infrastructure** needed to support the scholarly, administrative, and service activities of the University. Provide appropriate support and training for students, faculty, staff, and administrators. Improve student access to computers and structural capacity to accommodate a growing number of computer users. Facilitate access to the Internet from student residences on- and off-campus. Reduce the ratio of students per computer. Enhance the quality of distributed education delivery systems. Refine and enhance administrative computing systems, and provide an effective level of support for these systems.
- **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 unforeseen opportunity. Calculate the cost-benefit advantage of prospective partnerships before University resources are committed, and reward faculty and staff initiative that results in high-benefit endeavors. Showcase successful partnerships as models.

## ..... **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

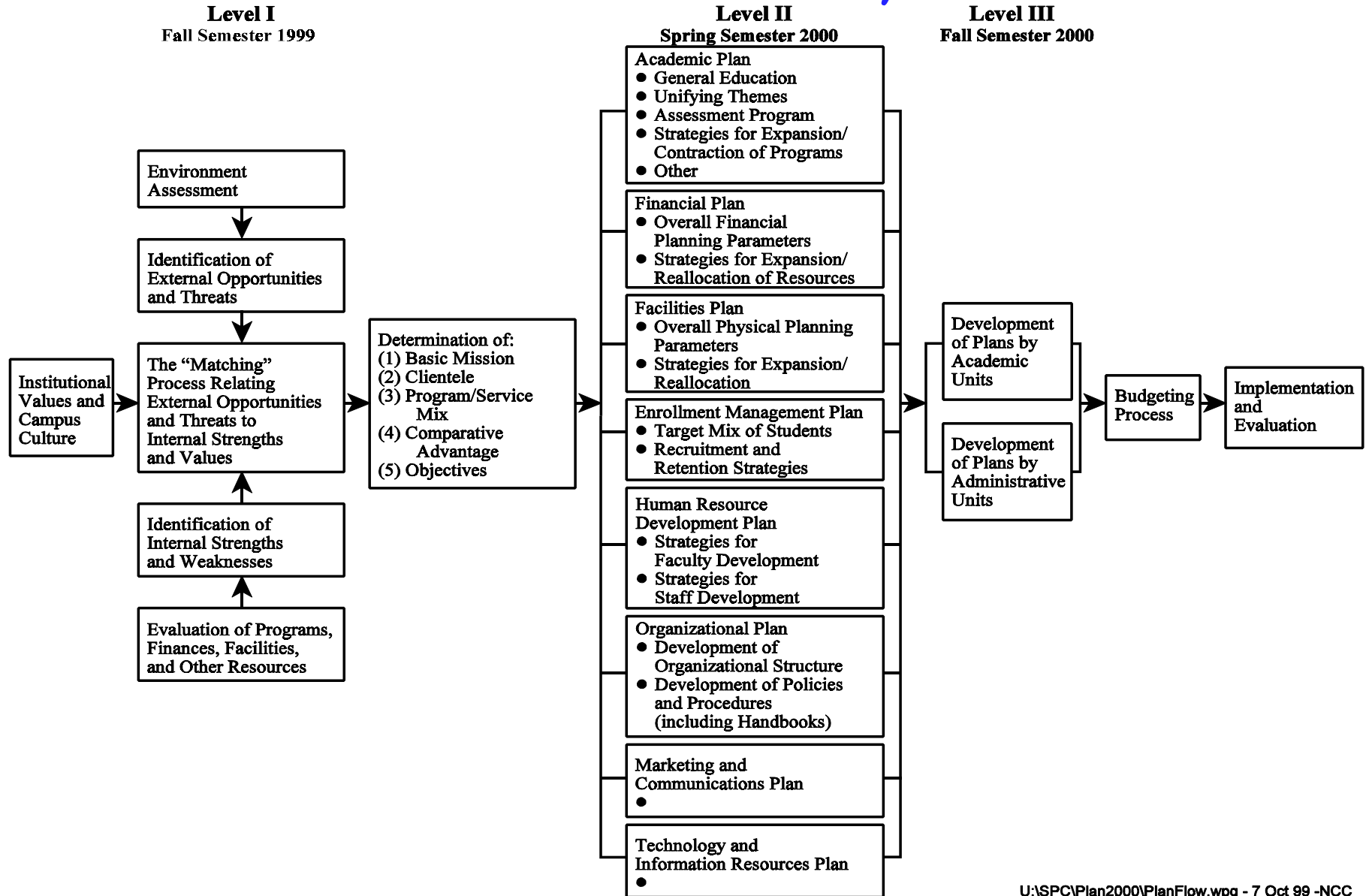
Through the dedicated efforts of many individuals, Georgia Southern University has reached a level of academic quality within striking distance of the top tier of America's public comprehensive universities. We are poised to go to the next level of excellence. The Level 1 strategic plan sets a bold agenda 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*



End