

Georgia Southern University Fact Book

2010 - 2011

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2010 - 2011 FACT BOOK

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On the Cover

After an extensive two-year renovation, Hendricks Hall reopened as the new home of the Jiann-Ping Hsu College of Public Health (JPHCOPH) in August 2010. Originally a residence hall, the building was named for J. Walter Hendricks, principal of First District Agricultural and Mechanical School, whose mission was educating rural schoolchildren.

Hendricks Hall now houses a state-of-the-art Public Health Core Laboratory and the College's four centers of study: the Center for Rural Health and Research, the Center for Survey Research and Health Information, the Center for Biostatistics and the Center for Addiction Recovery. In addition to office spaces for faculty and staff, Hendricks hosts workrooms for graduate assistants, classrooms, computer laboratories and seminar/conference rooms. It is also home to the Public Health Library and the International Chinese Statistical Association.

The JPHCOPH provides a pathway for the application of best practices in public health and healthcare systems for rural communities in the state and around the globe. The College is focused on preventing health problems before they occur by promoting healthy lifestyles, healthy communities and healthy environments through workforce development, service and research.

Originally established as the Jiann-Ping Hsu School of Public Health in 2004, the school was made possible through a generous donation by biostatistics professor Karl Peace in memory and honor of his late wife, Dr. Jiann-Ping Hsu. It was the first school of public health in the University System of Georgia, transitioning to College status in 2006. The JPHCOPH offers several degree programs including: a Master of Healthcare Administration (M.H.A.), a Master of Public Health (M.P.H.) in biostatistics, community health, environmental health sciences, epidemiology or health policy and management; and a Doctor of Public Health (Dr.P.H.) in biostatistics, public health leadership or community health behavior and education.



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From the President

Georgia Southern University is pleased to present our 2010-11 Fact Book for your use. This publication has been designed to provide you with an overview of the University's progress during the past academic year.

During the 2010-2011 academic year, Georgia Southern once again saw an increase in student interest, applications, and enrollment. This past year, the University celebrated its largest enrollment with a Fall 2010 student population of 19,691 students. Georgia Southern's freshman class once again achieved an average SAT score of more than 1100. In addition, the University's graduate enrollment, which included students pursuing their degree on campus and online, reached an all-time high.

Georgia Southern continues to earn accolades for its achievements including being recognized by *U.S. News & World Report* and *The Princeton Review*. I am particularly pleased that the University was ranked the fourth most popular university in the country based on yield by *U.S. News & World Report*. Georgia Southern is not only providing an outstanding student-centered education, but has been consistently been recognized nationally for its efforts. It is clear that *Georgia's large-scale, small-feel research university* is not only growing in size, but in quality as well.

I would like to thank the many individuals and departments at the University for their contributions to the Fact Book. Their efforts continue to make publishing this critical information possible. If you have any questions or suggestions of how we might improve this publication, please contact the Office of Strategic Research and Analysis by calling 912-478-5218 or by e-mailing: SRAoffice@georgiasouthern.edu

Sincerely,

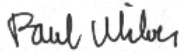
Brooks Keel, Ph.D.
President

From the Editor

This twenty-first edition of the Georgia Southern University Fact Book provides a point of reference for your convenience. It is based on Fall census data and where appropriate fiscal year data, as well as historical data in selected cases. In addition to the general information about Georgia Southern University, its history and its progress, this book provides data on our students, faculty and staff, and services.

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

We believe this document will provide you with another path by which to understand the complexity of Georgia Southern University. We welcome your comments!



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2010 – 2011 Year Highlights

Georgia Southern University ranked fourth most popular university. Georgia Southern was named the fourth most popular university in the country by *U.S. News and World Report*. The University ranked behind Brigham Young, Harvard and Stanford Universities and came in ahead of Ivy League schools Princeton and Yale. Georgia Southern was the only school in the state of Georgia and one of only three in the Southeast to make the list. The ranking is based on yield (the number of students who apply and then opt to enroll).

University sets record enrollment. Enrollment for Fall Semester 2010 was 19,691, marking the eighth time in nine years that Georgia Southern set a new record for enrollment. In addition to welcoming a record number of freshmen to campus, graduate enrollment also increased. Georgia Southern continues to attract students not only in the U.S., but around the world, through its popular online degree programs (<http://online.georgiasouthern.edu>). The University also introduced a new fully online Bachelor of General Studies degree program.

Georgia Southern approved to offer civil, electrical and mechanical engineering degrees. Georgia Southern received approval by the University System of Georgia's Board of Regents to offer baccalaureate degrees in civil, electrical and mechanical engineering with classes set to begin in Fall 2011. University President Brooks Keel, Ph.D. described the approval as "a defining moment in the life of the University" and said that, "the approval to offer engineering degrees at Georgia Southern is definitely one of the most notable in our institution's more than 100-year history." Prior to the approval, the state of Georgia had a limited number of options for engineering education and many in-state students were forced to explore out-of-state alternatives. Georgia Southern's new engineering degrees will retain the applied nature of their engineering technology roots, but will allow the University to fulfill its evolving mission of teaching and research. The new degree programs will initially be housed within the Allen E. Paulson College of Science and Technology, but it is envisioned that the University will create a new College of Engineering to accommodate expected increases in student interest. The addition of engineering programs at Georgia Southern will make an immediate impact on economic development activities in the state of Georgia. By creating an increased supply of qualified engineering graduates, Georgia companies will have the opportunity to attract, hire and retain entry-level engineers that meet their requirements without having to recruit out-of-state.

Record number of students enrolled in summer session classes in 2010. A total of 9,950 students enrolled in summer classes, setting a new record for the growing institution that attracts students from 48 U.S. states and 98 nations. Students benefit from the summer's traditionally shorter sessions on campus, while others participate in Study Abroad programs. According to a study by the University's Bureau of Business Research and Economic Development (BBRED), students spent about \$41 million on books and supplies, room and board, transportation and other expenses in the summer of 2010. Based upon economic multipliers, the econometric models project a total regional output (total goods and services produced) of \$59.1 million for the local region. That equaled an increase of \$1.5 million versus Summer 2009.

University's economic impact on region nears \$800 million. Georgia Southern had a regional economic impact of \$795 million during the 2009-10 fiscal year. According to a study released by the University's BBRED, the institution pumped \$795,300,000 into the economies of nine southeast Georgia counties, a 13.5 percent increase versus the previous year. This is the fourth straight year that Georgia Southern has generated more than \$700 million in economic impact. In addition to the overall impact, the report reveals that the University was responsible for 9,206 jobs in the nine-county region, which includes the counties of Bulloch, Bryan, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins and Screven.

A Day for Southern' campaign raises \$1.2 million. The University's 'A Day for Southern' campaign, a one-day fund-raising effort involving the Statesboro and Bulloch County communities, raised \$1,275,989 in 2009. The amount is the third largest total raised in the campaign's 36 year history. Bulloch County's business and professional community along with Georgia Southern faculty and staff donated more than \$1 million to the University for the 12th straight year.

Students make historic Civil War archaeological discovery. Georgia Southern archaeology students uncovered numerous priceless and unique Civil War artifacts at the site of a Confederate prison camp in Millen, Ga. The artifacts, including a makeshift smoking pipe, bullets turned into gaming pieces, a tourniquet buckle, jewelry, eating utensils, and coins were found at Magnolia Springs State Park. The area was the site of Camp Lawton, which at the close of the Civil War was believed to be the largest prison camp in the world. The state park was established in the 1930's, after the exact boundaries of the prison camp were no longer known. The widely accepted view by many archaeologists was that there were no significant or personal Civil War artifacts to be found at the site.

(continued on page 7)

The find is considered to be one of the most significant in recent years and was covered by *The Associated Press*, CNN, and Fox News just to name a few.

Record number of students receive degrees from Georgia Southern. For the first time in the University's more than 100-year history, Georgia Southern split spring commencement into two separate ceremonies – one for graduate students and one for undergraduate students. Nearly 500 doctoral, specialist's and master's degrees were presented during a ceremony at historic Hanner Fieldhouse. More than 2,200 undergraduates received their degrees at a ceremony held at Allen E. Paulson Stadium.

Georgia Southern launches online Bachelor of General Studies degree. The dream of earning an undergraduate degree from Georgia Southern from anywhere in the world became a reality this past year with the launch of the fully online Bachelor of General Studies degree. The degree was designed to provide students including working adults, members of the military and stay-at-home parents with access to a respected university without having to travel to campus.

University awarded U.S. Department of Energy grant to research alternative fuels. Georgia Southern researchers have been awarded a \$250,000 grant by the U.S. Department of Energy that will allow them to study the emissions of alternative fuels designed to replace fossil fuels. The grant will go towards purchasing new, cutting-edge equipment for the Renewable Energy Laboratory in the University's Allen E. Paulson College of Science and Technology. The equipment will be used to measure and analyze the emissions released when engines run on biofuels instead of diesel or gasoline. The lab at Georgia Southern will be one of only several universities in the nation equipped with this advanced technology. The Renewable Energy Laboratory is researching the use of biofuels from a number of sources. Mechanical and electrical engineering department officials say the grant is a progressive step for the renewable energy program, which will continue to expand student research opportunities as it gains additional external funding.

Georgia Southern named top university for minorities in science, technology, engineering and math. Georgia Southern was recently ranked by *Forbes Magazine* as one of the top 10 schools in the United States for minorities in the fields of science, technology, engineering and math (STEM). The list ranked Georgia Southern 10th among universities that are well-known for quality education and consistently graduate high percentages of minorities in these fields. The ranking builds on the University's success in hiring minority faculty, who become outstanding role models for students. The University has a number of minority-focused student organizations that provide additional recognition and support, and in recent years, Georgia Southern has developed a reputation for providing direct involvement in research activities for undergraduate students. The University strongly encourages undergraduates to get involved in research as early as their freshman year, which is shown to improve retention rates for minority students.

Georgia Southern faculty member awarded Fulbright. A College of Business Administration professor shared her knowledge in economic-related statistics and quantitative methods at The University of Debrecen in Hungary on a lecturing grant from the Fulbright U.S. Scholar Program. Barbara Price, Ph.D., spent the spring semester instructing Hungarian undergraduate and graduate students in required business courses, participating in special lectures and collaborating with fellow professors on applied research projects. Price, who specializes in business forecasting and optimization of resources, offered beneficial knowledge and experience to students and faculty — beyond textbook facts.

School of Nursing awarded nearly \$1 million by National Institutes of Health for Research Abroad program. Georgia Southern has been awarded a three-year, nearly \$1 million grant by the National Institutes of Health (NIH) and the National Center on Minority Health and Health Disparities (NCMHD) to fund the Minority Health International Research Training (MHIRT) program within the College of Health and Human Sciences School of Nursing. The program is the only one of its kind in Georgia and one of only a select number offered by universities in the country. Georgia Southern was awarded a grant in the amount of \$713,879.58 by the NCMHD and an additional \$230,295.69 carryover amount. The new program is designed to provide the University's nursing students with the opportunity to experience the research of various minority health care issues in the U.S. and abroad, while also increasing minority representation in the health research profession. The program, the first-of-its-kind at Georgia Southern, is part of the center's long-term strategy to help reduce the health burdens among underserved populations.

College of Business and School of Nursing graduate programs among best in nation. Georgia Southern University's graduate programs in business and nursing have been recognized among the nation's best in U.S.

(continued on page 8)

News & World Report's 2012 Best Graduate Schools rankings. The *2012 Best Graduate Schools* includes essential, detailed statistical information on more than 1,200 programs nationwide. The Family Nurse Practitioner program was ranked 19th in the country, ahead of programs including Emory University, Ohio State University and the University of Virginia. The Master of Science graduate nursing program was named one of the top 80 programs in the country (tied for 79th) under the Health Disciplines category, besting programs including the University of Tennessee-Knoxville, the University of South Carolina and the University of Central Florida to name a few. Georgia Southern's Master of Business Administration (MBA) program was recognized once again as one of the Top Part-Time MBA Schools by the publication. Tied for 121 out of 295, Georgia Southern's ranking is based on a Fall 2010 survey of business school deans and MBA program directors throughout the country. The University's MBA program includes classes taught on its main campus, in an off-campus center located in Savannah, Ga., or online providing numerous options for working students.

University students earn multiple honors at Model United Nations Competition. Georgia Southern's Model United Nations delegation earned multiple honors at the world's largest Model U.N. simulation held in New York City. The National Model U.N. Conference included more than 600 delegations from every continent (except Antarctica.) Of those, the Georgia Southern delegation was named an Outstanding Delegation and was recognized for Outstanding Position Papers. In addition to the Outstanding Delegation and Outstanding Position Paper awards, the Georgia Southern delegates participating in the General Assembly 2nd committee were chosen by their peers to address more than 600 students at the opening of one session of the Model U.N. General Assembly. Georgia Southern was also recognized as one of only seven schools which have had 40 or more years of constant participation in the National Model U.N. Conference.

Georgia Southern's engineering students record top 15 finish in international SEA BAJA Competition. Following an intensive four-day engineering competition, students at Georgia Southern scored a top 15 finish, placing 12th among a host of international colleges and universities at the 2011 Society of Automotive Engineers (SAE) Mini Baja Competition held at Stony Lonesome's OHV Park near Birmingham, Ala. Georgia Southern's 12th place finish is the highest the University has achieved at the Baja Competition since it began competing in 2002. The Eagles finished ahead of teams including Georgia Tech, Virginia Tech, Michigan State, University of South Carolina, Auburn University, and the University of Alabama, to name a few.

University's ROTC Program named one of the best in the nation. Georgia Southern's Army ROTC program was once again named one of the best in the nation by the U.S. Army Cadet Command and the Gen. Douglas MacArthur Foundation. The Eagle Battalion was honored with the MacArthur Award, which is given to only eight ROTC battalions nationwide every year. This is the second year in a row that the Eagle Battalion has received the award. The U.S. Army says the MacArthur Award recognizes the ideals of "duty, honor and country." The Eagle Battalion represented the Cadet Command's Sixth Brigade, which is made up of 39 ROTC programs in the southeastern United States and Puerto Rico.

For Georgia Southern News and Events visit <http://news.georgiasouthern.edu/today.php>.

Note. From Office of Marketing & Communications.

Summary of Facts – Fall 2010

There were 3,101 Beginning Freshmen:

- Average High School GPA was 3.20.
- Average SAT Score was 1106. This compares to a State average of 978 and a National Average of 1017.

Retention/Graduation Rate:

- The first year retention rate of first-time, full-time, degree-seeking freshmen who entered in Fall 2009 (and returned in Fall 2010) was 79%.
- The six year graduation rate for first-time, full-time, degree-seeking freshmen who entered in Fall 2004 and completed a bachelor's degree as of summer 2010 was 45%.

Total Enrollment was 19,691:

- 86.6% (17,044) were undergraduates, 13.4% (2,647) graduate level.
- 51.3% (10,111) were women, 48.7% (9,580) men.
- 90% (15,337) of undergraduates were full-time, 10% (1,707) part-time, 49.3% (8,402) female, 50.7% (8,642) male.
- 36.7% (972) of graduate level students were full-time, 63.3% (1,675) part-time, 64.6% (1,709) female, 35.4% (938) male.
- 32.2% (6,230) were minorities (*% does not include unknowns*).
- 74.2% (12,649) of undergraduates lived off campus, 25.7% (4,395) on-campus. 95% of Beginning Freshmen lived on-campus.
- 97% (19,122) were U.S. citizens with non-citizens representing 97 countries.
- 93.9% (18,482) were Georgia Residents with non-residents representing 46 of the other 49 States.
- 6.1% (1,033) of undergraduates were new transfers. 22.3% (230) were from University System of Georgia four year Institutions, 50.6% (523) University System of Georgia two year Institutions, 2.3% (24) Georgia Technical Colleges, 8.5% (88) Private Institutions, and 16.3% (168) Out of State Institutions.

Degrees Conferred:

- Georgia Southern University awarded 3,378 Degrees in 132 majors in Fiscal Year 2010. Of these, 2,630 were Bachelor Degrees, 601 Masters Degrees, 78 Education Specialist Degrees, and 69 Doctorates.
- 77.9% (2,630) of degrees were undergraduate and 22.1% (748) graduate level.
- Minorities received 29.1% (766) of undergraduate degrees and 25.9% (194) of graduate level degrees.
- Women received 53.4% (1,405) of undergraduate degrees and 68.4% (512) of graduate level degrees.

Credit Hours:

- Students were enrolled in courses totaling 545,978.5 semester credit hours for Fiscal Year 2011 (*including 1155 Military Science*) reflecting a 2.7 % increase from the previous year. In fall 2010, they were enrolled in 247,884 semester credit hours (*including 591 Military Science*) showing a 2.9% increase from the previous year.

Class Size:

- The average class size of lower division courses was 43, upper division was 24, and graduate level was 11.
- The Student to Faculty Ratio remained stable at 23:1.

Financial Aid:

- There were 43,611 Financial Aid awards to students totaling \$ 180,500,203 in the 2009-2010 aid year.

Faculty/Staff:

- There were 2,103 full time employees including faculty. Of these employees, 26% (555) were minorities and 53% (1,125) were women.
- Of full time faculty, 47% were female, 18% were minorities, 77% had doctorate level degrees, 48% were tenured, and 43% were on tenure track.
- Awards to Faculty for Research, Instruction, and Public Service for Fiscal Year 2010 totaled \$ 5,760,605.

Profile of Georgia Southern University

Georgia Southern University, classified as a doctoral/research institution by the Carnegie Foundation for the Advancement of Teaching, is a member of the University System of Georgia. As the largest and most comprehensive research institution in the central coastal Southeast, the University is a residential campus of 19,691 students and a premier choice for the state's HOPE Scholars. Students representing 48 U.S. states and 98 nations bring a diverse spectrum of backgrounds, interests and talents to the University community.

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

Georgia's large-scale, small-feel research University. Georgia Southern is known for offering all of the benefits of a major university with the personal feel and attention of a much smaller college. Additionally, with an expanding focus on research, Georgia Southern has created a unique niche and is attracting a record number of outstanding students from across the state, region and country.

Georgia Southern offers more than 115 degree programs at the baccalaureate, master's and doctoral levels through eight colleges: College of Business Administration, College of Education, College of Health and Human Sciences, Allen E. Paulson College of Science and Technology, College of Liberal Arts and Social Sciences, College of Information Technology, Jiann-Ping Hsu College of Public Health, and the Jack N. Averitt College of Graduate Studies. Georgia Southern is accredited by the Southern Association of Colleges and Schools and has earned special accreditation from professional and academic associations that set standards in their fields. The University continues to expand graduate offerings to meet the demands of its region.

Founded in 1906, Georgia Southern lays claim to being the most beautiful campus in the state. Comprising nearly 700 acres, the University grounds are an arboretum-like treasure featuring gently rolling lawns, scenic ponds and soaring pines. The historic core of campus is the quintessential college portrait – Georgian-style red brick buildings with white columns around a sweeping, tree-lined circular drive. Beyond this circle, classic and contemporary lines blend to showcase continuing growth and expansion of facilities. Major projects recently completed include the construction and renovation of the Zach S. Henderson Library, the renovation of the Foy Building, and the opening of the 1,001-bed Centennial Place residence hall.

Located in Statesboro, a safe and classic Main Street community of approximately 30,000 residents an hour northwest of Savannah, Georgia Southern provides enriching opportunities for people of all ages. The University benefits the region and state by engaging in research and providing public services that offer creative solutions to regional challenges. Georgia Southern also extends educational opportunities to citizens at its off-campus center located in Savannah as well as online.

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

Note. From Office of Marketing & Communications.

Vision

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, Spring 2009.
see appendix.

Mission Statement

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

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

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

from Georgia Southern University Strategic Plan, Spring 2009.
see appendix.

The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The Board oversees 35 institutions: 4 research universities, 2 regional universities, 13 state universities, 8 state colleges, and 8 two-year colleges. These institutions enroll more than 283,000 students and employ more than 40,000 faculty and staff to provide teaching and related services to students and the communities in which they are located.

The governor appoints members to the Board, who each serves seven years. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System, but is not a member of the Board. The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

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

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

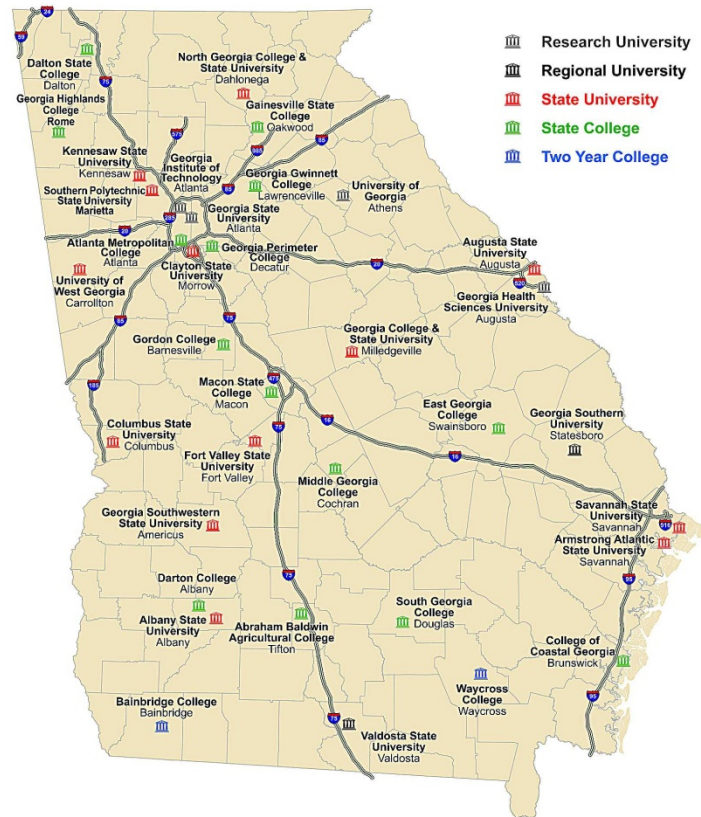
PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing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

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

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

Note. From 2010 - 2011 Undergraduate & Graduate Catalog.

University System Institutions



The Board of Regents

Kenneth R. Bernard, Jr. Thirteenth (1/1/07 - 1/1/14)	James R. Jolly Ninth (1/1/08 - 1/1/15)	Wanda Yancey Rodwell Fourth (1/1/05 - 1/1/12)
Larry R. Ellis At-Large (8/1/09 - 1/1/16)	Donald M. Leebern, Jr. At-Large (1/1/05 - 1/1/12)	Kessel Stelling, Jr. Sixth (1/1/08 - 1/1/15)
Rutledge A. Griffin Jr. First (1/1/11 - 1/1/18)	William NeSmith, Jr. Vice Chair, Tenth (3/13/08 - 1/1/15)	Benjamin J. Tarbutton, III Chair, Twelfth (1/6/06 - 1/1/13)
Robert F. Hatcher At-Large (1/6/06 - 1/1/13)	Doreen Stiles Poitevint Second (1/1/11 - 1/1/18)	Richard L. Tucker Seventh (1/28/05 - 1/1/12)
C. Thomas Hopkins, Jr. MD Third (4/16/10 - 1/1/17)	Willis J. Potts Eleventh (3/7/06-1/1/13)	Larry Walker At-Large (8/1/09 - 1/1/16)
W. Mansfield Jennings, Jr. Eighth (1/6/06 - 1/1/13)	Neil L. Pruitt, Jr. Fifth (4/19/11 - 1/1/17)	Philip A. Wilheit, Sr. At-Large (1/18/11 - 1/1/13)

Regents' Central Office Administrative Personnel

<p>Hank M. Huckaby, Chancellor</p> <p>Sabrina Thompson, Executive Assistant to the Chancellor</p> <p><u>Internal Audit and Compliance</u></p> <p>John Fuchko, III, Chief Audit Officer & Associate Vice Chancellor</p> <p><u>Academic Affairs</u></p> <p>David Morgan, Executive Vice Chancellor & Chief Academic Officer</p> <p>Dr. Felita Williams, Assistant Vice Chancellor for Academic Planning</p> <p>Dr. Marci M. Middleton, Assistant Vice Chancellor for Academic Programs</p> <p>Bob Cernock, Associate Vice Chancellor for Data Administration/Chief Data Officer</p> <p>Dr. Lynne Weisenbach, Vice Chancellor, Educator Preparation and Innovation</p> <p>Dr. Linda Noble, Associate Vice Chancellor for Faculty Affairs</p>	<p>Ben Robinson, Executive Director</p> <p>Dr. Curtis A. Carver Jr., Vice Chancellor and Chief Information Officer</p> <p>Dr. Susan Campbell Lounsbury, Assistant Vice Chancellor, Research & Policy Analysis</p> <p>Virginia Michelich, Assistant Vice Chancellor for Student Achievement</p> <p>Tonya Lam, Associate Vice Chancellor, Student Affairs</p> <p><u>Administrative and Fiscal Affairs</u></p> <p>Steve Wrigley, Executive Vice Chancellor of Administration</p> <p>Linda Daniels, Architect, Vice Chancellor, Facilities</p> <p>John E. Brown, Vice Chancellor, Fiscal Affairs</p> <p>Dr. Lamar Veatch, Assistant Vice Chancellor, Georgia Public Library Service</p>	<p>J. Burns Newsome, Vice Chancellor, Legal Affairs & Secretary to the Board</p> <p>Shelley C. Nickel, Associate Vice Chancellor, Planning & Implementation</p> <p><u>External Affairs</u></p> <p>Tom Daniel, Sr. Vice Chancellor, Office of External Affairs</p> <p>Christina Hobbs, Business Development Manager</p> <p>Terry Durden, Assistant Vice Chancellor, Office of Economic Development</p> <p>Amanda D. Seals, Executive Director, Government Relations</p> <p>John Millsaps, Associate Vice Chancellor, Media & Publications</p>
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Note: From Board of Regents Web Site, August 25, 2011.

Georgia Southern University Organization

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- Ms. Marilyn Bruce, Executive Associate to the President
Ms. Jana Briley, Director, Audit & Advisory Services
Ms. Maura Copeland, Associate Vice President for Legal Affairs
Mr. Russell Keen, Associate Vice President for Governmental Relations

Dr. William T. Moore, Provost and Vice President for Academic Affairs

- Dr. Kathy Albertson, Associate Provost
Ms. Candace Griffith, Associate to the Provost for Academic Programs & Policies
Ms. Virginia Samiratedu, Associate to the Provost for Assessment
Dr. Stephen Zerwas, Associate Vice President for Institutional Effectiveness
Ms. Carolyn Altman, Director, Botanical Garden
Dr. Jeffrey M. Palis, Director, Center for International Studies
Dr. Alan Altany, Director, Center for Teaching, Learning, & Scholarship (CTLS)
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Mr. Albert Peralion, Director, Performing Arts Center

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- Mr. Henry Whitfield, Director, Coastal Georgia Center

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

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Dr. Gerard Burke, Chair, Finance & Quantitative Analysis
Dr. Jerry Wilson, Chair, Management, Marketing, and Logistics.
Dr. Godfrey Gibbison, Director, School of Economic Development

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Dr. Deborah Thomas, Associate Dean of Undergraduate Teacher Education

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Dr. Steve Rossi, Associate Dean
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Dr. Tom Case, Chair, Information Systems
Dr. Arthur Gowan, Chair, Information Technology

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Dr. Michael Nielsen, Chair, Psychology
Dr. Peggy Hargis, Chair, Sociology & Anthropology
Dr. Randall McClure, Chair, Writing & Linguistics

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Dr. Stuart Tedders, Director, Office of Public Health Practice

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Dr. John C. DiCesare, Chair, Chemistry
Dr. Brian Moore, Director, Construction Management & Civil Engineering

(Continued on page 15)

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Dr. Mohammad Davoud, Chair, Mechanical and
Electrical Engineering
MAJ Duane A. Fairfax, Chair, Military Science, ROTC
Dr. Mark Edwards, Chair, Physics

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Mr. Edward Mills, Director, Auxiliary Services
Ms. Kim Thompson Brown, Controller
Mr. Paul Michaud, Chief Human Resources Officer
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Mr. Michael Russell, Director, Public Safety
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Ms. Deborah Shaver, Director, Office of Research Services & Sponsored Programs

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Dr. Jayne Perkins Brown, Associate Vice President
Dr. Amy Ballagh, Assistant to the Vice President
Dr. Georj Lewis, Dean of Students
Mr. Kerry Greenstein, Assistant Dean of Students
Ms. Joy Hamm, Assistant Dean of Students, Director of Greek Life

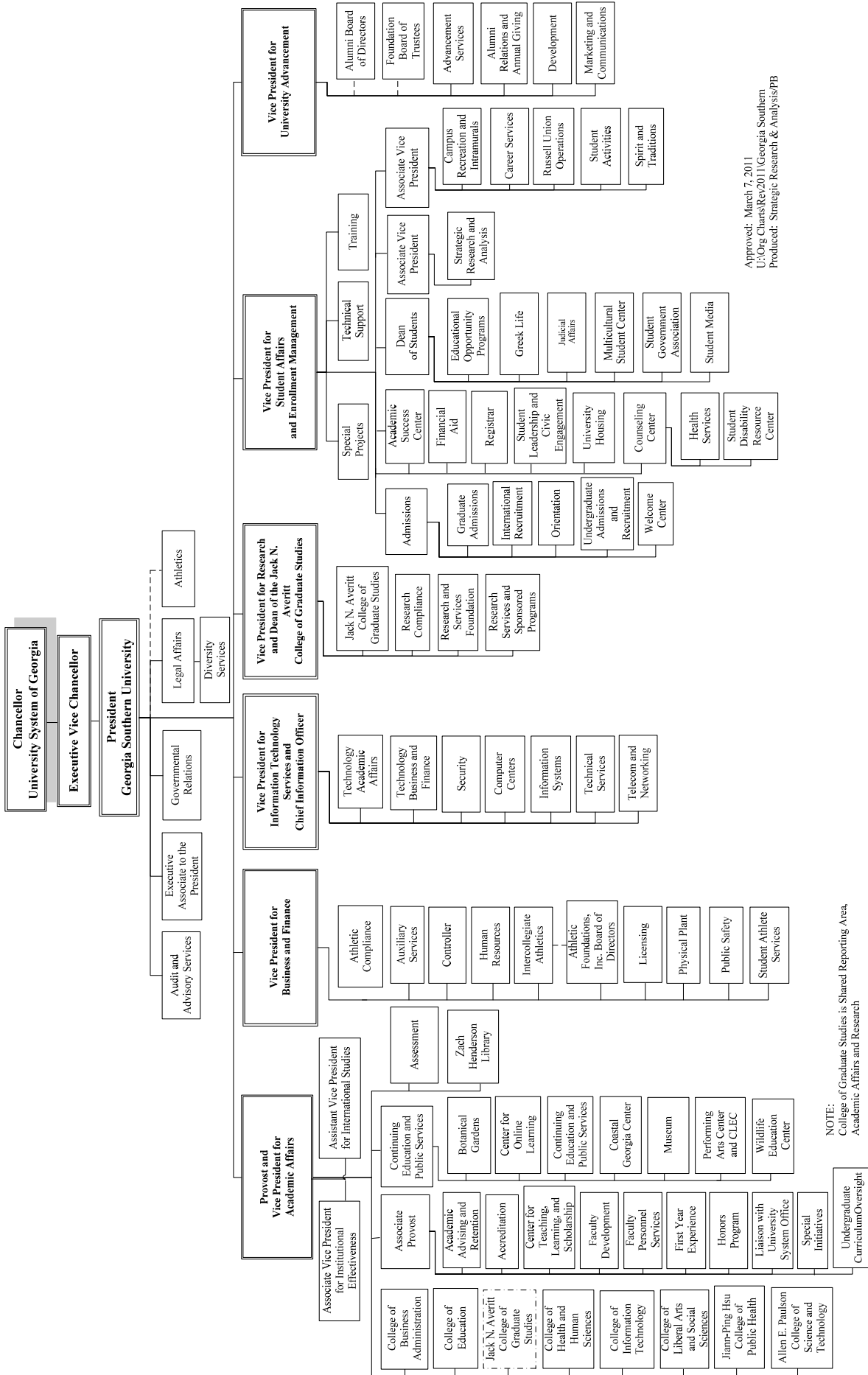
Ms. Patrice Buckner, Assistant Dean of Students, Director of Judicial Affairs
Ms. Janet O'Brien, Director, Academic Success Center
Ms. Sarah Smith, Director of Admissions
Mr. Gene Sherry, Director, Campus Recreation & Intramurals
Mr. Warren Riles, Director, Career Services
Dr. David Matthews, Director, Counseling Center
Dr. Joyya Smith, Director, Educational Opportunity Programs
Ms. Connie Murphey, Director, Financial Aid
Mr. Paul Ferguson, Administrator, Health Services
Dr. Consuela Ward, Director, Multicultural Student Center
Mr. Mike Deal, Registrar
Dr. Tina Powellson, Director, Student Activities
Mr. Wayne Akins, Director, Student Disability Resource Center
Dr. Todd Deal, Director, Student Leadership & Civic Engagement
Mr. John Harvey, Director, Student Media
Mr. Ted Williams, Director, SAEM Technical Services
Mr. Christopher MacDonald, Director, University Housing

Mr. Wendell Tompkins, Vice President for University Advancement

Ms. Melanie Mosley, Director/Executive Assistant to the Vice President
Mr. Wendell Tompkins, Director, Alumni Relations
Mr. Alex Grovenstein, Director of Annual Giving
Ms. Michelle Davis, Director of Development
Ms. Jodi Collins, Director of Foundation Accounting
Ms. Carole Smith, Senior Director, Foundation & Corporate Relations
Ms. Janice West, Director, IT Services for University Advancement
Mr. Christian Flathman, Director, Marketing and Communications

Note. From Office of the Provost & Vice President for Academic Affairs. Current as of August 12, 2011.

Georgia Southern University
Organization Chart 2010-2011



Approved: March 7, 2011
L:\Org Charts\Rev2011\Georgia Southern
Produced: Strategic Research & Analysis/PB

NOTE:
College of Graduate Studies is Shared Reporting Area.
Academic Affairs and Research

Presidents of the Institution

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 - 1922

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

Carnegie Classification of Doctoral/Research University - 2005

Bruce F. Grube	President	1999-2009
Brooks A. Keel	President	2010 -present

Note. From Office of Strategic Research and Analysis.

Admission Standards – Beginning Freshman

Fall 2010:

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

Regular Admission:

Minimum composite Scholastic Aptitude Test (SAT) score of 1000 (with no less than a 430 in Critical Reading and no less than 400 in Math). Writing score is mandatory but not counted in the total.

or

Minimum composite American College Test (ACT) score of 21 (with no less than a 17 in English and no less than 17 in Math) Writing test is mandatory.

College Preparatory Curriculum Requirements for Beginning Freshman Admission, Fall 2010

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

1. English / 4 units - including grammar and usage, American English and World Literature, and Advanced Composition Skills.
2. Social Sciences / 3 units - one focusing on United States Studies, one focusing on World Studies, and one other College Preparatory Social Science Course.
3. Mathematics / 4 units - Algebra I & II, Geometry, and Trigonometry or other higher Math.
4. Foreign Language / 2 units – must be in the same language and emphasizing speaking listening, reading, and writing.
5. Science / 3 units – including at least one lab course in the life sciences, and one lab course in the physical sciences

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

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

Undergraduate Admissions: <http://admissions.georgiasouthern.edu/>

Graduate Admissions: <http://cogs.georgiasouthern.edu/>

Note. From Office of Admissions.

Applications for Admission Into the Fall Terms Indicated

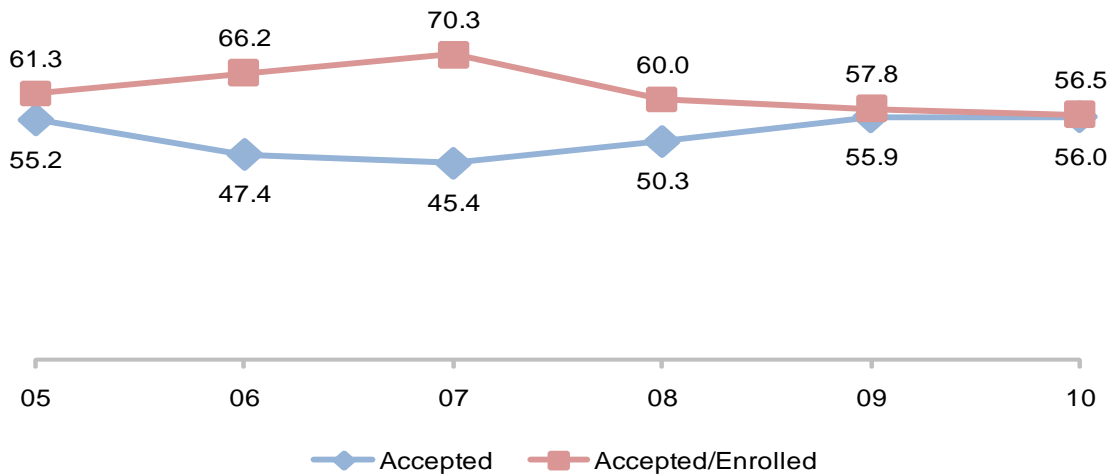
	Fall 2009					Fall 2010				
	Applied		Accepted		Accepted/ Enrolled	Applied		Accepted		Accepted/ Enrolled
	<u>n</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Beginning Freshmen ^a	9,214	5,154	55.9	2,981	57.8	9,817	5,493	56.0	3,101	56.5
Transfers	1,619	1,320	81.5	1,080	81.8	1,674	1,341	80.1	1,033	77.0
Other Undergraduate ^b	917	890	97.1	538	60.4	993	970	97.7	597	61.5
Graduate Level	1,130	977	86.5	642	65.7	1,122	910	81.1	606	66.6
Total - All Applicants	12,880	8,341	64.8	5,241	62.8	13,606	8,714	64.0	5,337	61.2

Note. Beginning Freshman and Transfer Applicants are degree seeking only. Applied includes accepted, denied, and cancelled applications. Rates will differ from CDS C1 due to different cohorts.

^aBeginning Freshman - a degree-seeking student who enters college for the first time in Fall Term. Students who graduated from high school within the same calendar year of the fall term are included even if they previously attended college. This includes students who enter with advanced standing (college credits earned before graduation from high school). Full-time and part-time students are included.

^bOther Undergraduate - non-degree seeking, joint enrolled, transient, and post-baccalaureate.

Percentage of Beginning Freshmen Accepted and Accepted/Enrolled by Fall Terms



Fall Term	Applicants	Accepted	%	
			Accepted	Accepted/Enrolled
2005	8,302	4,585	55.2	61.3
2006	7,360	3,486	47.4	66.2
2007	8,090	3,669	45.4	70.3
2008	8,620	4,335	50.3	60.0
2009	9,214	5,154	55.9	57.8
2010	9,817	5,493	56.0	56.5

Note. From Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports

Distribution of SAT Scores for Fall Term Beginning Freshmen

Math Scores

Score	2005		2006		2007		2008		2009		2010	
	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%
700-800	37	1.6	35	1.8	34	1.6	50	2.4	41	1.7	50	2.1
600-699	541	24.4	455	24.7	499	24.8	483	25.4	535	24.5	592	26.7
500-599	1,381	82.7	1,190	84.8	1,320	86.1	1,271	85.9	1,423	85.0	1,425	85.8
400-499	407	99.9	294	99.7	296	99.8	294	99.9	351	99.9	337	99.8
<400	2	100.0	6	99.9	4	99.9	3	100.0	2	100.0	4	100.0
Total	2,368		1,980		2,153		2,101		2,352		2,408	

Verbal Scores

Score	2005		2006		2007		2008		2009		2010	
	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%
700-800	41	1.7	32	1.6	40	0.0	43	2.0	40	1.7	36	1.5
600-699	443	20.4	368	20.2	448	22.7	441	23.0	432	20.1	435	19.6
500-599	1,415	80.2	1,254	83.5	1,286	82.4	1,294	84.6	1,481	83.0	1,516	82.5
400-499	461	99.7	324	99.9	375	99.8	323	100.0	398	99.9	416	99.9
<400	8	100.0	2	100.0	4	100.0	0		1	100.0	5	100.0
Total	2,368		1,980		2,153		2,101		2,352		2,408	

Composite Scores

Score	2005		2006		2007		2008		2009		2010	
	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%
1400-1600	17	0.7	13	0.7	11	0.5	13	0.6	15	0.6	17	0.7
1200-1399	397	17.5	315	16.6	373	17.8	406	19.9	398	17.6	397	17.2
1000-1199	1,645	87.0	1,622	98.5	1,749	99.1	1,657	98.8	1,915	99.0	1,974	99.2
800-999	304	99.8	29	99.9	16	99.8	25	100.0	23	99.9	15	99.9
<800	5	100.0	1	100.0	4	100.0	0		1	100.0	5	100.0
Total	2,368		1,980		2,153		2,101		2,352		2,408	

Writing Scores

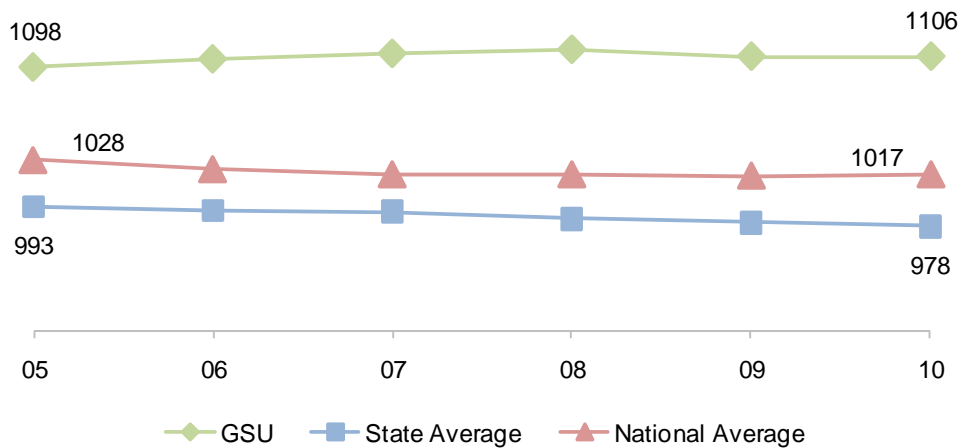
Score	2005		2006		2007		2008		2009		2010	
	n/a	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%	n	Cum%
700-800							18	0.9	22	0.9	19	0.8
600-699							302	13.8	302	13.8	298	12.9
500-599							1,118	70.0	1,318	70.0	1,315	66.3
400-499							627	98.6	671	98.6	801	98.8
<400							21	100.0	33	100.0	29	100.0
Total							2,086		2,346		2,462	

Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT). Totals are a subset of all Beginning Freshmen. They include only students with valid SAT Scores for each category. SAT Writing Scores were required starting in Fall 2008. A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term. Students who graduated from high school within the same calendar year of the fall term are included even if they previously attended college. This includes students who enter with advanced standing (college credits earned before graduation from high school). Full-time and part-time students are included.

Average SAT Scores of Beginning Freshmen Compared to University System Four-Year Institutions and State/National Averages

Fall Terms	2005	2006	2007	2008	2009	2010
MATH						
GSU	552	555	558	558	556	558
University System - 4 yr	556	557	554	551	551	551
State Average	496	496	495	493	491	490
National Average	520	518	515	515	515	516
VERBAL						
GSU	546	548	550	552	544	548
University System - 4 yr	552	550	549	546	546	545
State Average	497	494	494	491	490	488
National Average	508	503	502	502	501	501
COMPOSITE						
GSU	1098	1104	1108	1111	1106	1106
University System - 4 yr	1107	1107	1103	1097	1095	1095
State Average	993	990	989	984	981	978
National Average	1028	1021	1017	1017	1016	1017

Composite Scores



Note. GSU and USG averages are from the USG Fall Semester SAT Reports. State and National averages are from the College Board College Bound Seniors Reports on the College Board web site. University System SAT Averages are for the four-year institutions only less the State Colleges. State and National Averages are for College Bound Seniors whether they enrolled in College or not. A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term. Students who graduated from high school within the same calendar year of the fall term are included even if they previously attended college. This includes students who enter with advanced standing (college credits earned before graduation from high school). Full-time and part-time students are included.

Average Composite SAT Scores of University System of Georgia Beginning Freshmen – 4 Year Schools

Georgia Southern University

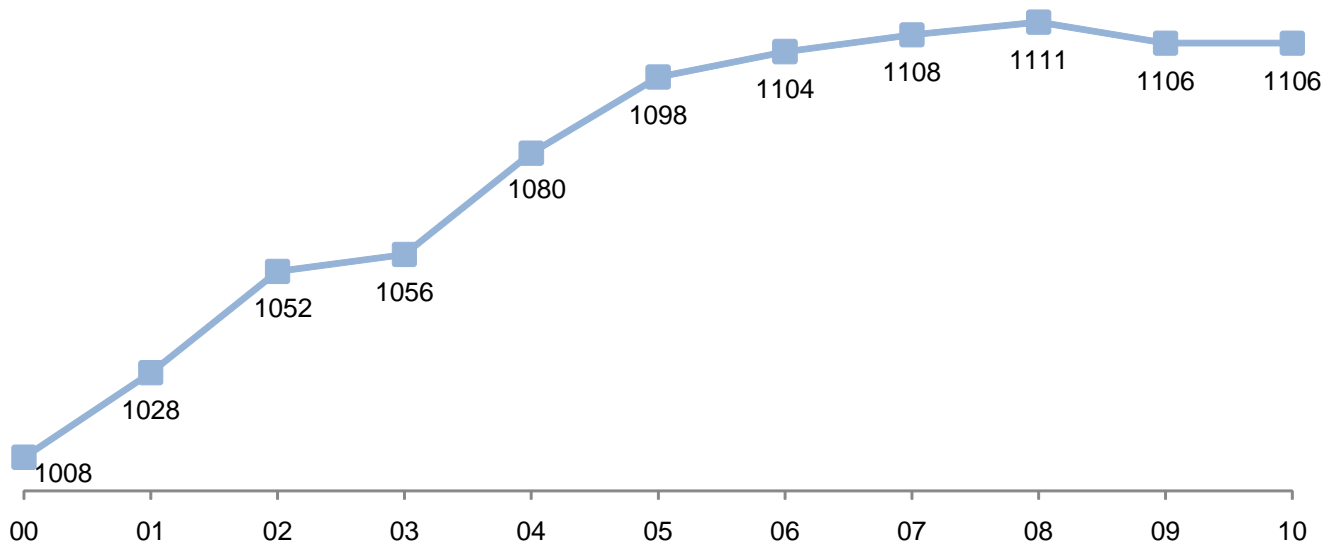


Table is sorted in descending order of average composite SAT score in Fall 2010

Institution	Fall Terms										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Georgia Institute of Technology	1329	1321	1325	1325	1323	1328	1329	1333	1335	1336	1340
University of Georgia	1198	1201	1211	1209	1230	1237	1222	1225	1229	1237	1233
Georgia College & State University	1049	1055	1062	1088	1116	1120	1124	1128	1129	1139	1156
Southern Polytechnic State	1074	1094	1094	1105	1119	1124	1113	1106	1112	1131	1132
North Georgia College & State University	1065	1061	1069	1074	1080	1079	1082	1079	1088	1097	1107
Georgia Southern University	1008	1028	1052	1056	1080	1098	1104	1108	1111	1106	1106
Georgia State University	1045	1063	1066	1080	1088	1085	1086	1084	1077	1080	1094
Kennesaw State University	1034	1022	1032	1047	1069	1067	1071	1066	1077	1076	1083
Armstrong Atlantic State University	1003	1018	1010	1024	1027	1020	1011	1012	1011	1015	1014
Valdosta State University	1012	1020	1020	1017	1025	1028	1026	1009	1013	996	998
Georgia Southwestern State	1001	999	1005	999	986	996	991	983	988	980	989
Augusta State University	980	979	984	978	975	978	970	991	980	979	989
University of West Georgia	980	1000	1008	1009	1006	1021	1012	1013	1013	1000	985
Columbus State University	960	970	970	973	989	1003	990	992	978	973	971
Clayton State University	984	1006	993	1002	992	984	997	974	967	969	960
Savannah State University	881	892	887	886	902	876	882	867	850	878	858
Fort Valley State University	894	878	893	897	913	902	898	884	882	874	850
Albany State University	830	908	926	905	934	915	902	910	881	879	847

Note. From Student Information Reporting System (SIRS) and University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT)

Enrollment by Georgia High Schools of Beginning Freshmen, Fall 2010

School	n	School	n
1. Milton High School, Alpharetta	56	48. East Coweta High School, Sharpsburg	16
2. Harrison High School, Kennesaw	55	49. Central Gwinnett High School, Lawrenceville	15
3. Mill Creek Hs, Hoschtou	52	50. Jones County High School, Gray	15
4. Statesboro High School, Statesboro	47	51. Screven County High School, Sylvania	15
5. Alan C Pope High School, Marietta	43	52. Lagrange High School, Lagrange	15
6. South Forsyth High School, Cumming	43	53. Home Schooled	15
7. Greenbrier High School, Evans	42	54. Tucker High School, Tucker	14
8. Northview High, Duluth	42	55. Pinewood Christian Academy, Bellville	14
9. Camden County High School, Kingsland	41	56. Chapel Hill High School, Douglasville	14
10. Brookwood High School, Snellville	41	57. Columbus High School, Columbus	14
11. Mcintosh High School, Peachtree City	37	58. Alcovy High School, Covington	14
12. Collins Hill High School, Suwanee	36	59. Sequoyah High School, Canton	14
13. Saint Pius X Catholic Hs, Atlanta	33	60. Norcross High School, Norcross	14
14. Chattahoochee High School, Alpharetta	32	61. Woodward Academy, College Park	14
15. Walton High School, Marietta	32	62. Tattnell Square Academy, Macon	14
16. Effingham County High School, Springfield	32	63. Dutchtown High School, Hampton	14
17. Etowah High School, Woodstock	30	64. Heritage High School, Conyers	13
18. South Effingham High School, Guyton	29	65. Kell High School, Marietta	13
19. Lassiter High School, Marietta	29	66. Lakeside High School-Evans, Evans	13
20. Kennesaw Mountain High School, Kennesaw	29	67. Ola High School, McDonough	13
21. Evans High School, Evans	29	68. Brunswick High School, Brunswick	13
22. Roswell High School, Roswell	28	69. Calvary Baptist Day School, Savannah	13
23. Alpharetta High School, Alpharetta	27	70. Newton High School, Covington	13
24. Chamblee High School, Chamblee	27	71. Warner Robins High School, Warner Robins	13
25. Hill Grove High School, Powder Springs	26	72. Stratford Academy, Macon	12
26. Peachtree Ridge HS, Suwanee	26	73. Union Grove High School, McDonough	12
27. Dunwoody High School, Dunwoody	24	74. Eagles Landing High School, McDonough	12
28. Parkview High School, Lilburn	23	75. Westlake High School, Atlanta	12
29. North Gwinnett High School, Suwanee	23	76. Forsyth Central High School, Cumming	12
30. East Paulding High School, Dallas	22	77. Flowery Branch High School, Flowery Branch	11
31. Glynn Academy, Brunswick	21	78. Southwest Dekalb High School, Decatur	11
32. Houston County High School, Warner Robins	21	79. Loganville High School, Loganville	11
33. South Gwinnett High School, Snellville	20	80. Marietta High School, Marietta	11
34. Southeast Bulloch High School, Brooklet	20	81. Oconee County High School, Watkinsville	11
35. Bradwell Institute, Hinesville	19	82. North Cobb High School, Kennesaw	11
36. Herschel Jenkins High School, Savannah	19	83. North Oconee HS, Bogart	11
37. Grayson High School, Loganville	19	84. Liberty County High School, Hinesville	10
38. Starr's Mill High School, Fayetteville	19	85. Colquitt County High School, Moultrie	10
39. Savannah Christian School, Savannah	18	86. Baldwin High School, Milledgeville	10
40. Northgate High School, Newnan	18	87. Bryan County High School, Pembroke	10
41. Lakeside High School-Atlanta, Atlanta	18	88. Creekview High School, Canton	10
42. Centennial High School, Roswell	18	89. Swainsboro High School, Swainsboro	10
43. West Forsyth High School, Cumming	18	90. All Other In State (310 schools)	1,061
44. Richmond Hill High School, Richmond Hill	17	91. Out of State (128 schools)	157
45. Salem High School, Conyers	17		
46. West Laurens High School, Dublin	17		
47. Savannah Arts Academy, Savannah	16		

Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT). Includes only Schools with ≥ 10 students. A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term. Students who graduated from high school within the same calendar year of the fall term are included even if they previously attended college. This includes students who enter with advanced standing (college credits earned before graduation from high school). Full-time and part-time students are included.

Undergraduate In-Transfer Students, Fall Terms

<u>Institution</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	n	05	10	Min	Max
University System of Georgia Four Year Institutions	214	186	192	184	239	230				184	239
Albany State University	4	6	1	5	9	11					
Armstrong Atlantic State University	42	25	42	38	36	33					
Augusta State University	15	16	16	18	25	21					
Clayton College and State University	2	5	7	7	7	4					
Columbus State University	10	7	9	4	7	8					
Fort Valley State University	3	3	3	2	5	10					
Georgia College and State University	28	14	14	8	12	8					
Georgia Gwinnett College ^a	---	---	---	2	3	6					
Georgia Health Sciences University ^b	0	1	0	0	0	0					
Georgia Institute of Technology	0	2	4	2	2	4					
Georgia Southwestern State University	3	6	6	6	4	4					
Georgia State University	19	6	7	15	24	18					
Kennesaw State University	21	27	20	13	23	22					
North Georgia College and State University	3	4	8	4	7	4					
Savannah State University	11	17	7	11	26	24					
Southern Polytechnic State University	5	1	5	3	4	3					
State University of West Georgia	5	14	6	9	14	9					
University Of Georgia	14	11	10	11	12	8					
Valdosta State University	29	21	27	26	19	33					
University System of Georgia Two Year Institutions	417	409	431	466	543	523				409	543
Abraham Baldwin Agricultural College	20	24	18	22	25	25					
Atlanta Metropolitan College	0	1	2	5	0	1					
Bainbridge College	1	6	3	4	6	11					
College of Coastal Georgia ^c	45	30	42	37	27	35					
Dalton State College	3	7	6	4	2	3					
Darton College	9	10	7	15	17	7					
East Georgia College	122	119	160	170	229	208					
Gainesville College	19	17	24	24	24	37					
Georgia Highlands College ^d	2	7	5	10	8	10					
Georgia Perimeter College	34	45	48	42	45	48					
Gordon College	26	27	9	12	19	25					
Macon State College	31	17	17	20	27	24					
Middle Georgia College	66	62	52	68	59	34					
South Georgia College	27	29	24	18	30	38					
Waycross College	12	8	14	15	25	17					
Department of Technical and Adult Education Colleges	14	8	13	16	30	24				8	30
Private Institutions in Georgia	64	79	78	80	82	88				64	88
Out of State Institutions	144	180	162	168	186	168				144	186
Total	853	862	876	914	1,080	1,033				853	1,080

Note. From University System of Georgia (USG) Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Tables (ADM LLT). All data reflects the Board of Regents definition of an undergraduate transfer as reported in their semester enrollment reports. The top 5 transferring USG institutions in fall 2010 are highlighted in blue.

^aGeorgia Gwinnett was new as of Fall 2008.

^bFormerly Medical College of Georgia.

^cFormerly Coastal Georgia Community College.

^dFormerly Floyd College.

Fall Enrollment History, 1906 – Present

Year	Fall Total Enrollment	Comments	Year	Fall Total Enrollment	Comments
1906	n/a	First District Agricultural & Mechanical School was founded.	1963-64	2,381	
1908	15	Students enrolled into First District A&M School.	1964-65	2,969	
1913	213		1965-66	3,676	The Vietnam War began in 1965 with U.S. troops officially withdrawn in 1973. There seems to be little impact noted on enrollment.
1915	117	World War I began in 1914 and ended in fall 1918. In addition, many students were forced to drop out of school because of crop failures from torrential rains and falling farm incomes.	1966-67	4,063	
1921	78	Due to inadequate appropriations, poor collections and inefficient managements, the school had lost much of its prestige. Money normally allotted for repairs and general maintenance had to be used to service a mortgage.	1967-68	4,407	
1922	****	Name change to Georgia Normal School.	1968-69	4,669	
1924-25	151		1969-70	5,178	
1925-26	151		1970-71	5,719	
1926-27	226		1971-72	6,156	
1927-28	215		1972-73	6,181	
1928-29	252		1973-74	5,921	
1929	****	Name change to South Georgia Teachers College.	1974-75	6,125	
1929-30	261		1975-76	6,252	
1930-31	254		1976-77	6,114	
1931-32	294		1977-78	6,484	
1932-33	448		1978-79	6,525	
1933-34	458		1979-80	6,723	
1934-35	504		1980-81	6,626	
1935-36	455		1981-82	6,603	
1936-37	534		1982-83	6,830	
1937-38	508		1983-84	7,018	
1938-39	581		1984-85	6,526	
1939	****	Name change to Georgia Teachers College.	1985-86	6,935	
1939-40	514	World War II began.	1986-87	7,611	
1940-41	506		1987-88	8,766	
1941-42	350		1988-89	9,841	
1942-43	160	World War II deployments began to have a major impact on enrollments.	1989-90	11,238	
1943-44	158		1990	****	Name change to Georgia Southern University.
1944-45	207		1990-91	12,250	
1945-46	262	World War II ends in fall 1945.	1991-92	13,411	
1946-47	606		1992-93	14,030	
1947-48	635		1993-94	14,191	
1948-49	724		1994-95	14,138	
1949-50	766		1995-96	14,157	
1950-51	756		1996-97	14,312	
1951-52	613		1997-98	13,965	
1952-53	649		1998-99	13,904	Quarter to semester system conversion implemented.
1953-54	628		1999-00	14,476	
1954-55	583		2000-01	14,184	
1955-56	750		2001-02	14,371	
1956-57	914		2002-03	15,075	
1957-58	1,147		2003-04	15,704	
1958-59			2004-05	16,100	
1959	****	Name change to Georgia Southern College	2005-06	16,646	Carnegie Classification to Doctoral/Research University
1959-60	1,185		2006-07	16,425	Year long Centennial Celebration launched in December, 06
1960-61	1,403		2007-08	16,841	
1961-62	1,764		2008-09	17,784	
1962-63	2,124		2009-10	19,086	
			2010-11	19,691	

Note. From Shurbutt, T. Ray (1982). *Georgia Southern: Seventy-five years of Progress and Service*, Tallahassee: Rose Printing Company; Georgia Southern Fact Books; Georgia Southern University's Registrar's Office

Enrollment by Country of Citizenship, Fall 2010

Country	U/G	G	Total	Country	U/G	G	Total
1. Albania	1	0	1	52. Jamaica	18	4	22
2. Antigua and Barbuda	1	0	1	53. Japan	9	1	10
3. Australia	3	0	3	54. Jordan	0	2	2
4. Austria	3	0	3	55. Kenya	2	0	2
5. Azerbaijan	0	1	1	56. Korea, Demo People (North)	2	0	2
6. Bahamas	17	2	19	57. Korea, Republic of (South)	19	1	20
7. Bahrain	1	0	1	58. Liberia	4	1	5
8. Bangladesh	1	2	3	59. Malaysia	1	1	2
9. Belarus	0	1	1	60. Mexico	13	5	18
10. Belgium	1	1	2	61. Mongolia	1	0	1
11. Benin	0	1	1	62. Morocco	2	1	3
12. Bermuda	2	1	3	63. Nepal	2	4	6
13. Bolivia	0	1	1	64. Netherlands	3	0	3
14. Bosnia and Herzegovina	2	0	2	65. Nicaragua	1	0	1
15. Brazil	6	0	6	66. Nigeria	34	8	42
16. Bulgaria	1	2	3	67. Oman	0	1	1
17. Burkina	11	5	16	68. Pakistan	3	0	3
18. Burundi	1	0	1	69. Panama	2	0	2
19. Cameroon	3	2	5	70. Paraguay	1	0	1
20. Canada	27	10	37	71. Peru	1	0	1
21. Chad	1	0	1	72. Philippines	2	1	3
22. Chile	1	0	1	73. Poland	2	0	2
23. China	26	24	50	74. Russia	1	1	2
24. Colombia	9	0	9	75. Rwanda	0	1	1
25. Congo	0	1	1	76. Saint Kitts and Nevis	1	1	2
26. Costa Rica	2	0	2	77. Saudi Arabia	8	0	8
27. Cote D'Ivoire	1	0	1	78. Senegal	1	0	1
28. Denmark	2	0	2	79. Somalia	3	0	3
29. Dominica	1	0	1	80. South Africa	7	3	10
30. Ecuador	2	2	4	81. Spain	3	0	3
31. Egypt	1	1	2	82. Sri Lanka	0	4	4
32. El Salvador	0	1	1	83. Sweden	4	0	4
33. Ethiopia	1	0	1	84. Taiwan	0	2	2
34. Europa Island	1	0	1	85. Tanzania	1	1	2
35. Finland	5	1	6	86. Togo	0	1	1
36. France	3	0	3	87. Trinidad and Tobago	7	2	9
37. Gabon	3	0	3	88. Turkey	0	1	1
38. Gambia (The)	1	0	1	89. Uganda	1	0	1
39. Germany	10	2	12	90. Ukraine	1	1	2
40. Ghana	2	4	6	91. United Arab Emirates	1	1	2
41. Greece	0	1	1	92. United Kingdom/Gr Britain	20	3	23
42. Guyana	1	0	1	93. United States of America	16,626	2,496	19,122
43. Haiti	5	1	6	94. Uruguay	1	0	1
44. Honduras	37	0	37	95. Venezuela	5	4	9
45. Hong Kong	3	1	4	96. Vietnam	8	3	11
46. Iceland	1	0	1	97. Zambia	1	0	1
47. India	14	19	33	98. Zimbabwe	1	2	3
48. Indonesia	1	0	1	Total	17,044	2,647	19,691
49. Ireland	2	2	4	<i>Number - Non-USA</i>	418	151	569
50. Israel	3	1	4	<i>Percent - Non-USA</i>	2.5%	5.7%	2.9%
51. Italy	1	0	1				

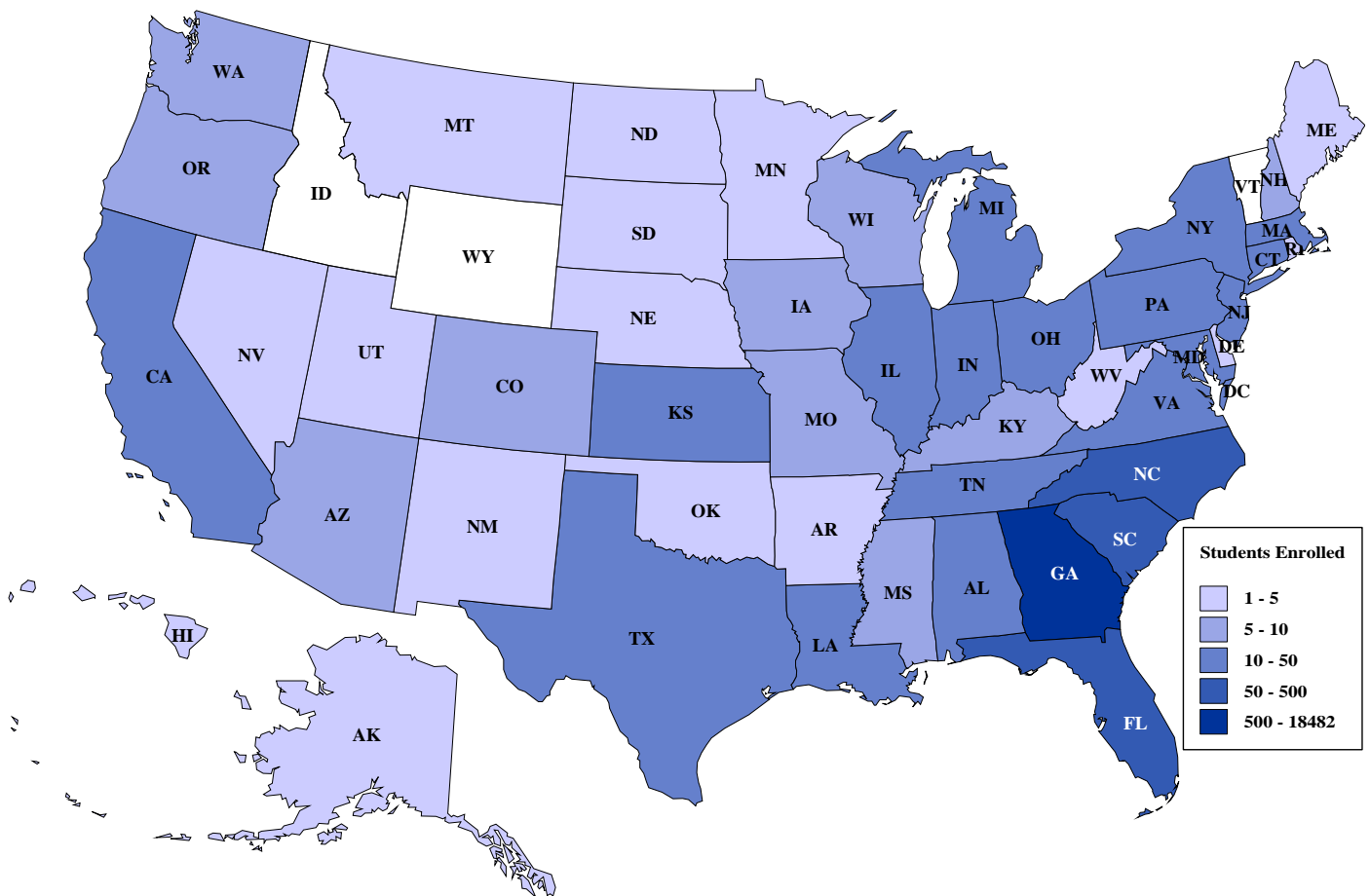
KEY : UG - Undergraduates, G - Graduates

Note. From University System of Georgia Academic Data Mart Legacy Like Table (ADM LLT) - *Country of Citizenship*. The top 5 countries other than the U.S. are highlighted in blue.

Enrollment by State of Residence, Fall 2010

	U/G	G	Total		U/G	G	Total		U/G	G	Total
1. Alabama	13	16	29	18. Maine	1	3	4	35. Oklahoma	2	1	3
2. Alaska	2	0	2	19. Maryland	18	5	23	36. Oregon	2	3	5
3. Arizona	3	2	5	20. Massachusetts	14	1	15	37. Pennsylvania	17	8	25
4. Arkansas	1	2	3	21. Michigan	16	4	20	38. Puerto Rico	1	1	2
5. California	17	12	29	22. Minnesota	3	1	4	39. Rhode Island	1	0	1
6. Colorado	4	1	5	23. Mississippi	3	3	6	40. South Carolina	75	48	123
7. Connecticut	10	4	14	24. Missouri	5	3	8	41. South Dakota	1	0	1
8. Delaware	1	1	2	25. Montana	1	0	1	42. Tennessee	17	9	26
9. Florida	143	49	192	26. Nebraska	1	1	2	43. Texas	20	12	32
10. Georgia	16,238	2,244	18,482	27. Nevada	1	0	1	44. Utah	2	1	3
11. Hawaii	0	1	1	28. New Hampshire	7	1	8	45. Virgin Islands	0	1	1
12. Illinois	15	9	24	29. New Jersey	15	8	23	46. Virginia	34	12	46
13. Indiana	5	5	10	30. New Mexico	2	1	3	47. Washington	5	2	7
14. Iowa	0	5	5	31. New York	28	14	42	48. West Virginia	1	2	3
15. Kansas	8	4	12	32. North Carolina	32	26	58	49. Wisconsin	2	5	7
16. Kentucky	8	1	9	33. North Dakota	0	2	2	Total U.S.	16,814	2,551	19,365^a
17. Louisiana	3	8	11	34. Ohio	16	9	25	Total - Non-USA	230	96	326^b
								Total Enrollment	17,044	2,647	19,691

KEY : U/G - Undergraduates, G - Graduates



Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) – *Current State of Legal Residence Map* shows Total Undergraduate and Graduate Enrollment. The top 5 states other than Georgia are highlighted in blue in the table above.

^aTotal U.S. includes 243 resident and non-resident aliens that have a current state of legal residence.

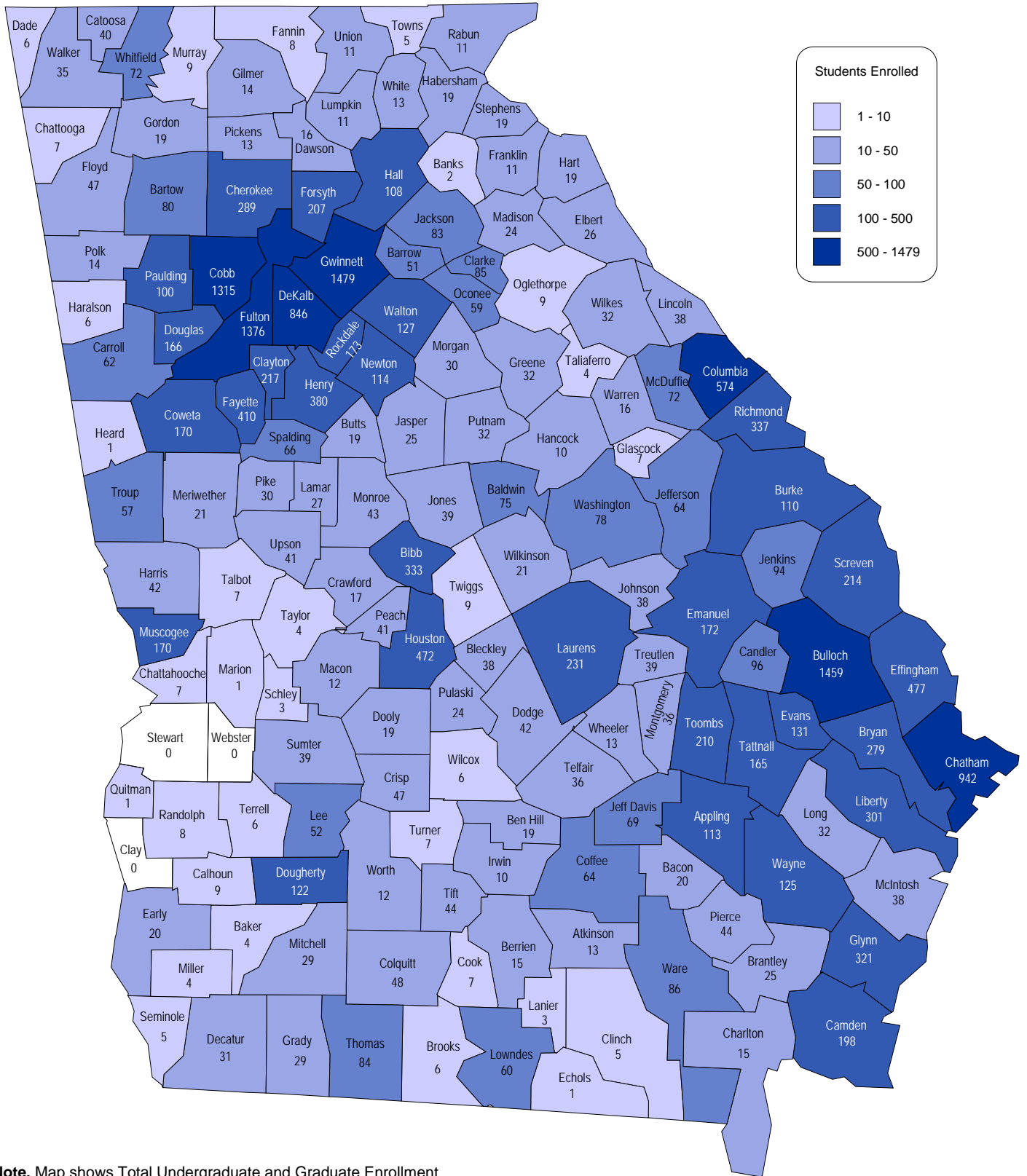
^bResident and non-resident aliens with no current state of legal residence.

Enrollment by Georgia County of Origin, Fall 2010

	U/G	G	Total		U/G	G	Total		U/G	G	Total
1. Appling	96	17	113	54. Fannin	7	1	8	107. Oconee	55	4	59
2. Atkinson	11	2	13	55. Fayette	391	19	410	108. Oglethorpe	8	1	9
3. Bacon	16	4	20	56. Floyd	35	12	47	109. Paulding	88	12	100
4. Baker	4	0	4	57. Forsyth	200	7	207	110. Peach	35	6	41
5. Baldwin	71	4	75	58. Franklin	9	2	11	111. Pickens	11	2	13
6. Banks	1	1	2	59. Fulton	1,298	78	1,376	112. Pierce	36	8	44
7. Barrow	44	7	51	60. Gilmer	11	3	14	113. Pike	23	7	30
8. Bartow	71	9	80	61. Glascock	7	0	7	114. Polk	11	3	14
9. Ben Hill	18	1	19	62. Glynn	249	72	321	115. Pulaski	22	2	24
10. Berrien	12	3	15	63. Gordon	14	5	19	116. Putnam	31	1	32
11. Bibb	293	40	333	64. Grady	27	2	29	117. Quitman	1	0	1
12. Bleckley	27	11	38	65. Greene	29	3	32	118. Rabun	11	0	11
13. Brantley	23	2	25	66. Gwinnett	1,397	82	1,479	119. Randolph	7	1	8
14. Brooks	6	0	6	67. Habersham	13	6	19	120. Richmond	272	65	337
15. Bryan	242	37	279	68. Hall	92	16	108	121. Rockdale	160	13	173
16. Bulloch	1,145	314	1,459	69. Hancock	8	2	10	122. Schley	2	1	3
17. Burke	96	14	110	70. Haralson	6	0	6	123. Screven	189	25	214
18. Butts	17	2	19	71. Harris	38	4	42	124. Seminole	5	0	5
19. Calhoun	9	0	9	72. Hart	19	0	19	125. Spalding	53	13	66
20. Camden	181	17	198	73. Heard	1	0	1	126. Stephens	17	2	19
21. Candler	85	11	96	74. Henry	350	30	380	127. Sumter	31	8	39
22. Carroll	53	9	62	75. Houston	418	54	472	128. Talbot	6	1	7
23. Catoosa	35	5	40	76. Irwin	7	3	10	129. Taliaferro	3	1	4
24. Charlton	14	1	15	77. Jackson	65	18	83	130. Tattnall	146	19	165
25. Chatham	678	264	942	78. Jasper	25	0	25	131. Taylor	4	0	4
26. Chattahoochee	5	2	7	79. Jeff Davis	58	11	69	132. Telfair	23	13	36
27. Chattooga	7	0	7	80. Jefferson	55	9	64	133. Terrell	5	1	6
28. Cherokee	272	17	289	81. Jenkins	81	13	94	134. Thomas	78	6	84
29. Clarke	66	19	85	82. Johnson	32	6	38	135. Tift	41	3	44
30. Clayton	193	24	217	83. Jones	36	3	39	136. Toombs	178	32	210
31. Clinch	4	1	5	84. Lamar	26	1	27	137. Towns	4	1	5
32. Cobb	1,261	54	1,315	85. Lanier	2	1	3	138. Treutlen	31	8	39
33. Coffee	53	11	64	86. Laurens	197	34	231	139. Troup	56	1	57
34. Colquitt	43	5	48	87. Lee	46	6	52	140. Turner	7	0	7
35. Columbia	511	63	574	88. Liberty	265	36	301	141. Twiggs	5	4	9
36. Cook	6	1	7	89. Lincoln	36	2	38	142. Union	10	1	11
37. Coweta	157	13	170	90. Long	25	7	32	143. Upson	38	3	41
38. Crawford	17	0	17	91. Lowndes	48	12	60	144. Walker	29	6	35
39. Crisp	45	2	47	92. Lumpkin	8	3	11	145. Walton	115	12	127
40. Dade	5	1	6	93. Macon	10	2	12	146. Ware	76	10	86
41. Dawson	15	1	16	94. Madison	22	2	24	147. Warren	14	2	16
42. Decatur	29	2	31	95. Marion	0	1	1	148. Washington	72	6	78
43. DeKalb	762	84	846	96. McDuffie	61	11	72	149. Wayne	102	23	125
44. Dodge	32	10	42	97. McIntosh	28	10	38	150. Wheeler	9	4	13
45. Dooly	14	5	19	98. Meriwether	19	2	21	151. White	9	4	13
46. Dougherty	106	16	122	99. Miller	4	0	4	152. Whitfield	62	10	72
47. Douglas	141	25	166	100. Mitchell	24	5	29	153. Wilcox	6	0	6
48. Early	19	1	20	101. Monroe	35	8	43	154. Wilkes	30	2	32
49. Echols	0	1	1	102. Montgomery	32	4	36	155. Wilkinson	17	4	21
50. Effingham	409	68	477	103. Morgan	29	1	30	156. Worth	10	2	12
51. Elbert	23	3	26	104. Murray	5	4	9	Total Georgia	16,131	2,223	18,354
52. Emanuel	153	19	172	105. Muscogee	161	9	170	Out of State	913	424	1,337
53. Evans	115	16	131	106. Newton	105	9	114	Total Enrollment	17,044	2,647	19,691

Note. From University System of Georgia Academic Data Mart Legacy Like Table (ADM LLT) – *County of Legal Residence at Matriculation*. The top 5 Georgia Counties are highlighted in blue.

Map of Enrollment by Georgia County of Origin, Fall 2010

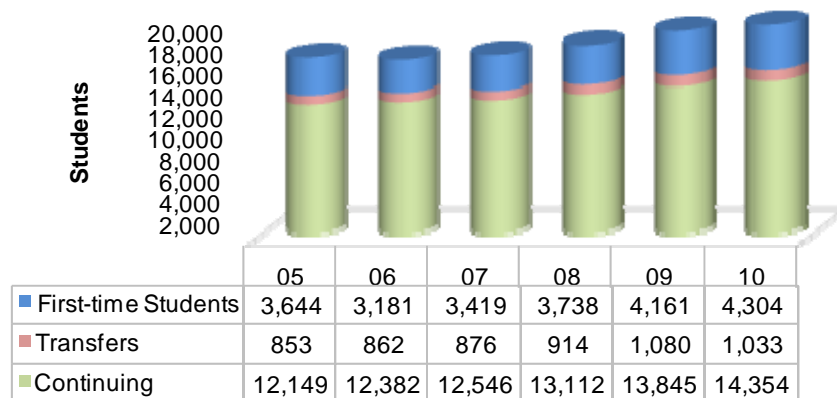


Note. Map shows Total Undergraduate and Graduate Enrollment

Fall Term Growth History

	2005	2006	2007	2008	2009	2010	n	05	10	Min	Max
First Time Students											
Beginning Freshman	2,811	2,306	2,579	2,600	2,981	3,101				2,306	3,101
Graduate Level	418	396	394	541	642	606				394	642
Other Undergraduate	415	479	446	597	538	597				415	597
Joint Enrolled	75	70	88	88	95	105					
Transient	291	359	301	439	362	439					
Post-Baccalaureate	46	49	57	70	80	52					
Non-degree	3	1	0	0	1	1					
Total	3,644	3,181	3,419	3,738	4,161	4,304				3,181	4,304
<i>Difference Between Terms</i>	-12.7%	7.5%	9.3%	11.3%	3.4%						
New Transfers											
Freshman	168	154	154	116	140	102					
Sophomore	368	419	464	497	606	613					
Junior	259	257	219	269	281	281					
Senior	58	32	39	32	53	37					
Total	853	862	876	914	1,080	1,033				853	1,080
<i>Difference Between Terms</i>	1.1%	1.6%	4.3%	18.2%	-4.4%						
Continuing Students											
Joint Enrolled	15	13	14	18	16	0					
Freshman	2,087	2,238	1,907	1,909	1,800	1,843					
Sophomore	2,811	2,837	3,080	3,108	3,256	3,328					
Junior	2,541	2,512	2,626	2,862	2,951	3,092					
Senior	2,845	2,986	3,081	3,197	3,561	3,717					
Graduate Level	1,578	1,546	1,593	1,733	1,958	2,041					
Transient	166	172	64	213	202	228					
Post-Baccalaureate	106	78	181	72	101	105					
Total	12,149	12,382	12,546	13,112	13,845	14,354				12,149	14,354
<i>Difference Between Terms</i>	1.9%	1.3%	4.5%	5.6%	3.7%						
Total Enrollment	16,646	16,425	16,841	17,764	19,086	19,691				16,425	19,691
<i>Difference Between Terms</i>	-1.3%	2.5%	5.5%	7.4%	3.2%						

Fall Term Enrollment



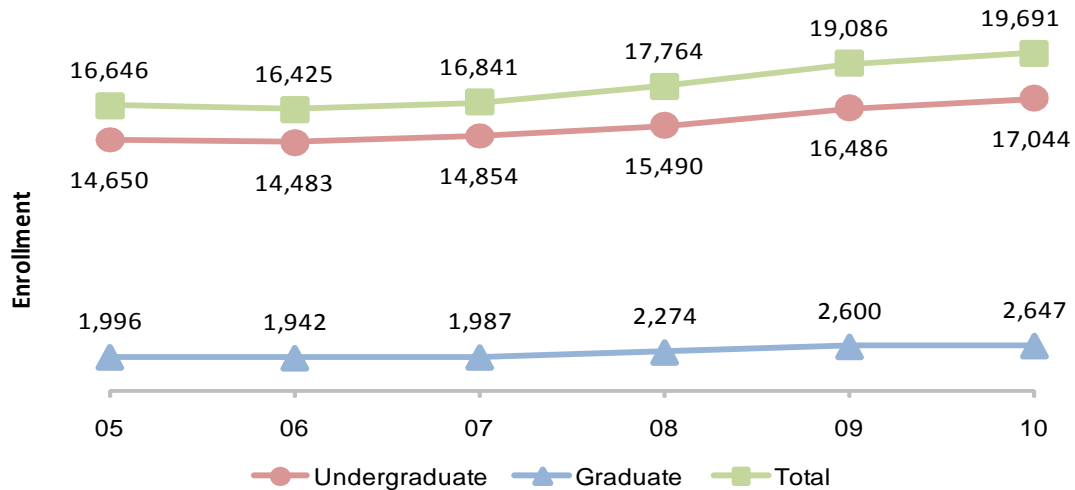
Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT). A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term. Students who graduated from high school within the same calendar year of the fall term are included even if they previously attended college. This includes students who enter with advanced standing (college credits earned before graduation from high school). Full-time and part-time students are included.

Head Count Enrollment

Enrollment by Classification, Fall Terms

Class	2005	2006	2007	2008	2009	2010
Joint Enrolled	90	83	102	106	111	105
Freshman	5,055	4,696	4,627	4,615	4,909	5,027
Sophomore	3,191	3,258	3,557	3,615	3,874	3,958
Junior	2,802	2,770	2,845	3,131	3,233	3,376
Senior	2,903	3,018	3,120	3,229	3,614	3,754
Masters	1,353	1,270	1,315	1,532	1,817	1,864
Specialist	196	196	170	211	266	273
Doctorate	447	476	502	531	517	510
Transient (UG)	457	531	482	652	564	667
Post Baccalaureate/Other	152	127	121	142	181	157
Total	16,646	16,425	16,841	17,764	19,086	19,691

Undergraduate, Graduate, & Total Enrollment



Note. From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT).

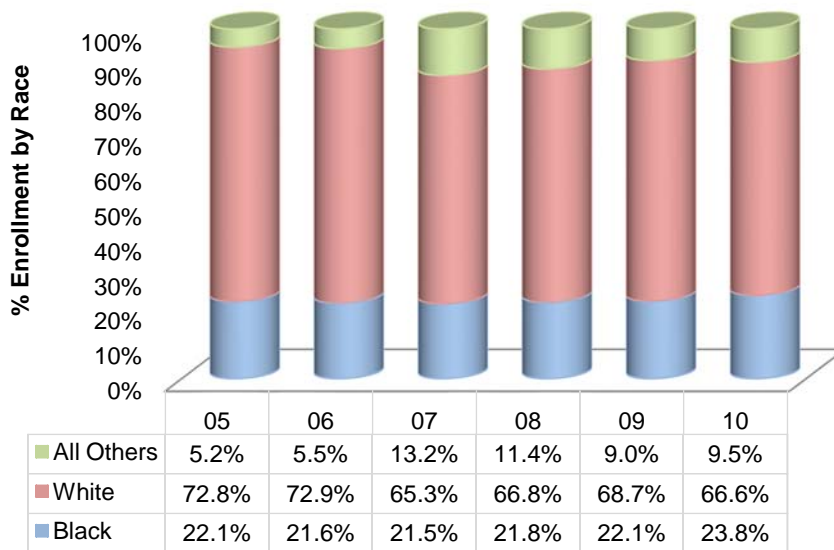
Enrollment by Load Type, Fall Terms

Type	2005	2006	2007	2008	2009	2009
Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044
Full Time	13,119	12,920	13,272	13,840	14,799	15,337
Part Time	1,531	1,563	1,582	1,650	1,687	1,707
Graduate	1,996	1,942	1,987	2,274	2,600	2,647
Full Time	616	609	678	757	972	972
Part Time	1,380	1,333	1,309	1,517	1,628	1,675
Total	16,646	16,425	16,841	17,764	19,086	19,691

Note. From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT).

Enrollment by Race & Gender, Fall Terms

Race/Gender	2005		2006		2007		2008		2009		2010		n	05	10	Min	Max
	n	%	n	%	n	%	n	%	n	%	n	%					
American Indian or Alaska Native	37	0.2	38	0.2	45	0.3	48	0.3	49	0.3	62	0.3					
Female	18	0.1	20	0.1	22	0.1	18	0.1	22	0.1	29	0.1					
Male	19	0.1	18	0.1	23	0.1	30	0.2	27	0.1	33	0.2					
Asian	253	1.5	272	1.7	283	1.7	301	1.7	287	1.5	340	1.7					
Female	122	0.7	116	0.7	135	0.8	140	0.8	138	0.7	156	0.8					
Male	131	0.8	156	0.9	148	0.9	161	0.9	149	0.8	184	0.9					
Black or African American	3,675	22.1	3,542	21.6	3,617	21.5	3,874	21.8	4,218	22.1	4,682	23.8					
Female	2,060	12.4	2,047	12.5	2,011	11.9	2,162	12.2	2,353	12.3	2,677	13.6					
Male	1,615	9.7	1,495	9.1	1,606	9.5	1,712	9.6	1,865	9.8	2,005	10.2					
Hispanic (of any race)	260	1.6	271	1.6	333	2.0	371	2.1	615	3.2	699	3.5					
Female	118	0.7	140	0.9	165	1.0	168	0.9	301	1.6	343	1.7					
Male	142	0.9	131	0.8	168	1.0	203	1.1	314	1.6	356	1.8					
Native Hawaiian or Other Pacific Islander					n/a				44	0.2	33	0.2					
Female					n/a				17	0.1	15	0.1					
Male					n/a				27	0.1	18	0.1					
Two or More Races	311	1.9	330	2.0	334	2.0	387	2.2	375	2.0	414	2.1					
Female	153	0.9	164	1.0	171	1.0	190	1.1	194	1.0	219	1.1					
Male	158	0.9	166	1.0	163	1.0	197	1.1	181	0.9	195	1.0					
Unknown		n/a			1,234	7	919	5.2	385	2.0	350	1.8					
Female		n/a			602	4	425	2.4	203	1.1	185	0.9					
Male		n/a			632	4	494	2.8	182	1.0	165	0.8					
White	12,110	72.8	11,972	72.9	10,995	65.3	11,864	66.8	13,113	68.7	13,111	66.6					
Female	6,175	37.1	6,037	36.8	5,518	32.8	5,919	33.3	6,480	34.0	6,487	32.9					
Male	5,935	35.7	5,935	36.1	5,477	32.5	5,945	33.5	6,633	34.8	6,624	33.6					
Total Female	8,646	51.9	8,524	51.9	8,624	51.2	9,022	50.8	9,708	50.9	10,111	51.3					
Total Male	8,000	48.1	7,901	48.1	8,217	48.8	8,742	49.2	9,378	49.1	9,580	48.7					
Total	16,646		16,425		16,841		17,764		19,086		19,691						



Note. From Student Information Reporting System (SIRS) and the Academic Data Mart Legacy Like Table (ADM LLT). Race categories prior to summer 2009 were Asian or Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial; American Indian or Alaska Native; White, Non-Hispanic; Unknown/Undeclared. Race Unknown reporting began in Spring 2007.

Full-time Equivalent (FTE) Enrollment, Fall Terms

	2005	2006	2007	2008	2009	2010	05	10	Min	Max
USG Regents FTE	15,183	14,962	15,397	16,136	17,448	17,994			14,962	17,994

Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT). Full-Time Equivalent (FTE) Students, Undergraduate=number of full time undergraduates plus sum of part time undergraduate hours divided by 12; Graduate=number of full time graduate level students plus sum of part time graduate level hours divided by 9. FTE definition is as of Summer 2003. All years reflect the current definition of FTE.

Enrollment by Age, Fall 2010

Range	Freshman	Sophomore	Junior	Senior	Graduate	Other Undergraduate ^a	Total	
							no.	%
Below 22	4,827	3,549	2,398	1,134	20	675	12,603	64.0
22-29	112	327	870	2,390	1,342	193	5,234	26.6
30-39	62	55	67	154	671	39	1,048	5.3
40-49	18	17	33	54	420	9	551	2.8
50-59	8	8	7	19	167	9	218	1.1
60 +	0	2	1	3	27	4	37	0.2
Total	5,027	3,958	3,376	3,754	2,647	929	19,691	

Note. From University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT).

^a Other Undergraduate - Joint Enrolled, Transients, Post Baccalaureates, and Auditors

Distance Learning Classes

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	05	10	Min	Max
Course Sections	154	161	231	316	351			154	351
Enrollments ^a	2,689	2,880	4,199	6,073	5,290 ^b			2,689	6,073
Credit Hours	7,223	8,132	11,933	17,719	15,182 ^c			7,223	17,719

Note. From Curriculum Inventory Reports (CIR) and Academic Data Mart Curriculum Master Files. Total number of students enrolled in distance learning classes for academic credit.

^aThis is a count of enrollments - not an unduplicated headcount.

^{b,c}New coding requirements were mandated in Fall 2010.

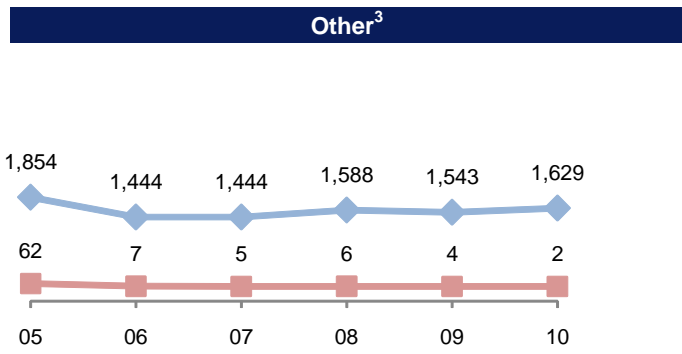
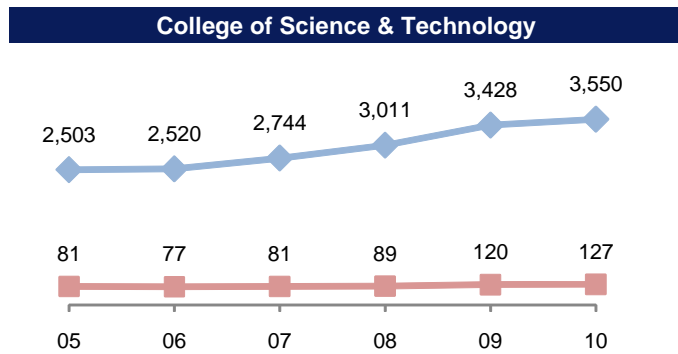
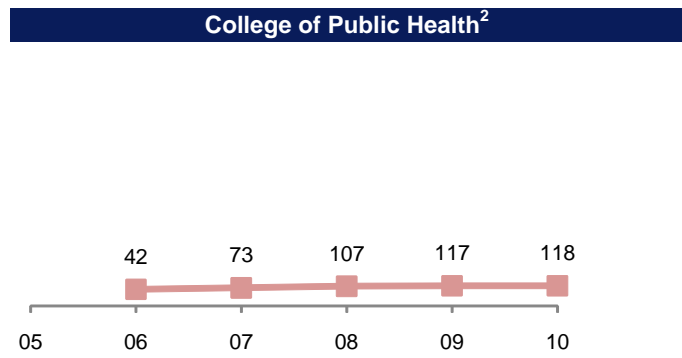
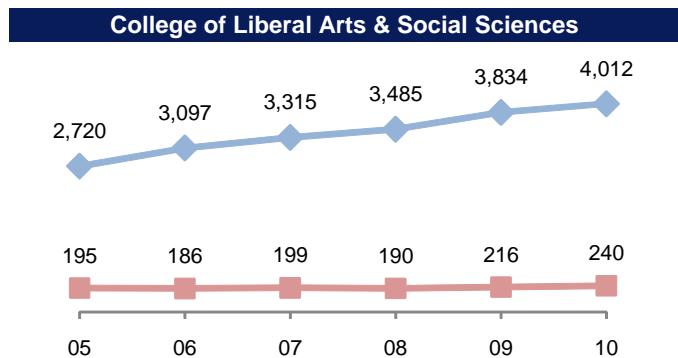
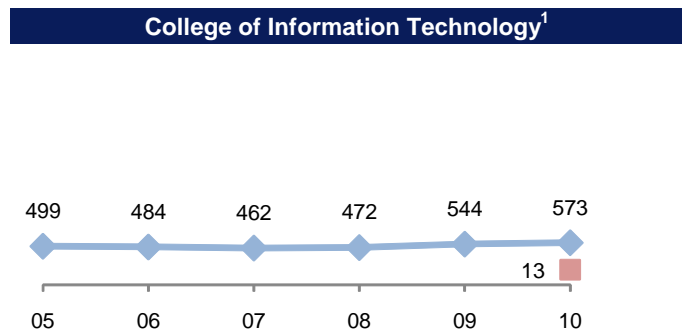
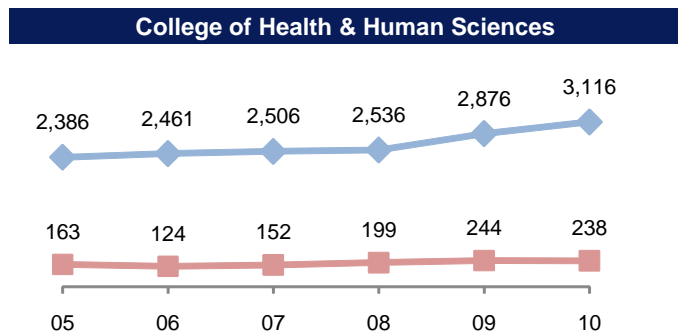
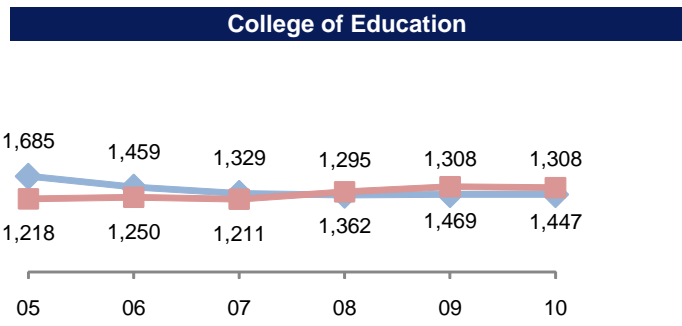
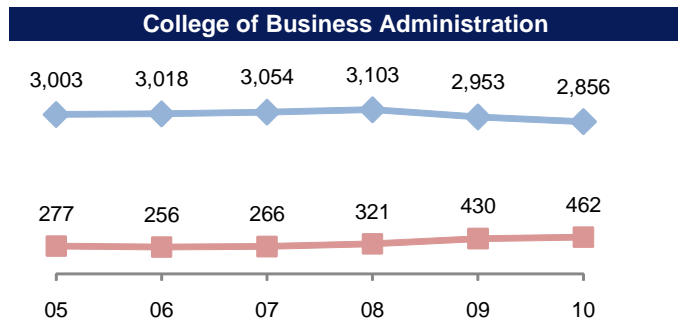
Tuition and Fee Waivers, Fall Terms

Fee Classification	2008	2009	2010
Academic Common Market	5	4	4
Border County Residents	3	9	3
Direct Exchange Program Students	22	0	35
Families Moving to Georgia	23	32	33
Full-Time School Employees	16	14	16
Graduate Assistant	308	346	406
International Students	125	142	140
Military Personnel	51	64	47
National Guard Non-Res Fee Wavier	4	2	5
Other Out of State Waivers	21	3	8
Senior Citizen	6	18	17
Superior Out-of-State Students	150	145	152
Tuition Remission	134	183	210
University System Employees and Dependents	15	22	19
Veteran's Fee Waiver	26	20	12
Total	909	1,004	1,107

Note: From Academic Data Mart Legacy Like Table (ADM LLT). Fee classification code is new as of 2008. Students can be counted in multiple categories.

Enrollment by Colleges - Fall Terms

UG Grad



Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR).

¹The Master of Science in Computer Science was offered for the first time in fiscal year 2011.

²Public Health was a new College as of Fall 2006.

³Other - Provost/Academic Affairs/Student Affairs, Non-Degree Transient Graduate.

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	Fall 2010 % of Total
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
Provost/Academic Affairs/Student Affairs	1,854	1,444	1,444	1,588	1,543	1,629	8.3%
BGS in General Studies	127	***	***	***	***	***	
BA in International Studies	87	92	123	146	154	159	
BS in International Trade	32	37	38	41	48	51	
Non-Degree Undergraduate	378	458	524	681	587	686	
Undeclared	1,230	857	759	720	754	733	
Dean Graduate Studies & Research	62	7	5	6	4	2	0.1%
Non-Degree Transient-Graduate	62	7	5	6	4	2	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 36)

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Fall 2010</u> <u>% of Total</u>
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Business Administration	3,280	3,274	3,320	3,424	3,383	3,318	16.9%
Total Undergraduate	3,003	3,018	3,054	3,103	2,953	2,856	16.8%
Total Graduate	277	256	266	321	430	462	17.5%
BA in Economics/International Economics	***	***	***	15	8	9	
BBA in:	3,002	3,018	3,053	3,103	2,945	2,847	
Accounting	205	242	232	254	285	261	
Economics	39	34	24	44	39	52	
<i>Economics, Economics/International Business</i>							
Finance	184	166	229	234	200	179	
<i>Finance, Financial Planning, Financial Services, Real Estate, Risk Management</i>							
Information Systems	42	41	53	54	92	114	
<i>Accounting Info Sys., Bus. Intelligence, Electronic Commerce, Enterprise Security, Entrprs Res</i>							
Logistics/Intermodal Transportation	58	67	97	114	137	142	
Management	316	315	294	241	254	252	
<i>Management, Human Resource Mgmt., Entrepreneurship-Small Business, Operations Mgmt.</i>							
Marketing	280	258	241	212	186	195	
<i>Fash Merchandising, Retail Mgmt, Sales & Sales Mgmt.</i>							
Pre-Business	1,873	1,891	1,876	1,946	1,748	1,647	
Regional Economic Development	5	4	7	4	4	5	
Non-Degree Undergraduate	1	0	1	0	0	0	
MACC in Accounting	61	60	71	81	100	110	
MBA in Business	182	164	138	128	169	173	
WebMBA	23	23	42	66	71	88	
MS in Applied Economics	---	---	---	10	42	65	
PHD in Logistics/Supply Chain Management	---	---	---	---	---	9	
Non-Degree Graduate	11	9	15	36	48	17	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 37)

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Fall 2010</u> <u>% of Total</u>
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Education	2,903	2,709	2,540	2,657	2,777	2,755	14.0%
Total Undergraduate	1,685	1,459	1,329	1,295	1,308	1,308	7.7%
Total Graduate	1,218	1,250	1,211	1,362	1,469	1,447	54.7%
<i>BSED in:</i>	1,684	1,459	1,329	1,295	1,308	1,308	
Art Education	9	8	6	7	---	---	
Business Education	---	---	1	---	---	---	
Early Childhood Education	365	322	237	383	418	387	
French Education	1	---	---	---	---	---	
Health & Physical Education	21	19	18	28	30	38	
Middle Grades Education	60	81	88	112	129	114	
Pre-Education	1,054	852	857	662	683	710	
Spanish Education	3	---	---	---	---	---	
Special Education	58	67	36	53	42	47	
Teaching Field-Biology	9	5	5	1	---	---	
Teaching Field-Business Education	13	12	2	2	---	---	
Teaching Field-Chemistry	2	1	1	0	---	---	
Teaching Field-English	16	22	27	15	---	---	
Teaching Field-Family & Consumer Science	5	5	5	5	2	12	
Teaching Field-French	0	1	0	0	---	---	
Teaching Field-Geography	3	1	2	1	---	---	
Teaching Field-History	23	26	26	13	1	---	
Teaching Field-Mathematics Education	22	16	11	6	---	---	
Teaching Field-Political Science	2	3	2	1	---	---	
Teaching Field-Spanish	2	4	1	0	---	---	
Teaching Field-Technology Education	16	14	4	6	3	---	
Certificate & Non-Degree Undergraduate	1	0	0	0	0	0	
<i>MAT in:</i>	---	19	40	84	83	62	
Art Education	---	1	3	5	5	0	
Business Education	---	3	4	15	10	3	
English Education	---	0	1	9	11	10	
Mathematics Education	---	1	2	2	1	2	
Middle Grades Education	---	3	6	12	13	10	
SCED/Family & Consumer Sci	---	---	---	---	---	1	
Science Education	---	0	2	7	9	9	
Social Science Education	---	1	6	14	15	12	
Spanish	---	2	4	4	7	6	
Special Education	---	8	12	16	12	9	
<i>MED in:</i>	422	424	402	518	626	625	
Accomplished Teaching	---	---	---	36	86	91	
Art Education	5	5	2	---	---	---	
Business Education	6	5	---	---	---	---	
Counselor Education	105	104	99	80	85	75	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

(continued on page 38)

Enrollment by College, Degree, and Major - Fall Terms

Fall Term	2005	2006	2007	2008	2009	2010
MED in continued:						
Early Childhood Education	18	22	26	---	---	---
Educational Leadership	48	44	41	51	34	36
English Education	12	7	2	1	---	---
French Education	1	---	---	---	---	---
Health & Physical Education	3	2	4	---	---	---
Higher Education	20	23	25	32	37	74
Instructional Technology	47	71	67	146	218	231
Mathematics Education	7	6	1	---	---	---
Middle Grades Education	31	25	16	---	---	---
Reading Education	35	42	41	41	24	10
Secondary and P-12 Education	0	0	28	---	---	---
School Psychology	32	31	34	46	32	9
Science Education	5	6	---	---	---	---
Social Science Education	14	9	---	---	---	---
Spanish Education	3	0	1	---	---	---
Special Education	25	19	14	---	---	---
Teaching and Learning	---	---	0	85	0	99
Technology Education	5	3	1	0	110	---
EDS in:	196	195	169	208	260	268
Counselor Education	20	27	28	28	19	25
Early Childhood Education	2	---	---	---	---	---
Educational Leadership	46	38	35	41	48	48
English Education	2	---	---	---	---	---
Instructional Technology	3	---	---	---	---	---
Middle Grades Education	1	1	0	---	---	---
Reading Education/Reading Specialist	1	---	---	---	---	---
School Psychology	24	35	32	34	42	47
Teaching and Learning	97	94	73	105	151	148
EDD in:	447	476	486	480	445	415
Curriculum Studies	220	237	244	254	232	218
Education Administration	227	239	242	226	213	197
Certificate & Non-Degree Graduate:	153	136	114	72	55	77

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

(continued on page 39)

Enrollment by College, Degree, and Major - Fall Terms

Fall Term	2005	2006	2007	2008	2009	2010	Fall 2010 % of Total
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Health & Human Sciences	2,549	2,585	2,658	2,735	3,120	3,354	17.0%
Total Undergraduate	2,386	2,461	2,506	2,536	2,876	3,116	18.3%
Total Graduate	163	124	152	199	244	238	9.0%
BS in:	1,100	1,118	1,096	1,088	1,222	1,237	
Child/Family Development	127	105	71	121	160	119	
Fashion Merchandizing & Apparel Design	149	169	171	176	202	203	
Hotel/Restaurant Management	143	156	159	138	140	155	
Interior Design	27	49	75	78	64	51	
Nutrition	79	94	113	126	150	151	
<i>Food Science, Dietetics</i>							
Recreation	78	79	80	67	66	74	
Sport Management	97	94	90	109	110	108	
Pre-Programs	400	372	337	273	330	376	
<i>Child/Family Development, Interior Design, Rec/Natrl/Cultrl Res Mgt., Sport Management</i>							
BSHS in:	78	87	101	102	111	127	
Community Health	55	63	80	68	84	63	
Health Behavior	0	0	0	3	1	1	
Health Education and Promotion	---	---	---	---	---	33	
Pre-Community Health, Pre-Health Promotion	23	24	21	31	26	30	
BSK in:	410	428	472	502	545	665	
Athletic Training	---	---	---	---	0	40	
Exercise Science	127	125	163	184	150	170	
Pre-Exercise Science	132	170	160	181	232	317	
Pre-Sport Medicine	121	101	116	118	111	11	
Sports Medicine	30	32	33	19	30	1	
Pre-Athletic Training	---	---	---	---	22	126	
BSMT in Medical Technology	8	6	6	5	2	1	
BSN in:	789	822	831	839	916	1,020	
Nursing	206	286	214	182	204	211	
Pre-Nursing	583	536	617	588	712	809	
BSNC in Nursing/RN to BSN	---	---	---	69	80	66	
Non-Degree Undergraduate	1	0	0	0	0	0	
MHSA in Health Services Administration	15	***	***	***	***	***	
MPH in Public Health	28	***	***	***	***	***	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 40)

Enrollment by College, Degree, and Major - Fall Terms

Fall Term	2005	2006	2007	2008	2009	2010
MS in:	85	75	88	118	140	141
Kinesiology	45	38	51	90	110	107
Recreation Administration	5	13	12	5	0	0
Sport Management	35	24	25	23	30	34
MSN in:	32	46	61	67	78	68
Family Nurse Practitioner	3	25	55	61	74	66
Nursing	29	21	0	0	0	0
Clinical Nurse Specialist	---	---	4	6	4	2
Rural Community Health Nursing Specialist	0	0	2	---	---	---
Doctor of Nursing in Nursing Science	---	---	---	12	21	27
Non-Degree Graduate	3	3	3	2	5	2

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

(continued on page 41)

Enrollment by College, Degree, and Major - Fall Terms

Fall Term	2005	2006	2007	2008	2009	2010	Fall 2010 % of Total
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Information Technology	499	484	462	472	544	586	3.0%
Total Undergraduate	499	484	462	472	544	573	3.4%
Total Graduate	---	---	---	---	---	13	0.5%
BS in:	499	484	175	186	228	238	
Pre-Computer Science	98	120	123	134	157	153	
Computer Science	55	43	52	52	71	85	
BSIT in:	346	321	287	286	316	335	
IT/Knowledge Mgmt & IT Integration	4	11	2	2	2	0	
IT/Systems Devel & Support	0	0	1	1	0	0	
IT/Telecomm & Network Admin	27	46	16	15	16	8	
IT/Web & Multimedia Found	11	16	10	5	10	2	
Pre-Information Technology	212	206	214	177	218	229	
Information Technology	83	35	41	76	42	64	
Information Technology/WEBSIT	4	5	3	10	28	32	
Non-Degree Undergraduate	5	2	0	0	0	0	
MS in Computer Science	---	---	---	---	---	13	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

(continued on page 42)

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Fall 2010 % of Total</u>
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Liberal Arts & Social Sciences	2,915	3,283	3,514	3,675	4,050	4,252	21.6%
Total Undergraduate	2,720	3,097	3,315	3,485	3,834	4,012	23.5%
Total Graduate	195	186	199	190	216	240	9.1%
BA in:	1,350	1,551	1,387	1,362	1,397	1,433	
Anthropology	33	46	40	44	55	65	
Art	106	134	114	114	111	94	
Communication Arts	50	56	48	34	30	48	
Economics/International Economics	8	5	9	***	***	***	
English	130	143	170	176	165	192	
French	2	2	6	9	---	---	
German	7	7	5	5	1	---	
History	155	208	255	273	323	318	
Modern Languages	---	---	---	63	75	89	
Music	23	24	18	17	21	30	
Philosophy	31	40	42	45	48	40	
Political Science/Pre-Law	55	79	99	101	106	123	
Political Science	89	101	131	138	175	163	
Pre-Communication Arts	281	337	77	93	86	64	
Psychology	198	163	156	77	18	5	
Sociology	46	41	41	56	50	58	
Spanish	27	39	50	---	---	---	
Theatre	27	26	35	22	24	27	
Writing and Linguistics	82	100	91	95	109	117	
BFA in:	153	132	150	184	375	232	
Art	153	132	150	184	223	80	
Graphic Design	---	---	---	---	152	152	
BGS in General Studies	***	201	290	316	339	344	
BM in:	105	118	120	116	117	121	
Composition	8	8	8	7	7	9	
Music Ed/Choral Sequence	23	26	28	28	29	25	
Music Ed/Instrumental Sequence	56	60	67	61	65	64	
Performance	18	24	17	20	16	23	
BS in:	779	775	1,031	1,178	1,371	1,487	
Broadcasting	120	105	199	125	2	1	
Pre-Broadcasting	---	---	---	75	5	0	
Communication Studies	---	5	14	18	33	40	
Pre-Communication Studies	---	---	---	31	40	28	
Journalism	45	53	113	62	62	42	
Pre-Journalism	---	---	---	65	57	82	
Multimedia Communication	---	---	---	---	90	72	
Pre-Multimedia Communication	---	---	---	---	108	149	
Political Science/Pre-Law	5	2	0	0	0	0	
Political Science	81	75	67	58	67	61	
Pre-Communication Arts	0	0	0	0	0	1	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 43)

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Psychology	299	308	337	429	585	686
Public Relations	174	167	249	180	172	137
Pre-Public Relations	---	---	---	72	76	124
Sociology/Social Services	36	51	50	63	74	64
Speech Communication	19	9	2	0	0	0
BSGCM in Graphic Communications Mgmt	***	***	47	46	57	45
BSJS in Justice Studies	333	320	290	283	330	350
MA in:	79	73	87	86	86	91
English	23	20	21	25	20	19
History	19	19	24	24	24	26
Social Science	28	23	30	25	28	32
Sociology	---	2	1	---	---	---
Spanish	9	9	11	12	14	14
MFA in Art	13	11	12	16	26	28
MM in Music	15	15	13	19	24	28
MPA in Public Administration	59	51	56	34	42	47
MS in Psychology	25	31	20	14	19	21
DPSYCP in Psychology	---	---	4	11	15	22
Non-Degree Graduate	4	5	7	10	4	3

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 44)

Enrollment by College, Degree, and Major - Fall Terms

<u>Fall Term</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Fall 2010</u> <u>% of Total</u>
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Public Health		42	73	107	117	118	0.6%
Total Graduate	***	42	73	107	117	118	4.5%
MHA in Healthcare Administration	---	---	---	---	14	17	
MHSA in Health Services Administration	***	13	9	13	3	---	
MPH in Public Health	***	27	49	65	62	60	
DPH in Public Health	---	---	12	28	36	37	
Non-Degree Graduate	***	2	3	1	2	4	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 45)

Enrollment by College, Degree, and Major - Fall Terms

Fall Term	2005	2006	2007	2008	2009	2010	Fall 2010 % of Total
Total Undergraduate	14,650	14,483	14,854	15,490	16,486	17,044	86.6%
Total Graduate	1,996	1,942	1,987	2,274	2,600	2,647	13.4%
University Total	16,646	16,425	16,841	17,764	19,086	19,691	
College of Science & Technology	2,584	2,597	2,825	3,100	3,548	3,677	18.7%
Total Undergraduate	2,503	2,520	2,744	3,011	3,428	3,550	20.8%
Total Graduate	81	77	81	89	120	127	4.8%
BA in:	243	264	241	248	256	323	
Biology	160	180	132	141	135	158	
Chemistry	36	27	35	30	39	86	
Geography	27	29	38	39	36	31	
Geology	13	19	23	27	26	21	
Physics	7	9	13	11	20	27	
BET in GTREP/Computer Engineering	---	---	---	6	---	---	
BS in:	169	80	85	101	143	157	
Chemistry	117	0	0	11	0	1	
Geography	14	7	7	11	9	14	
Geology	14	21	24	27	28	24	
Mathematics	20	50	52	50	104	118	
Pre-Forestry	4	2	2	2	2	0	
BSB in Biology	541	441	486	601	763	896	
BSCHEM in:	144	272	377	377	468	408	
Chemistry	87	81	311	357	461	403	
Chemistry/Pre-Dentistry	12	28	15	6	4	2	
Chemistry/Pre-Medicine	30	71	20	10	3	3	
Chemistry/Pre-Pharmacy	15	92	31	4	0	0	
BSCET in Civil Engineering Technology	114	116	148	162	160	160	
BSCONS in Construction Management	389	432	486	455	434	338	
BSGCM in Graphic Communications Mgmt	---	31	***	***	***	***	
BSEET in Electrical Engineering Technology	92	109	128	144	142	148	
BSMANU in Industrial Management	44	44	49	34	10	5	
BSMAT in Mathematics	14	11	20	30	22	11	
BSMET in Mechanical Engineering Tech	135	142	183	236	280	305	
BSP in:	37	35	36	37	46	47	
Phy/Pre-Dent	2	4	5	2	1	0	
Phy/Pre-Med	2	3	2	1	0	0	
Physics	33	28	29	34	45	47	

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

(continued on page 46)

Enrollment by College, Degree, and Major - Fall Terms

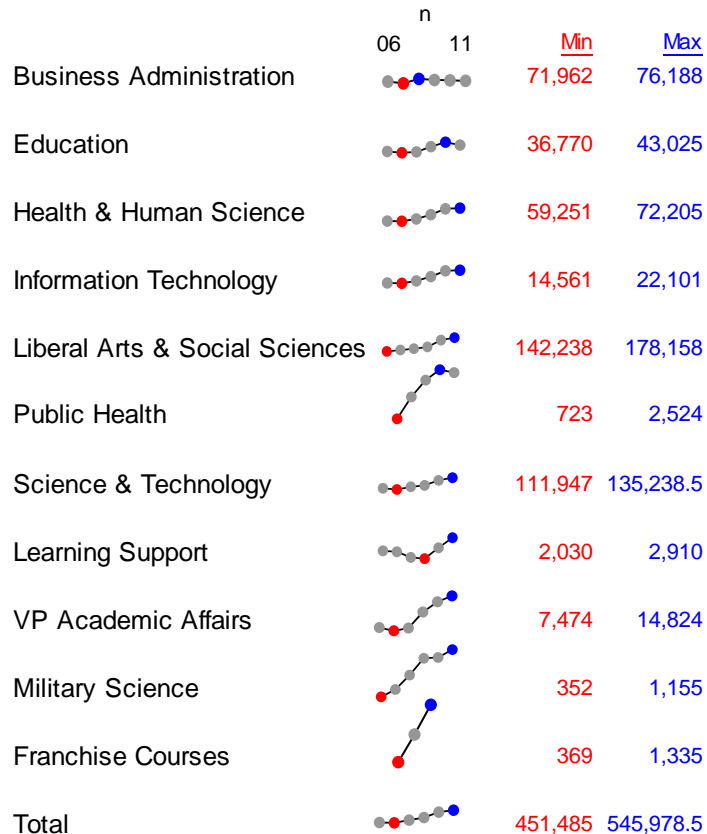
Fall Term	2005	2006	2007	2008	2009	2010
BSPMGT in Printing Management	37	---	---	---	---	---
GTREP/Civil Engineering	55	37	48	46	44	41
GTREP/Computer Engineering	42	28	21	15	33	22
GTREP/Electrical Engineering	32	30	30	27	37	40
GTREP/Mechanical Engineering	69	66	66	90	111	100
Regents Engineering Transfer Program	74	101	99	110	129	163
Technology Options Program	222	219	190	223	290	328
Two Plus Engineering Transfer	1	1	0	0	0	0
Non-Degree Undergraduate	49	61	51	69	60	58
COSEC in Occup Safety & Environmental Compliance	---	---	---	---	2	1
MS in Biology	43	42	43	43	43	47
MS in Mathematics	17	15	12	25	29	27
MSAE in Technology	---	---	---	---	34	46
MT in Technology	16	18	22	20	12	6
Non-Degree Graduate	5	2	4	1	0	0

Note: From the University System of Georgia (USG) Academic Data Mart Legacy Like Table (ADM LLT) and Data Warehouse Enrollment tables (YSR). Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Credit Hour Production

Credit Hours Produced by College and Fiscal Year

College	2006	2007	2008	2009	2010	2011
Business Administration	73,670	71,962	76,188	75,115	74,825	74,302
Education	37,539	36,770	37,247	40,394	43,025	41,333
Health & Human Science	59,489	59,251	61,553	65,795	71,544	72,205
Information Technology	15,528	14,561	17,477	18,571	20,191	22,101
Liberal Arts & Social Sciences	142,238	146,002	149,275	153,892	171,673	178,158
Public Health ^a	---	723	1,526	2,140	2,524	2,417
Science & Technology	114,369	111,947	117,302	120,036	129,986	135,238.5
Learning Support ^b	2,359	2,319	2,086	2,030	2,488	2,910
VP Academic Affairs ^c	8,153	7,474	8,047	11,424	13,571	14,824
Military Science ^d	352	476	721	1,008	1,021	1,155
Franchise Courses ^e	---	---	---	369	834	1,335
Total	453,697	451,485	471,422	490,774	531,682	545,978.5



Note: Academic Data Mart (ADM) Curriculum Master File. Numbers may differ slightly (<1%) from the Regents Fiscal Year Curriculum Inventory Reports due to calculation method.

^aThe College of Public Health was new as of Fall 2006.

^bLearning Support Courses, English as a second language classes, and Regents Remediation classes.

^cBell Honors, Interdisciplinary Studies, International Studies, and Freshman Orientation.

^dMilitary Science Hours are shown separately because the major portion of their cost is paid from non-appropriated funds.

^eFranchise courses such as Georgia OnMyLine are not administered by an academic department on campus.

Credit Hours Produced by Level, Fall Terms

	2005	2006	2007	2008	2009	2010	n	Min	Max
Lower Division	135,958	133,041	136,953	142,636	152,588	159,367	10	133,041	159,367
Upper Division	61,944	61,570	63,645	66,390	70,697	70,648	10	61,570	70,697
Undergraduate Level	197,902	194,611	200,598	209,026	223,285	230,015			
Graduate Level	12,015	11,883	12,463	14,391	17,226	17,278	10	11,883	17,278
Total	209,917	206,494	213,061	223,417	240,511	247,293			

Note : Military Science credit hours are not included.

Credit Hours Produced by College and Level, Fall 2010

College	Lower	Upper	Total U/G	Graduate	Total
Business Administration	12,225	17,247	29,472	2,779	32,251
Education	2,235	6,619	8,854	7,978	16,832
Health & Human Sciences	17,366	13,374	30,740	1,658	32,398
Information Technology	6,199	3,429	9,628	327	9,955
Liberal Arts & Social Sciences	58,797	17,040	75,837	1,937	77,774
Public Health	0	0	0	1,008	1,008
Science & Technology	52,703	12,011	64,714	1,069	65,783
Learning Support ^a	1,433	0	1,433	0	1,433
VP Academic Affairs ^b	8,409	928	9,337	0	9,337
Military Science	242	349	591	0	591
Franchise Courses ^c	0	0	0	522	522
Total	159,609	70,997	230,606	17,278	247,884

Note : Military Science credit hours are included.

Average Class Size by College and Course Level, Fall 2010

College	Lower	Upper	Graduate
Business Administration	48	32	20
Education	27	22	12
Health & Human Sciences	84	29	17
Information Technology	39	25	11
Liberal Arts & Social Sciences	41	19	8
Public Health	--	--	8
Science & Technology	56	28	6
Learning Support ^a	12	--	--
VP Academic Affairs ^b	23	6	--
Military Science	26	21	--
Average by Level	43	24	11
University Wide Average	31		

Note: From the University System of Georgia (USG) Academic Data Mart Curriculum Master Files.

^aLearning Support Courses, English as a second language classes, and Regents Remediation classes (lower division only).

^bBell Honors, Interdisciplinary Studies, and Freshman Orientation (undergraduate level only).

^cFranchise courses such as Georgia OnMyLine are not administered by an academic department on campus.

Ratio of FTE Students to FTE Faculty, Fall Terms

2005	2006	2007	2008	2009	2010
20:1	20:1	19:1	21:1	22:1	23:1

Note: From IPEDS Enrollment Survey

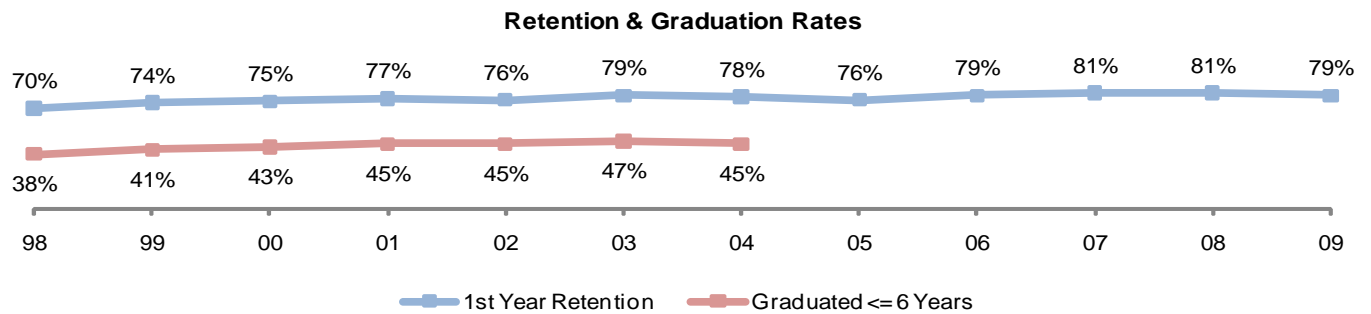
Retention and Graduation Rates

Fall Term, First-time, Full-time Freshman

The tables below use the Integrated Postsecondary Education Data System (IPEDS) Enrollment Cohort of First-time Freshmen defined as fall term, first-time, full-time, degree-seeking undergraduates. The cohort includes students enrolled in the fall term who attended first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Students who graduated from high school within the same calendar year of the fall term are included even if they attended college before

Fall Term Retention and Graduation Rates

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Entering Cohort	2,867	3,262	2,853	2,628	2,593	2,735	2,983	3,125	2,732	3,029	3,109	3,492
1 st Year Retention	70%	74%	75%	77%	76%	79%	78%	76%	79%	81%	81%	79%
2 nd Year Retention	54%	57%	61%	63%	63%	66%	61%	63%	66%	67%	68%	
3 rd Year Retention	47%	51%	54%	56%	55%	58%	54%	56%	60%	58%		
4 th Year Retention	33%	37%	37%	36%	35%	37%	32%	33%	33%			
Graduated <= 4 Years	11%	12%	13%	16%	17%	17%	18%	20%	23%			
Graduated <= 5 Years	31%	34%	35%	38%	39%	41%	39%	40%				
Graduated <= 6 Years	38%	41%	43%	45%	45%	47%	45%					



Fall 2009 Cohort Returning Fall 2010

	Black			Other			White			Unknown			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	377	356	733	136	123	259	1,132	1,296	2,428	39	33	72	1,684	1,808	3,492
1 st Year Retention	88%	81%	85%	80%	85%	83%	79%	76%	78%	87%	73%	81%	82%	78%	79%

Graduation Rate by Race and Gender

Fall 2004 Cohort

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	292	305	597	77	114	191	1,026	1,169	2,195	1,395	1,588	2,983
Graduated <= 4 Years	29%	10%	19%	26%	11%	17%	28%	10%	18%	28%	10%	18%
Graduated <= 5 Years	46%	28%	37%	47%	18%	29%	51%	31%	40%	50%	29%	39%
Graduated <= 6 Years	53%	35%	44%	48%	26%	35%	55%	38%	46%	54%	37%	45%

Note: Integrated Postsecondary Education Data System (IPEDS) Enrollment Reports, Student Information Reporting System (SIRS) and the USG Academic Data Mart Legacy Like Tables (ADM LLT).

Enrollment Comparisons, University System of Georgia

Enrollment, Full-time Equivalent (FTE), and Full-time Status

<u>Institution</u>	<u>Current Enrollment</u>	<u>Fall 2009 Enrollment</u>	<u>Percent Change in Enrollment</u>	<u>FTE Fall 2010</u>	<u>FTE Fall 2009</u>	<u>Percent Change in FTE</u>	<u>Percent Full-Time Enrollment</u>
Georgia Health Sciences University	2,927	2,990	-2.1	2,837	2,910	-2.5	93.6
Georgia Institute of Technology	20,721	20,293	2.1	19,420	19,065	1.9	87.5
Georgia State University	31,533	30,427	3.6	27,943	26,970	3.6	71.8
University of Georgia	34,677	34,885	-0.6	33,157	33,175	-0.1	89.7
Research Universities	89,858	88,595	1.4	83,357	82,120	1.5	83.1
Georgia Southern University	19,691	19,086	3.2	17,994	17,448	3.1	82.8
Valdosta State University	12,898	12,391	4.1	11,846	11,357	4.3	79.7
Regional Universities	32,589	31,477	3.5	29,840	28,805	3.6	81.6
Albany State University	4,653	4,473	4.0	4,325	4,100	5.5	80.6
Armstrong Atlantic State University	7,682	7,538	1.9	6,711	6,515	3.0	68.4
Augusta State University	6,919	7,061	-2.0	6,098	6,139	-0.7	69.8
Clayton State University	6,604	6,587	0.3	5,530	5,430	1.8	58.4
Columbus State University	8,298	8,178	1.5	7,088	6,953	1.9	65.8
Fort Valley State University	3,728	3,553	4.9	3,473	3,366	3.2	84.7
Georgia College & State University	6,737	6,633	1.6	6,258	6,159	1.6	82.7
Georgia Southwestern State University	3,037	2,903	4.6	2,723	2,580	5.5	75.1
Kennesaw State University	23,452	22,389	4.7	21,135	20,085	5.2	74.3
North Georgia College & State University	5,912	5,652	4.6	5,433	5,036	7.9	79.4
Savannah State University	4,080	3,820	6.8	3,860	3,587	7.6	86.0
Southern Polytechnic State University	5,514	5,183	6.4	4,816	4,533	6.2	66.9
University of West Georgia	11,283	11,500	-1.9	10,212	10,308	-0.9	76.7
State Universities	97,899	95,470	2.5	87,662	84,791	3.4	73.7
Abraham Baldwin Agricultural College	3,284	3,327	-1.3	2,939	2,973	-1.1	73.8
College of Coastal Georgia	3,438	3,080	11.6	2,839	2,412	17.7	54.7
Dalton State College	5,988	5,722	4.6	5,045	4,720	6.9	61.2
Gainesville State College	8,883	8,801	0.9	7,746	7,668	1.0	68.7
Georgia Gwinnett College	5,380	2,947	82.6	4,882	2,621	86.3	73.3
Gordon College	5,009	4,545	10.2	4,528	4,088	10.8	72.9
Macon State College	6,232	6,615	-5.8	5,025	5,273	-4.7	54.8
Middle Georgia College	3,496	3,614	-3.3	3,080	3,151	-2.3	70.7
State Colleges	41,710	38,651	7.9	36,084	32,906	9.7	66.1
Atlanta Metropolitan College	3,037	2,688	13.0	2,555	2,271	12.5	60.8
Bainbridge College	3,736	3,558	5.0	3,091	2,879	7.4	54.8
Darton College	5,879	5,854	0.4	4,428	4,436	-0.2	48.4
East Georgia College	3,063	2,754	11.2	2,819	2,519	11.9	78.4
Georgia Highlands College	5,235	5,219	0.3	4,394	4,417	-0.5	58.4
Georgia Perimeter College	25,113	24,549	2.3	19,014	18,795	1.2	45.6
South Georgia College	2,214	2,000	10.7	2,036	1,814	12.2	76.6
Waycross College	1,109	1,077	3.0	831	822	1.1	49.4
Two-Year Colleges	49,386	47,699	3.5	39,168	37,953	3.2	52.4
University System Totals	311,442	301,892	3.2	276,111	266,575	3.6	72.8

Note: From USG Semester Enrollment Report – Fall 2010 – Enrollment, FTE, and Full-time Status (page 1).

Enrollment by Class Level, Fall 2010

Institution	Dual Enrollment ¹					Graduate	First Professional	Resi- dents and All			Total Current Enrollment
		Fresh- man	Sopho- more	Junior	Senior			Tran- sients	Interns	Other	
Georgia Health Sciences University	0	0	15	206	230	896	1,066	5	489	20	2,927
Georgia Institute of Technology	252	3,039	2,741	3,040	4,338	6,971	0	338	NA	2	20,721
Georgia State University	127	3,796	4,495	5,548	8,930	7,379	671	157	NA	430	31,533
University of Georgia	14	4,875	5,565	6,859	8,191	7,077	1,653	100	NA	343	34,677
Research Universities	393	11,710	12,816	15,653	21,689	22,323	3,390	600	489	795	89,858
Georgia Southern University	105	5,027	3,959	3,377	3,753	2,647	NA	666	NA	157	19,691
Valdosta State University	12	3,819	2,199	2,092	2,474	2,104	NA	32	NA	166	12,898
Regional Universities	117	8,846	6,158	5,469	6,227	4,751	NA	698	NA	323	32,589
Albany State University	1	1,405	889	796	1,064	487	NA	5	NA	6	4,653
Armstrong Atlantic State University	62	2,307	1,388	1,186	1,491	764	NA	73	NA	411	7,682
Augusta State University	91	2,153	1,185	1,067	1,223	1,122	NA	59	NA	19	6,919
Clayton State University	238	1,219	1,132	1,507	2,207	238	NA	19	NA	44	6,604
Columbus State University	62	2,524	1,409	1,204	1,638	1,229	NA	19	NA	213	8,298
Fort Valley State University	15	1,554	731	580	546	228	NA	63	NA	11	3,728
Georgia College & State University	64	1,563	1,348	1,335	1,373	1,022	NA	21	NA	11	6,737
Georgia Southwestern State University	39	836	446	558	932	190	NA	32	NA	4	3,037
Kennesaw State University	150	5,054	4,824	4,931	6,404	1,985	NA	83	NA	21	23,452
North Georgia College & State University	6	1,481	1,152	1,256	1,436	559	NA	21	NA	1	5,912
Savannah State University	55	1,776	760	589	713	139	NA	48	NA	0	4,080
Southern Polytechnic State University	10	963	1,031	1,154	1,557	720	NA	67	NA	12	5,514
University of West Georgia	90	3,293	2,205	1,915	2,152	1,576	NA	41	NA	11	11,283
State Universities	883	26,128	18,500	18,078	22,736	10,259	NA	551	NA	764	97,899
Abraham Baldwin Agricultural College	58	1,848	805	391	162	NA	NA	20	NA	0	3,284
College of Coastal Georgia	44	1,928	1,039	230	164	NA	NA	24	NA	9	3,438
Dalton State College	51	3,005	1,574	657	684	NA	NA	6	NA	11	5,988
Gainesville State College	121	5,225	2,318	850	227	NA	NA	92	NA	50	8,883
Georgia Gwinnett College	128	3,114	877	679	509	NA	NA	17	NA	56	5,380
Gordon College	39	3,398	984	421	151	NA	NA	7	NA	9	5,009
Macon State College	113	2,289	1,155	1,071	1,503	NA	NA	43	NA	58	6,232
Middle Georgia College	177	1,984	778	344	156	NA	NA	14	NA	43	3,496
State Colleges	731	22,791	9,530	4,643	3,556	NA	NA	223	NA	236	41,710
Atlanta Metropolitan College	23	2,067	840	NA	NA	NA	NA	27	NA	80	3,037
Bainbridge College	94	2,169	1,473	NA	NA	NA	NA	0	NA	0	3,736
Darton College	52	3,190	2,412	NA	NA	NA	NA	179	NA	46	5,879
East Georgia College	32	2,457	557	NA	NA	NA	NA	17	NA	0	3,063
Georgia Highlands College	73	3,346	1,655	NA	NA	NA	NA	25	NA	136	5,235
Georgia Perimeter College	897	14,728	8,789	NA	NA	NA	NA	253	NA	446	25,113
South Georgia College	29	1,553	597	NA	NA	NA	NA	22	NA	13	2,214
Waycross College	66	564	282	NA	NA	NA	NA	192	NA	5	1,109
Two-Year Colleges	1,266	30,074	16,605	NA	NA	NA	NA	715	NA	726	49,386
University System Totals	3,390	99,549	63,609	43,843	54,208	37,333	3,390	2,787	489	2,844	311,442

Note: From USG Semester Enrollment Report - Fall 2010 - Classification of Current Enrollment (page 2)

¹Beginning Fall 2010, USG changed the umbrella term used for students enrolling in a USG institution prior to their high school graduation from Joint Enrollment to Dual Enrollment.

Credit Hours Produced Annually, Fiscal Year

Institution	2006	2007	2008	2009	2010	2011	% of System Total (FY2011)
Georgia Health Sciences University ^a	146,493.0	153,183.0	156,531.0	166,066.0	169,556.0	165,999.0	2.0%
Georgia Institute of Technology	543,876.6	575,046.0	593,731.0	607,984.0	633,242.3	643,002.5	7.7%
Georgia State University	691,848.5	713,366.0	750,761.0	785,012.0	850,635.6	871,095.5	10.4%
University of Georgia	943,424.8	959,689.4	951,495.7	968,402.7	993,472.7	990,458.3	11.8%
Research Universities Total	2,325,642.9	2,401,284.4	2,452,518.7	2,527,464.7	2,646,906.6	2,670,555.3	31.9%
Georgia Southern University	453,315.0	450,985.0	470,695.0	489,721.0	530,655.0	544,823.5	6.5%
Valdosta State University	275,230.0	286,786.0	300,331.0	308,555.0	329,910.0	341,290.0	4.1%
Regional Universities Total	728,545.0	737,771.0	771,026.0	798,276.0	860,565.0	886,113.5	10.6%
Albany State University	99,266.0	108,864.0	112,708.0	115,785.0	123,763.0	132,015.0	1.6%
Armstrong Atlantic State University	160,099.0	161,736.1	163,199.8	173,525.6	185,653.0	193,656.8	2.3%
Augusta State University	153,754.0	158,919.0	160,823.0	165,326.0	174,376.0	172,030.0	2.1%
Clayton State University	147,587.0	146,959.0	148,781.0	154,941.0	168,662.0	172,347.0	2.1%
Columbus State University	185,471.0	190,336.0	189,633.0	197,031.0	205,664.0	206,407.0	2.5%
Fort Valley State University	63,726.0	65,669.0	73,297.0	88,130.0	100,032.0	104,407.0	1.2%
Georgia College & State University	150,951.0	164,661.0	173,669.0	179,533.0	184,308.0	185,829.0	2.2%
Georgia Southwestern State University	63,855.0	64,942.0	63,891.0	71,059.0	78,300.0	83,651.0	1.0%
Kennesaw State University	464,355.0	502,963.0	530,832.0	563,951.0	600,227.5	627,488.0	7.5%
North Georgia College & State University	129,016.0	132,584.0	140,819.0	143,897.0	147,377.0	161,762.0	1.9%
Savannah State University	84,092.0	93,728.0	87,444.0	100,509.0	109,247.0	116,458.0	1.4%
Southern Polytechnic State University	96,500.0	107,049.0	115,128.0	125,498.5	134,882.5	142,065.0	1.7%
University of West Georgia	251,535.0	255,664.0	275,795.0	293,200.0	303,162.0	300,026.0	3.6%
State Universities Total	2,050,207.0	2,154,074.1	2,236,019.8	2,372,386.1	2,515,654.0	2,598,141.8	31.0%
Abraham Baldwin in Agric. College ^b		85,367.0	87,343.0	87,422.0	83,195.0	81,976.0	1.0%
College of Coastal Georgia ^d				60,469.5	70,769.5	82,763.0	1.0%
Dalton State College	88,252.0	90,798.0	98,668.0	112,662.0	134,643.0	139,319.0	1.7%
Gainesville College ^b	136,240.0	154,631.0	174,574.0	195,205.0	209,923.0	208,355.0	2.5%
Georgia Gwinnett College ^c		2,037.0	19,763.0	39,183.0	77,329.0	141,354.0	1.7%
Gordon College ^b		86,625.0	86,544.0	96,402.0	114,416.0	126,455.0	1.5%
Macon State College	141,602.0	144,925.0	147,144.0	149,953.0	157,087.0	152,745.0	1.8%
Middle Georgia College ^b		76,699.0	85,024.0	86,909.0	95,615.0	93,655.0	1.1%
State Colleges Total	366,094.0	641,082.0	699,060.0	828,205.5	942,977.5	1,026,622.0	12.3%
Abraham Baldwin in Agric. College ^b	82,882.0						
Atlanta Metropolitan College	43,955.0	42,442.0	48,310.0	57,951.0	71,317.0	82,374.0	1.0%
Bainbridge College	58,560.0	63,374.0	63,963.0	73,128.0	93,174.0	101,258.0	1.2%
College of Coastal Georgia ^d	63,141.0	62,900.5	59,800.5				
Darton College	108,791.5	103,565.5	109,726.5	117,665.5	140,079.0	142,094.0	1.7%
East Georgia College	36,692.0	41,634.0	49,077.0	64,164.0	69,151.0	76,191.0	0.9%
Georgia Highlands College	87,028.0	87,615.0	99,239.0	108,759.0	123,935.0	122,796.0	1.5%
Georgia Perimeter College	470,777.0	468,082.0	486,282.0	521,014.0	582,619.0	581,665.0	6.9%
Gordon College ^b	84,665.0						
Middle Georgia College ^b	69,707.0						
South Georgia College	37,771.0	38,335.0	44,607.0	47,569.0	53,158.0	58,118.0	0.7%
Waycross College	17,098.0	19,786.0	19,434.0	20,524.0	25,480.0	25,797.0	0.3%
Two-Year Colleges Total	1,161,067.5	927,734.0	980,439.0	1,010,774.5	1,158,913.0	1,190,293.0	14.2%
University System Totals	6,631,556	6,861,946	7,139,064	7,537,107	8,125,016	8,371,726	
Lower Division	4,078,718.3	4,203,496.6	4,360,402.3	4,610,785.1	5,025,541.5	5,180,786.3	
Upper Division	1,646,911.0	1,709,021.0	1,775,152.7	1,866,783.3	1,990,166.9	2,070,718.5	
Graduate/Professional	905,927.1	949,427.0	1,003,508.5	1,059,538.4	1,109,307.7	1,120,220.8	

Note: From USG Fiscal Year Semester Credit Hours Summaries. Military Science hours are not included since the major portion of their cost is paid from non-appropriated funds.

^aThe Medical College of Georgia was renamed Georgia Health Sciences University in FY 2011.

^bThese Institutions switched between the categories of Two-year College and State College in fiscal years 2006 and 2007.

^cGeorgia Gwinnett College was new in fiscal year 2007.

^dCoastal Georgia Community College became a State College and was renamed College of Coastal Georgia in fiscal year 2009.

Georgia Southern University Accreditations

Georgia Southern University		Southern Association of Colleges and Schools	
Athletics Program		National Collegiate Athletic Association	
Career Services		Accreditation Council for Cooperative Education	
Child Development Center		National Association for the Education of Young Children	
Counseling Center		International Association of Counseling Services	
Museum		American Association of Museums	
College of Business Administration			
Undergraduate & Graduate		Association to Advance Collegiate Schools of Business	
Accounting		Association to Advance Collegiate Schools of Business	
College of Education			
Undergraduate & Graduate		National Council for Accreditation of Teacher Education <i>and</i> Georgia Professional Standards Commission (Certification)	
Counseling Education		Council for Accreditation of Counseling and Related Educational Programs	
College of Health and Human Sciences			
Athletic Training		Commission on Accreditation of Athletic Training Education	
Coaching Education		National Council for Accreditation of Coaching Education Level 3	
Interior Design		Council for Interior Design Accreditation <i>and</i> National Association of Schools of Art and Design	
Nursing (Undergraduate & Graduate)		Georgia Board of Nursing (Approval to operate in the state of Georgia) <i>and</i> Commission on Collegiate Nursing Education	
Nutrition/Food Science (Dietetics Concentration)		Commission on Accreditation for Dietetics Education	
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	
College of Information Technology			
Computer Sciences, Information Technology		Computing Accreditation Commission of the Accreditation Board for Engineering and Technology	
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	
Theatre		National Association of Schools of Theatre	
Public Administration		National Association of Schools of Public Affairs and Administration	
Allen E. Paulson College of Science and Technology			
Construction Management		American Council for Construction Education	
Chemistry		American Chemical Society	
Civil Engineering Technology, Electrical Engineering 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 – March 1, 2011

Degrees and Majors Authorized by College

College of Business Administration

Bachelor of Arts
with Major in Economics

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

Master of Accounting
Master of Business Administration
Master of Science
with Major in Applied Economics

PhD in Logistics and Supply Chain Management

College of Education

Bachelor of Science in Education
with Majors in:
Early Childhood Education
Health & Physical Education
Middle Grades Education
Special Education

Master of Arts in Teaching
Master of Education
with Majors in:
Accomplished Teaching
Counselor Education
Educational Leadership
Higher Education Administration
Instructional Technology
Reading Education
School Psychology
Teaching & Learning

Specialist in Education
with Majors in:
Counselor Education
Educational Leadership
School Psychology
Teaching & Learning

Doctor of Education
with Majors in:
Curriculum Studies
Educational Administration

College of Health & Human Sciences

Bachelor of Science
with Majors in:
Child and Family Development
Fashion Merchandising & Apparel Design

(Bachelor of Science Continued)

Hotel and Restaurant Management
Interior Design
Nutrition and Food Science
Recreation
Sport Management

Bachelor of Science in Health Science
with Majors in:
Health Education and Promotion
Health Behavior

Bachelor of Science in Kinesiology
with Majors in:
Athletic Training
Exercise Science

Bachelor of Science in Nursing
Master of Science
with Majors in:
Kinesiology
Recreation Administration
Sport Management

Master of Science in Nursing
with Majors in:
Nurse Practitioner
Clinical Nurse Specialist
Doctor of Nurse Practitioner

Jiann-Ping Hsu College of Public Health

Master of Healthcare Administration
Master of Public Health
Doctor of Public Health

College of Information Technology

Bachelor of Science
with Major in Computer Science

Bachelor of Science in Information Technology
Master of Science in Computer Science

College of Liberal Arts & Social Sciences

Bachelor of General Studies
Bachelor of Arts
with Majors in:
Anthropology
Art
Communication Arts
English
History
Modern Languages
Music
Philosophy
Political Science
Sociology
Theatre
Writing & Linguistics

(continued on page 55)

Degrees and Majors Authorized by College

Bachelor of Fine Arts

with Majors in:

Art

Graphic Design

Bachelor of Music

with Majors in:

Composition

Music Education

Performance

Bachelor of Science

With Majors in:

Communication Studies

Journalism

Multimedia Communication

Political Science

Psychology

Public Relations

Sociology

Bachelor of Science in Graphic Communications

Bachelor of Science in Justice Studies

Master of Arts

with Majors in:

English

History

Political Science

Social Science

Spanish

Master of Fine Arts

Master of Music

Master of Public Administration

Master of Science

with Major in Psychology

Doctor of Clinical Psychology

College of Science and Technology

Bachelor of Arts

with Majors in:

Biology

Chemistry

Geography

Geology

Physics

Bachelor of Science

with Majors in:

Geography

Geology

Mathematics

Bachelor of Science in Biology

Bachelor of Science in Civil Engineering Technology

Bachelor of Science in Chemistry

Bachelor of Science in Construction Management

Bachelor of Science in Electrical Engineering Technology

Bachelor of Science in Mathematics

Bachelor of Science in Mechanical Engineering

Bachelor of Science in Physics

Master of Science

with Majors in:

Biology

Mathematics

Master of Science in Applied Engineering

Center for International Studies

Bachelor of Arts

with Major in International Studies

Bachelor of Science

with Major in International Trade

Note: From the Office of the Provost and Vice President for Academic Affairs - as of October 26, 2010

Degrees Conferred by College & Fiscal Year

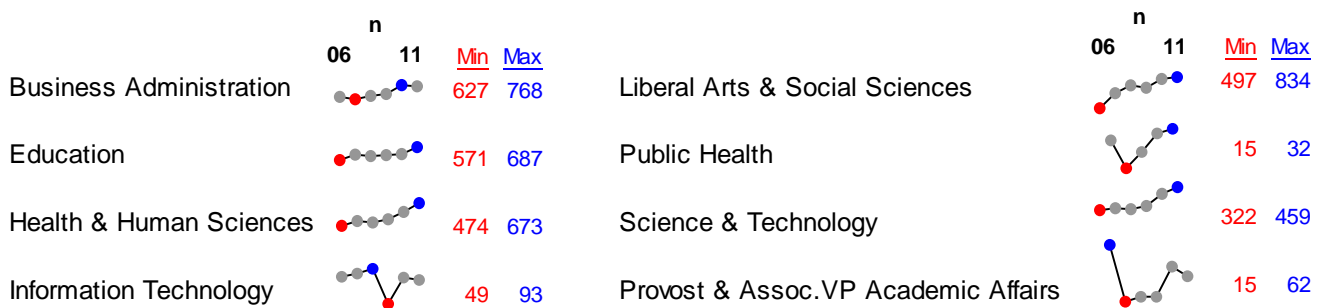
	2006	2007	2008	2009	2010	2011	2011 % of Total
College of Business Administration							
Master of Accounting	37	31	36	45	43	47	
Master Of Science	---	---	---	---	1	12	
Master of Business Administration	72	59	64	61	67	75	
WebMBA	13	6	14	23	40	42	
Bachelor of Business Administration	529	531	546	548	611	576	
BA in Economics	***	***	***	2	6	4	
College Total (COBA)	651	627	660	679	768	756	21.3%
College of Education							
Doctor in Education	27	63	69	55	68	58	
Education Specialist	66	75	58	51	78	96	
Master of Education	172	190	169	181	199	246	
Master of Arts in Teaching	---	1	19	29	43	33	
BS in Education	306	291	292	300	237	254	
College Total (COE)	571	620	607	616	625	687	19.3%
College of Health & Human Sciences							
Doctor of Nursing Practice	---	---	0	0	0	11	
Master of Health Services Administration	2	***	***	***	***	***	
Master of Public Health	9	***	***	***	***	***	
Master of Science	32	41	38	46	76	78	
Master of Science in Nursing	15	5	15	7	17	44	
BS in Health Science	37	26	32	31	39	41	
Bachelor of Science in Kinesiology	50	60	61	91	55	83	
BS in Nursing	81	102	106	106	105	108	
BSNC in Nursing (RN to BSN)	---	---	---	3	22	36	
Bachelor of Science	248	282	252	247	282	272	
College Total (CHHS)	474	516	504	531	596	673	18.9%
College of Information Technology							
Bachelor of Science	83	33	15	13	21	23	
Bachelor of Science in Information Technology	---	54	78	36	61	56	
College Total (CIT)	83	87	93	49	82	79	2.2%
College of Liberal Arts & Social Sciences							
Master of Arts	20	18	18	34	22	32	
Master of Fine Arts	3	3	2	2	5	7	
Masters in Music	4	7	4	6	5	13	
Master of Public Administration	23	17	26	14	16	19	
Master of Science	11	13	14	7	5	3	
Bachelor of Arts	142	182	222	218	235	244	
Bachelor of Fine Arts	39	40	31	46	50	29	
Bachelor of General Studies	***	61	101	108	146	142	
Bachelor of Music	9	19	15	17	19	22	
Bachelor of Science	174	225	214	176	217	236	
Bachelor of Science in Graphic Communications Management	***	***	9	6	9	7	
BS in Justice Studies	72	75	88	85	85	80	
College Total (CLASS)	497	660	744	719	814	834	23.5%

Notes: From the University System of Georgia Student Information Reporting System (SIRS) and Academic Data Mart (ADM) G records. Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination was offered by a different College.

(continued on page 57)

Degrees Conferred by College & Fiscal Year

	2006	2007	2008	2009	2010	2011	2011 % of Total
College of Public Health							
Doctor of Public Health	---	---	---	---	1	4	
Master of Healthcare Administration	---	---	---	---	3	6	
Master of Health Services Administration	***	10	6	2	3	0	
Master of Public Health	***	17	9	20	23	22	
College Total (JPHCPH)		27	15	22	30	32	0.9%
College of Science & Technology							
Master of Science	19	21	14	17	26	15	
Master of Science in Applied Engineering	---	---	---	---	3	11	
Master of Technology	4	8	11	3	4	3	
Bachelor of Arts	15	14	26	36	35	32	
Bachelor of Applied Science	0	0	1	---	---	---	
Bachelor of Science	15	11	8	9	21	17	
BS in Biology	76	90	81	78	87	117	
BS in Civil Engineering Technology	15	15	20	30	29	25	
Bachelor of Science in Chemistry	28	17	19	25	41	53	
BS in Construction	61	82	79	76	103	99	
BS in Electrical Engineering Technology	26	25	24	21	12	32	
BS in Graphic Communications Mgmt	13	7	***	***	***	***	
Bachelor of Science in Mathematics	0	3	0	1	3	4	
Bachelor of Science in Physics	6	5	9	3	4	8	
BS in Printing Management	4	---	---	---	---	---	
BS in Manufacturing	14	16	8	21	16	3	
BS in Mechanical Engineering Technology	26	19	27	26	35	40	
College Total (COST)	322	333	327	346	419	459	12.9%
Provost & Assoc.VP Academic Affairs							
Bachelor of Arts	12	10	18	16	36	28	
Bachelor of General Studies	44	***	***	***	***	***	
Bachelor of Science	6	5	1	3	8	8	
College Total (P&AVPAA)	62	15	19	19	44	36	1.0%
Total Degrees	2,660	2,885	2,969	2,981	3,378	3,556	

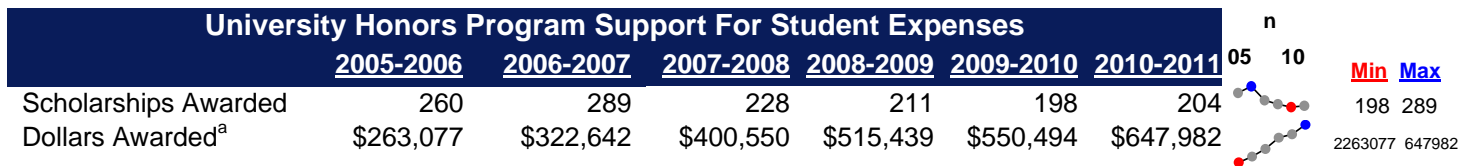
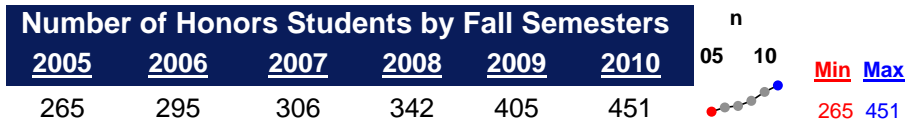


Notes: From the University System of Georgia Student Information Reporting System (SIRS) and Academic Data Mart (ADM) G records. The College of Public Health was new as of Spring 2006. Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination was offered by a different College.

University Honors Program

The University Honors Program (UHP) at Georgia Southern University provides a small college atmosphere in the context of a large comprehensive university. The program is designed to foster the development of a critical sense of inquiry, a spirit of creativity, a global perspective, and an ethic of civic responsibility. Students take engaging honors seminars and participate in experiential learning projects.

The University Honors Program began with its first class of twenty-four students in the Fall of 1998. Since its inception, the program has expanded the upper-division options for students focusing on preparing them for their Honors Thesis/Capstone Project. The University Honors Program builds upon a history of honors education at Georgia Southern University established by the nationally recognized Bell Honors Program (1983-2007).



Note: Beginning with the 07-08 year, individual scholarship award amounts were increased resulting in a fewer number of scholarships awarded but a greater dollar amount.

^aIncludes out of state tuition waivers. Other financial aid awards not associated with UHP are not included.



Note: From the University Honors Program Office, Banner Financial Aid tables, and Strategic Indicators Report Fall 2010 & FY 2009—2010, Indicator 16. Beginning with the 07-08 year, requirements were modified to allow students multiple experiential learning options beyond service and leadership.

Eagles in D.C. Program

The 2011 Eagles in D.C. Congressional Internship Program, sponsored by the Office of the Vice President for Student Affairs and Enrollment Management, placed nine Georgia Southern University students into Georgia representatives' congressional offices in Washington, D.C.. Since the program took flight in 2008, 33 outstanding Eagles have been selected to participate. This exciting and intensive program's goal is to provide Georgia Southern University students with a well rounded educational opportunity to complement their traditional classroom learning while also allowing them to immerse themselves into the unique political, intellectual and cultural atmosphere of our Nation's capital.

Eagles in D.C. - 2011			
<u>Name</u>	<u>Department/College</u>	<u>Internship</u>	<u>Date</u>
Donna Arriaga	Political Science	David Scott	Summer 2011
Azell Francis	Aerospace Engineering	John Barrow	Summer 2011
Sandra Hendrix	Political Science	Jack Kingston	Summer 2011
Jason Jones	Political Science	Robert Woodall	Fall 2011
Elizabeth Powell	Middle Grades Education	Saxby Chambliss	Spring 2011
Marc Silver	Political Science	Sanford Bishop	Summer 2011
Carson Stepanek	History	Austin Scott	Summer 2011
David Williamson	Political Science	Johnny Isakson	Summer 2011
Chrystian Woods	Political Science	Sanford Bishop	Fall 2011

Note: From the Vice President for Student Affairs and Enrollment Management Office, June 2, 2011.

Nationally Competitive Scholarships and Fellowships

Georgia Southern nominates excellent students for a variety of national academic awards to support undergraduate or graduate study in the United States and abroad. Beginning in 2006, the University Honors Program began serving as the campus clearinghouse for nationally competitive scholarships and fellowships. The office works with all Georgia Southern students during the advising and application process.

<u>Year</u>	<u>Award</u>	<u>Recipient</u>	<u>Award Use</u>
2006	Phi Kappa Phi Award of Excellence	Carolyn Chin	Graduate study
2007	Fulbright U.S. Student Grant	Nicole Harper	Research in Slovenia
2007	Benjamin A. Gilman International Scholarship	Jacob Taylor	Study abroad in Finland
2008	U.S. Department of State Critical Language Scholarship	Zechariah Anderson	Arabic language study in Egypt
2008	Fulbright U.S. Student Grant	Jeffrey Palis	Research in Latvia
2009	National Security Education Program David L. Boren Scholarship	Ryan Pickrell	Study in China
2009	Morris K. Udall Scholarship, Honorable Mention	Jessica Sparrow	Undergraduate Study
2009	Benjamin A. Gilman International Scholarship	Rose Sheahan	Study in Japan
2009	Benjamin A. Gilman International Scholarship	Rashidat Bakar	Study in Japan
2009	Benjamin A. Gilman International Scholarship	Alonza Turner	Study in Japan
2009	Benjamin A. Gilman International Scholarship	Kenneth Tabor	Study in China
2010	Benjamin A. Gilman International Scholarship	Anna McGaughey	Study in Denmark
2010	Rotary Ambassadorial Scholarship	Thomas Eisenhart	Graduate Study in Northern Ireland
2010	National Security Education Program David L. Boren Scholarship	Kendra Mosley	Study in Russia
2011	Rotary Ambassadorial Scholarship	Kory Sandven	Graduate Study in England
2011	Benjamin A. Gilman International Scholarship	Jamescia Thomas	Study in France
2011	Benjamin A. Gilman International Scholarship	Jessica Cain	Study in Finland
2011	Benjamin A. Gilman International Scholarship	Tiffany Simmons	Study in Japan
2011	Fund for Education Abroad Scholarship	Tiffany Simmons	Study in Japan
2011	Freeman Awards for Study in Asia	Tiffany Simmons	Study in Japan
2011	Barry M. Goldwater Scholarship	Katherine Mincey	Undergraduate Study
2011	Barry M. Goldwater Scholarship, Honorable Mention	Stephen Crooke	Undergraduate Study
2011	DAAD Undergraduate Scholarship (German Education Exchange Service)	Jennifer Keyser	Study in Germany

Note: From the University Honors Program . Some nationally competitive scholarship programs allow students to individually submit applications without the official nomination of the University. Numbers shown are those known to the University Honors Program.

Engineering Studies Programs at Georgia Southern University

Purpose

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

The RETP and GTREP

The Engineering Studies Program consists of two main programs or classifications: The Regents Engineering Transfer Program (RETP) and the Georgia Tech Regional Engineering Program (GTREP). Both of these programs lead to an engineering degree from Georgia Tech. The RETP accesses all Tech engineering majors, while the GTREP provides access to majors in civil, computer, electrical, and mechanical engineering. Both programs follow the same curriculum for a particular engineering major. After the first two years of study have been successfully completed, RETP students physically relocate to the main campus of Georgia Tech in Atlanta. GTREP students become Georgia Tech students and matriculate at the Georgia Tech Savannah campus. They can complete their Tech degree without having to physically relocate to Atlanta.

The Pre-Engineering Program (formally TOP)

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

Engineering Programs at Georgia Southern

Frequently, students who begin their college career at GSU as either an RETP or GTREP major find that pursuing an engineering degree from Georgia Tech is not best suited for them. Beginning in fall 2011, students who do not wish to complete an engineering degree from Tech will have the option to pursue a Bachelor of Science degree from Georgia Southern in one of the three most popular fields of engineering: Mechanical, Electrical or Civil Engineering. The curricula for these engineering programs offer students a hands-on approach to learning the science of engineering. In particular, Georgia Southern engineering programs gives students the knowledge, skills and abilities they need to be work-ready graduates prepared to contribute to their industry immediately upon graduation. In addition, Georgia Southern engineering students gain preparation for graduate schools and for obtaining their Professional Engineering (PE) license.

The Gulfstream Scholars Program

Georgia Southern engineering majors are eligible for a scholarship from the Gulfstream Aerospace Corporation Endowment. Approximately 35 students yearly receive a \$750 Gulfstream scholarship per semester for a total of four semesters. Students who demonstrate outstanding academic performance during the first semester of the freshman year may apply for the scholarship for their sophomore year. Students who are awarded the scholarship must earn at least a 2.70 GPA in the engineering curriculum each semester.

Note: From the Office of Engineering Studies For more information see <http://cost.georgiasouthern.edu/meteet/>.

The Division of Continuing Education and Public Service

The Division of Continuing Education and Public Service continues to be a major Georgia Southern University educational link to the community and the larger region. Each of the units within the division has developed and delivered notable outreach activities to enhance personal and professional development, cultural awareness, CEU and PLU credits, and academic credit offerings. The individual program summaries below list some of our significant accomplishments.

Continuing Education

Academic Credit and Non-Credit Programs:

The Continuing Education Center works closely with the Colleges of the University to provide academic credit and non-credit programs. Programs offered reflect the expertise of faculty in the Colleges. The Continuing Education Center also offers a variety of innovative academic credit and non-credit programs that facilitate degree completion, improve the skills of the region's workforce, enhance societal and cultural understanding, encourage healthy lifestyles, and enhance the quality of life of the region's citizens by providing personal development and cultural enrichment opportunities. The Continuing Education Center reports all institutional continuing education activity to the University System Board of Regents. In the fiscal year 2011, the Continuing Education Center:

- Coordinated 310 professional development programs and 88 personal development programs.
- Conducted 58 contractual training programs in the region.
- 240 students completed non-credit on-line courses.
- In partnership with other units on campus, generated 14040.23 Continuing Education Units (CEU credits) through a total of 292 Programs.
- Provided training that resulted in 9916.00 hours of professional credit for Professional Learning Units, National Association of Social Workers, Georgia Nurses Association, Georgia State Board of Nursing Home Administrators, Prevention Credentialing Consortium of Georgia, Georgia Association of Marriage and Family Therapy, Licensed Professional Counselors of Georgia, and Peace Officers Standards and Training.
- Unit involved over 16,855 individuals in lifelong learning.
- Developed the Youth College
- Developed the Lifelong Learning University

Center for Online Learning

The Center for Online Learning manages, enhances and develops strategies and technologies for the online delivery of courses and degree programs as well as recruits and provides support for the online student population. The Center's priority is the development of whole degree and certificate online programs. The Center has trained over 250 faculty and developed over 320 online courses in the last three years. Student enrollment in online degree programs increased from 520 in Summer 2010 to 740 in Summer 2011.

The Garden of the Coastal Plain at Georgia Southern University

The Garden combines the rich cultural history and the intriguing natural landscape of the Southeastern Coastal Plain in one beautiful location. Once the home of Dan and Catharine Bland, the Garden preserves nearly 11 acres and features a growing collection of native and heritage plants including 270 taxa and 20 of the state's protected plants. The Garden offers woodland trails, a landscape garden of coastal plain natives, a native azalea collection, an arboretum, a children's garden, a complex of early 20th century farm buildings, the Oak Grove One Room Schoolhouse, the Rural Life Museum, the Whelchel Camellia Garden, heritage gardens, a bog and sandhill, and the Kennedy Outdoor Classroom. The Garden is a research and educational resource for faculty and students and provides undergraduate and graduate programs, projects, and internships as well as continuing education programs and events of interest to the community.

- 15,000 people visit annually, 50,000 people enjoy Garden workshops, tours, school field trips, special events, seasonal festivals, a concert series, Lunch and Learn programs, and other outreach events. Thousands of school children from a seven-county area learn through hands-on, inquiry-based programs
- Teachers enjoy continuing education training through ASTERS, a program that teaches science and science teaching techniques, and through From Place to People, a teacher training program in social studies.

(continued on page 63)

- Applied research and projects include tree canopy study, tree plantings, endangered plant research, plant rescues, the development of a farmers market and other programs that integrate University study with the region.

The Georgia Southern University Museum

The Georgia Southern University Museum exists to foster and support lifelong learning and engaged citizenship in southeast Georgia. The museum supports the University's mission of teaching, research and service specifically through collections, exhibits, and educational outreach. Permanent collections and exhibits focus on preserving the natural and cultural history of the Coastal Plain. Temporary exhibits interpret a broad array of topics in cooperation with faculty curators.

Total on-site tour group participants = 5,020 (38% Georgia Southern University students)

Total on-site walk-in visitors = 8,500 (21% Georgia Southern University students)

Total on-site visitors = 13,520

K-8 school students served by Museum Outreach programs: 10,486

Total Museum Participation = 24,006

Southeast Georgia counties served by Museum Outreach programs Projects SENSE and BESST: 16

Special exhibits at the Georgia Southern University Museum in FY 11:

Games - May 3 – August 22, 2010

Bubbles – July 19 – December 5, 2010

Georgia's Amphibians and Reptiles: Herpetology of the Coastal Plain – September 13, 2010 – January 30, 2011

Curated by Dr. Lance McBrayer & funded in part by a grant from the National Science Foundation

The Archaeology of Camp Lawton – October 10, 2010 – June 30, 2011

Curated by the students of the Camp Lawton Project in cooperation with the U.S. Fish and Wildlife Services and Georgia Department of Natural Resources

Music of Georgia's Coastal Plain – February 21 – May 15, 2011

Curated by Dr. Michael Braz and Dr. Brent Tharp

A View from Space – May 28 – September 11, 2011

A traveling exhibit from the Oregon Museum of Science and Industry

Georgia Southern University Museum exhibits on the road:

Impression of Ireland – Maryland Irish Festival, Timonium, MD

Captured, but not Caught: The photography of Dr. Sturgis McKeever – Heritage Sandy Springs, Sandy Springs, GA

A Land Nearby: Photography of Georgia's Sea Islands by Dr. Curtis Hames - Heritage Sandy Springs, Sandy Springs, GA

Captured, but not Caught: The photography of Dr. Sturgis McKeever – Panola College, Carthage, TX

Accreditation by the American Association of Museums – 1999 & 2010

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

The Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center exists to serve as an educational ambassador bridging the critical link between man and the natural world around us. Developing a sense of stewardship is the foundation for a healthy environment; protecting ecosystems insures the quality of life for man and nature. The Wildlife Center houses a sizeable collection of eagles, hawks, falcons, owls, vultures, waterfowl, wading birds, reptiles and amphibians, most displayed in their natural habitats. Visit the Wildlife Center and enjoy a stroll along the Raptor Walkway, the Wetland Preserve, and be wowed as birds fly over head in the Outdoor Amphitheater. Other available amenities include camping in the Wildlife Center Campground, picnicking at the Ecology Pavilion, as well as the Waterfowl, Amphibian and Reptile exhibits, the children's Playground, and so much more.

FY11 Facts:

- Consists of 18 beautiful acres in the heart of Georgia Southern University
- The Wildlife Center is utilized as a site location for undergraduate and graduate research
- The Wildlife Center serves over 225,000 annual visitors through general admission and off-site outreach programs

(continued from page 60)

(continued on page 64)

- Over 10,000 school students, from Georgia and South Carolina, served annually by on-site field trips
- Home of “Freedom”, the Georgia Southern University free-flighted American Bald Eagle mascot, as well as 60 birds, 68 reptiles, 72 amphibians, and 8 mammals
- Facilities located at the Wildlife Center include a Lecture Hall, Ecology Pavilion, Amphitheater, Campground, Wetland Preserve, and Outdoor Classroom - all available for year-round event rental.
- The Wetland Preserve, the Center’s 12-acre expansion, opened to the public in April 2009 and features 9120 square feet of recycled rubber nature trails, 6380 square feet of mulched nature trails and more than 3381 native plants.

The Performing Arts Center

The Performing Arts Center is a 34,000 square foot theatre/auditorium that seats 825 in beauty and near-perfect acoustics. The 2010-2011 professional touring season treated the community to shows that audiences would have to travel to Atlanta, DC, or New York to see: Carolina Chocolate Drops, Champions of the Dance (stage version of the TV hit show, Dancing with the Stars), Gershwin on Broadway, John Berry, STOMP!, Tango Buenos Aires, and the great NY musical favorite, A Chorus Line. A School Matinee Series for young children brought professional theatre into the lives of K-5 students.

For Fiscal Year 2011:

Total number of visitors: 40,000+

Season Ticket holders: 305

Professional Touring shows: 7

University, Community and Matinee events: 85+

Coastal Georgia Center

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

Highlights of Academic Year 2010 - 11 include:

- 40 graduate courses were held at the Coastal Georgia Center. Georgia Southern University offered graduate courses in Education and Business, while Savannah State University offered graduate level courses in Social Work, Public Administration, and Urban Studies.
- Community and non-graduate university sponsored events at the Coastal Georgia Center totaled 1340.

Note: Division of Continuing Education and Public Service (<http://ceps.georgiasouthern.edu/conted/>)

Institutes and Centers

Center Name	Contact Person	Telephone #
1. Bureau of Business Research and Economic Development	Mr. Edward Sibbald	(912) 478-5368
2. Bureau of Public Affairs	Dr. Karen McCurdy	(912) 478-5698
3. Center for Addiction Recovery	Ms. Kristen Harper	(919) 478-2674
4. Center for Africana Studies	Dr. Saba Jallow	(912) 478-5387
5. Center for Economic Education	Dr. Gregory J. Brock	(912) 478-5579
6. Center for Educational Leadership and Service	Dr. James Green	(912) 478-5307
7. Center for Entrepreneurial Learning and Leadership	Dr. Luke Pittaway	(912) 478-5321
8. Center for Excellence in Financial Services	Mr. Edward Sibbald	(912) 478-5061
9. Center for Sales Excellence	Dr. David Shepherd	(912) 478-1961
10. Center for Excellence in Teaching	Dr. Alan Altany	(912) 478-0049
11. Center for Forensic Studies in Accounting & Business	Dr. Donald L. Berecz	(912) 478-0259
12. Center for Global Business	Dr. L. Trey Denton	(912) 478-0802
13. Center for International Schooling	Dr. Judith Repman	(912) 478-5394
14. Center for International Studies	Dr. Nancy Shumaker	(912) 478-0332
15. Center for Irish Studies	Mr. Howard Keeley	(912) 478-5899
16. Center for Management Development	Dr. Susan Williams	(912) 478-5083
17. Center for Printability	Dr. Don Armel	(912) 478-5358
18. Center for Retail Studies	Dr. Kathleen H. Gruben	(912) 478-0348
19. Center for Rural Health and Research	Dr. Stuart Tedders	(912) 478-2674
20. Center for Social Gerontology	Dr. Peggy Hargis	(912) 478-7086
21. Center for Survey Research and Health Information	Dr. Gerald Ledlow	(912) 478-0713
22. Center for Wildlife Education & Lamar Q. Ball, Jr. Raptor Center	Mr. Steven M. Hein	(912) 478-0831
23. Child Development Center	Ms. Cynthia Edenfield	(912) 478-5537
24. Coastal Area Teacher Education Service (CATES)	Ms. Mary Egger	(912) 478-5200
25. Coastal Georgia Center	Mr. Henry Whitfield	(912) 651-2005
26. Coastal Rivers Water Policy and Planning Center	n/a	(912) 478-7979
27. Georgia Center for Educational Renewal	Ms. Dianne Bath	(912) 478-5719
28. Georgia Southern Botanical Garden	Dr. Carolyn Altman	(912) 478-1149
29. Georgia Southern Museum	Dr. Brent Tharp	(912) 478-5444
30. James H. Oliver, Jr. Institute of Arthropodology and Parasitology	Dr. James H. Oliver, Jr.	(912) 478-5564
31. Karl E. Peace Center for Biostatistics	Dr. Hani Samawi	(912) 478-1345
32. Performing Arts Center	Mr. Albert Peralion	(912) 478-0830
33. Small Business Development Center	Ms. Lori Durden	(912) 478-7232
34. Southern Center for Logistics and Intermodal Transportation	Dr. Karl Mandrodt	(912) 478-0588
35. Women's and Gender Studies	Dr. Lori Amy	(912) 478-0625

Note: From Faculty Handbook 2011—2012, section 107

Student Financial Aid Summary

Aid Awarded in the 2009 - 2010 Academic Year

<u>Description</u>	<u># of Awards</u>	<u>\$ of Awards</u>
Employment Programs <i>Federal Work Study and Institutional Work Program</i>	2,243	\$5,118,507
Grant Programs <i>Pell, PHEAA, SEOG, Vocational Rehab., SMART, TEACH, Federal Academic Competiveness Grants, and TRIO</i>	8,858	\$33,480,312
Loan Programs <i>HOPE Promise, HOPE Teacher, Perkins, PLUS, Stafford, State Service Cancelable Loans, Mega-Life, Pickett & Hatcher</i>	20,575	\$92,014,645
Federally Funded Academic Scholarships <i>ROTC and Robert C. Byrd Honors</i>	28	\$137,429
State Funded Academic Scholarships <i>HOPE Scholarships/HOPE Book, Governors, LEAP, Law Enforcement Personnel Dependents Grant, Public Safety Grant, Charles McDaniel Teacher Grant</i>	7,675	\$34,827,283
Georgia Southern University Scholarships <i>GaSoU Honors, 1906 Scholarships, Gulfstream Aerospace Scholarship Pro gram, Lettie Pate Whitehead Scholarship Program</i>	497	\$833,752
Departmental Scholarships <i>Institutional Grants & Scholarships less the Georgia Southern University Scholarships listed above</i>	652	\$850,721
External Grants & Scholarships <i>Helene Fuld Health Trust Grant, Miscellaneous externally funded scholarships awarded by private sources to individual students —high school, church group, civic group, businesses, etc.</i>	1,017	\$1,519,120
Athletics Scholarships <i>Supporting student athletes in men's and women's intercollegiate sports</i>	357	\$2,486,639
Tuition Waivers <i>International Student, Athletic, Military, University Employee, Ga. Teacher, etc.</i>	1,709	\$9,231,796
Total Awards for the 2009 - 2010 Academic Year	43,611	\$180,500,203

Note: From the Office of Financial Aid

Student Organizations

Part of each student's education is the development of his or her talents outside the classroom through participation in the wide variety of activities offered by Georgia Southern University. These activities range from the Student Government Association to the honor and recognition societies, special interest groups, professional fraternities and departmental clubs, and religious groups. For more information on student organizations contact the Russell Union Student Activities Center, (912) 478-7270.

Note: From the Eagle Eye New Student Handbook 2011 - 2012, page 9 – Student Organizations

Career Services Summary by Academic Year

	2005-06 ^a	2006-07 ^b	2007-08 ^c	2008-09 ^d	2009-10 ^d	2010-11
Career Exploration						
# of programs	442	543	620	271	289	389
# of students attending programs	10,158	10,440	12,218	12,472	13,675	12,824
# of appointments	3,774	1,679	1,482	1,697	2,267	3,687
Cooperative Education						
# of employer registrants	222	292	257	277	306	315
# of students placed	27	32	21	24	19	17
# of student registrants	129	119	31	34	99	123
Career Fairs						
Career Expo Job Fair						
# of employers	226	409	372	153	167	148
# of students	1,597	2,768	2,507	1,742	1,539	1,773
Education Career Day						
# of school systems	99	109	92	64	34	25
# of students	413	378	318	370	270	245
Professional						
# of students registered for resume referral service	2,420	3,499	2,107	3,418	4,612	6,047
# of interview schedules	134	151	153	107	92	60
# of employers who conducted on-campus interviews	120	119	122	77	67	55
# of employers requesting resume referral	200	81	257	86	37	83
# of resumes referred	10,567	3,499	4,031	2,948	2,702	8,305
# of new students registered in the Career Services database	2,474	1,490	6,123	7,242	6,491	6,046
# of employers registered in database	3,039	2,986	3,650	4,366	4,855	5,217
# of new jobs added	217	1,115	951	1,494	1,224	1,312

Note: From the Office of Career Services

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

^bCareer Exploration efforts were shifted from one-on-one appointments to Programs, Career Fairs, and Classroom Presentations. More time was invested in recruiting more employers to come to Georgia Southern and marketing efforts were increased to get more students to attend the Career Fairs. Employer requests for resumes decreased since the number of employers attending the Career Fairs increased.

^cThe number of programs and classroom presentations increased. Marketing efforts to potential employers were improved. The new Career Services Management System was implemented resulting in a higher number of students, employers, and alumni registered in the Career Services Database.

^dThe recession reduced employer related numbers. The recession also cause more students to look at graduate school instead of employment due to the shortage of jobs

Student Housing, Fall 2010

<u>Residence Hall</u>	<u>Capacity</u>	<u>Occupancy</u>	<u>% Full</u>
Brannen Hall	147	127	83.67%
Centennial Place 1	379	379	100%
Centennial Place 2	178	177	99.44%
Centennial Place 3	206	206	100%
Centennial Place 4	237	237	100%
Eagle Village 1	397	396	99.75%
Eagle Village 2	401	401	99.75%
Kennedy	424	403	95.05%
Sanford	138	129	93.48%
Southern Courtyard	473	470	99.37%
Southern Pines	626	626	100%
University Villas	466	456	97.85%
Watson Hall	245	221	90.20%
Total	4,317	4,223	97.82%

Note: From Office of University Housing - Occupancy Report - Fall 2010. In Fall 2010, 25.8% of undergraduates lived in campus housing.

Student Housing, Fall 2009

<u>Residence Hall</u>	<u>Capacity</u>	<u>Occupancy</u>	<u>% Full</u>
Brannen Hall	147	143	97.28%
Centennial Place 1	379	378	99.74%
Centennial Place 2	178	177	99.44%
Centennial Place 3	206	205	99.51%
Centennial Place 4	237	237	100%
Eagle Village 1	397	395	99.50%
Eagle Village 2	401	401	100%
Kennedy	424	410	96.70%
Sanford	138	127	92.03%
Southern Courtyard	473	470	99.37%
Southern Pines	626	623	99.52%
University Villas	466	457	98.07%
Watson Hall	245	238	97.14%
Total	4,317	4,260	98.68%

Note: From Office of University Housing - Occupancy Report - Fall 2009. In Fall 2009, 25.9% of undergraduates lived in campus housing.

Alumni Association

Officers

Mr. Frank Hook, *Alumni Director*
Mr. Lee Fulcher, *President*
Mr. Mike Carpenter, *President Elect*
Dr. Dennard Scoggins, *Secretary*
Mrs. Karen Dixon, *Treasurer*

Executive Committee

Mr. Frank Hook, *Alumni Director*
Mr. Lee Fulcher, *President*
Mr. Terry Harvin, *Chairman*
Dr. Dennard Scoggins, *Secretary*
Mrs. Karen Dixon, *Treasurer*
Mr. Connell Stafford, *Chairman, GSU Foundation*
Mr. Max Manack, *Chairman, Georgia Southern University Foundation*
Mrs. Wanda Parrish, *Chairman, Georgia Southern Athletic Foundation*

Alumni Relations Office Staff

Mr. Frank Hook, *Alumni Director*
Mrs. Amy Hammett, *Assistant Director*
Mr. Alex Grovenstein, *Assistant Director, Web-based Fundraising*
Mrs. Theresa Hackle, *Administrative Secretary*

Note: From the Office of Alumni Relations as of June 2011

Eagle Club Presidents

<u>Club</u>	<u>President</u>
Atlanta	Dennette Thornton
Atlanta BAGS	Kelly Lewis
Atlanta Cherokee/N. Cobb	Johnny Young
Atlanta East Metro	Mark Watson
Atlanta Forsyth/N. Fulton	Josh Morris
Atlanta South Metro	Jon Sisk
Atlanta West Metro	Jennifer Valeri
Bulloch County	Joseph Shuford
Candler County	Marty Williams Hazel Williams
Evans County	Marshall Smith
Effingham County	Wendel & Patricia Wilson
Emmanuel County	Athen Walden
Glynn County	Chris Jenkins
Greater Albany	Mack Bryson
Greater Athens	Sheila Davis
Greater Augusta	Hartie Cliatt
Greater Charleston, SC	Rob Fowler
Greater Columbus	Sean Knox
Greater Gwinnett	Jason Clary
Greater Jacksonville, FL	John Sharp
Greater Macon	Mike Carpenter
Greater Savannah	Laney Claxton Rick Bean
Jenkins County	Matt Brinson
Lake Country	Sam Young
Laurens County	Mike Cummings
Liberty County	Derek Sills
Mid-CSRA	Blake Harrison
National Capital	Lea Anne Foster
NW GA/Tennessee Valley	Kathy & Bob Jenkins
Oconee Area	Trey Sheppard
Screven County	Darlene Anthony
South Carolina Low Country	Chris Dalzell
South Carolina Upstate	Karen Dixon
Toombs County	Tim Medford
Wayne County	Johnny & Paula Puccio

Note: From the Office of Alumni Relations as of June 2011

Alumni by Spring Semester

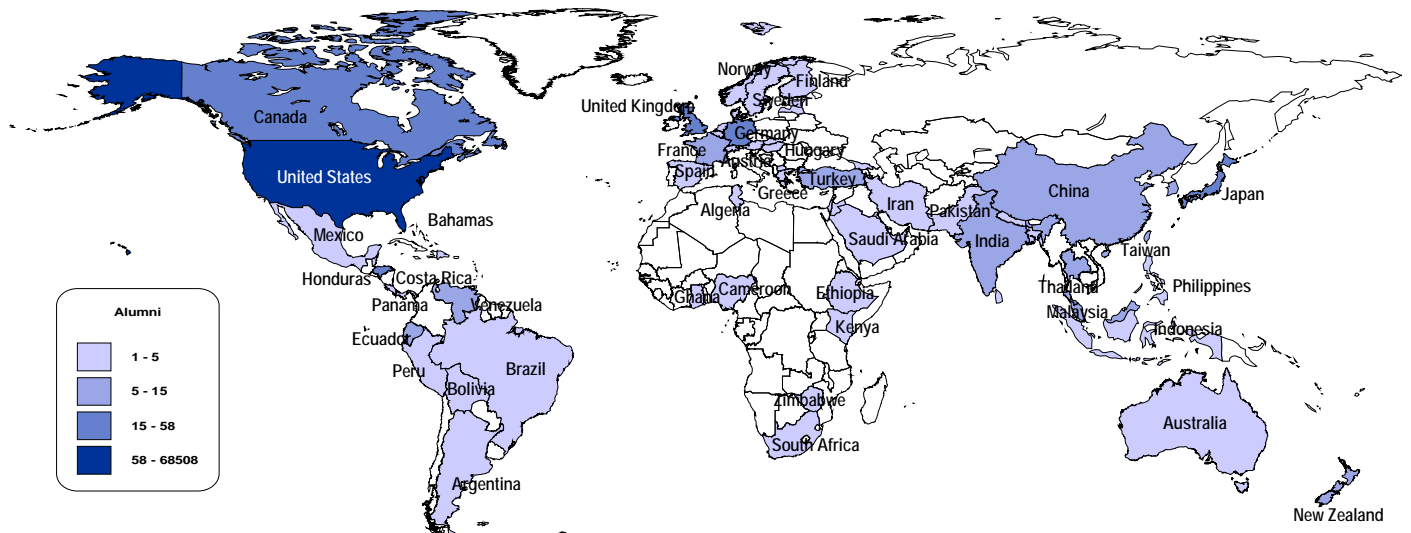
2006	2007	2008	2009	2010	2011	6 Yr. Change
59,596	60,080	61,888	63,836	67,576	68,836	1.9%

Note: From the Office of Alumni Relations

Alumni by Country, Spring 2011

Country	n	Country	n	Country	n
1. Antigua	2	24. Germany	29	47. Norway	3
2. Argentina	2	25. Ghana	1	48. Pakistan	1
3. Australia	4	26. Greece	1	49. Panama	1
4. Austria	1	27. Honduras	18	50. Peru	1
5. Bahamas	22	28. Hong Kong	3	51. Philippines	3
6. Bangladesh	1	29. Hungary	1	52. Saudi Arabia	1
7. Belgium	2	30. India	6	53. Singapore	1
8. Belize	2	31. Indonesia	2	54. Slovakia	1
9. Bermuda	2	32. Iran	1	55. South Africa	3
10. Bolivia	2	33. Israel	1	56. Spain	4
11. Brazil	2	34. Japan	57	57. Sri Lanka	1
12. Canada	23	35. Jordan	1	58. Sweden	4
13. Cayman Islands	3	36. Kenya	1	59. Switzerland	1
14. China	8	37. Korea Rep.	5	60. Taiwan	8
15. Costa Rica	2	38. Kuwait	1	61. Thailand	9
16. Denmark	1	39. Latvia	1	62. Trinidad and Tobago	1
17. Dominican Republic	1	40. Macedonia	1	63. Tunisia	1
18. Ecuador	7	41. Malaysia	6	64. Turkey	10
19. Estonia	1	42. Mexico	3	65. United Arab Emirates	2
20. Ethiopia	1	43. Nepal	1	66. United Kingdom	21
21. Finland	2	44. Netherlands	1	67. United States	68,508
22. France	6	45. New Zealand	5	68. Venezuela	5
23. Georgia	1	46. Nigeria	1	69. Zimbabwe	1
				Total	68,836

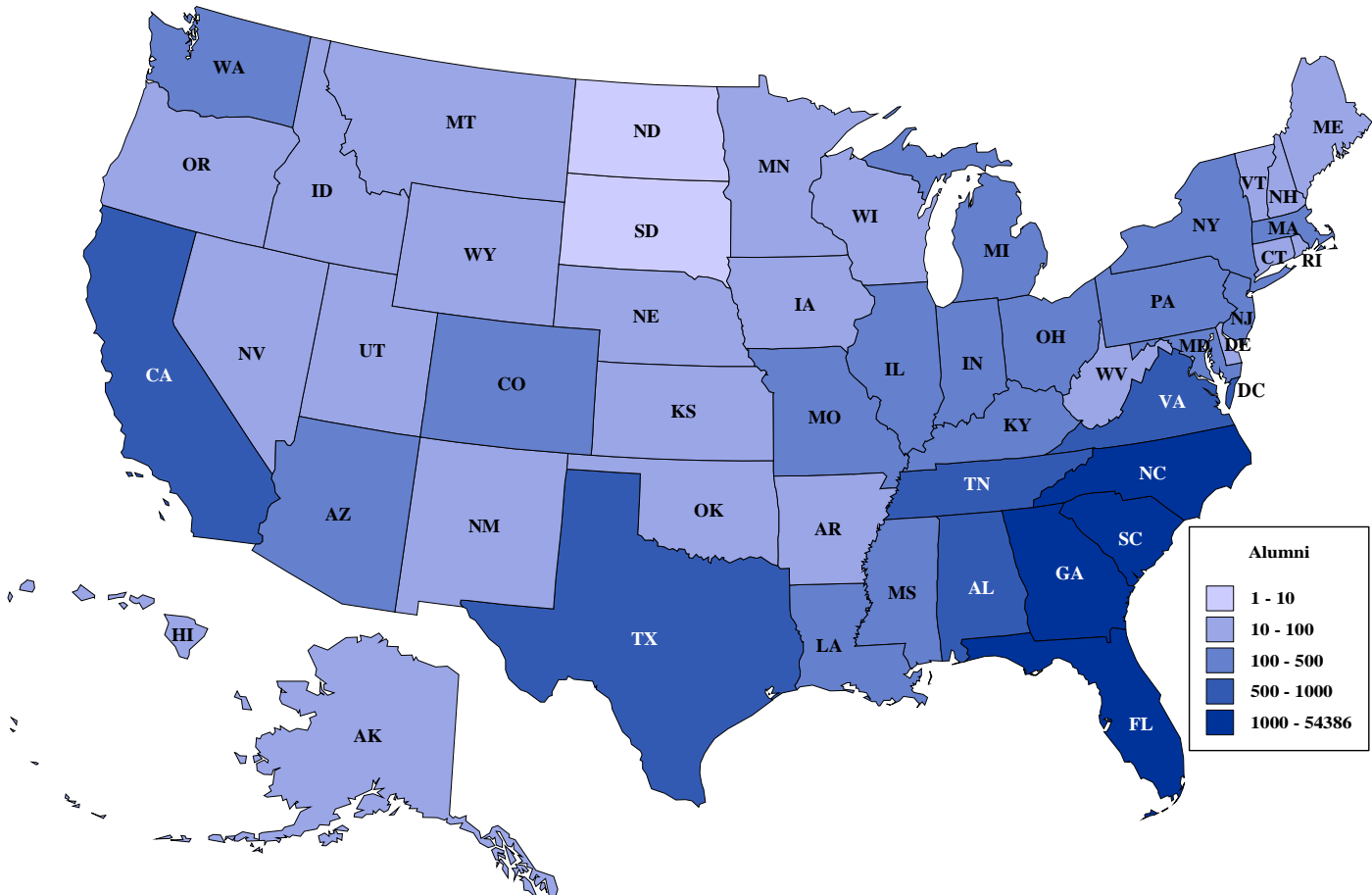
Note: From the Office of Alumni Relations – as of Spring 2011. The top 5 countries other than the U.S. are highlighted in blue.



Alumni by State & U.S. Territories, Spring 2011

State	n	State	n	State	n
1. Alabama	666	21. Maine	21	41. Puerto Rico	7
2. Alaska	37	22. Maryland	283	42. Rhode Island	17
3. Arizona	126	23. Massachusetts	102	43. South Carolina	2,198
4. Arkansas	95	24. Michigan	108	44. South Dakota	6
5. California	501	25. Minnesota	53	45. Tennessee	721
6. Colorado	228	26. Mississippi	129	46. Texas	749
7. Connecticut	75	27. Missouri	113	47. Utah	36
8. Delaware	21	28. Montana	25	48. Vermont	15
9. District of Columbia	49	29. Nebraska	26	49. Virgin Islands	8
10. Florida	3,367	30. Nevada	43	50. Virginia	782
11. Guam	3	31. New Hampshire	17	51. Washington	128
12. Georgia	54,386	32. New Jersey	169	52. West Virginia	51
13. Hawaii	32	33. New Mexico	54	53. Wisconsin	60
14. Idaho	20	34. New York	243	54. Wyoming	16
15. Illinois	175	35. North Carolina	1,373	Total - U.S. States & Territories	68,455
16. Indiana	130	36. North Dakota	5	Overseas Military	53
17. Iowa	33	37. Ohio	210	Grand Total - U.S	68,508
18. Kansas	80	38. Oklahoma	59	Foreign Countries	328
19. Kentucky	169	39. Oregon	59	Grand Total	68,836
20. Louisiana	135	40. Pennsylvania	241		

Note: From the Office of Alumni Relations – as of Spring 2011. The top 5 states other than Georgia are highlighted in blue.



Note: From the Office of Alumni Relations – as of Spring 2011.

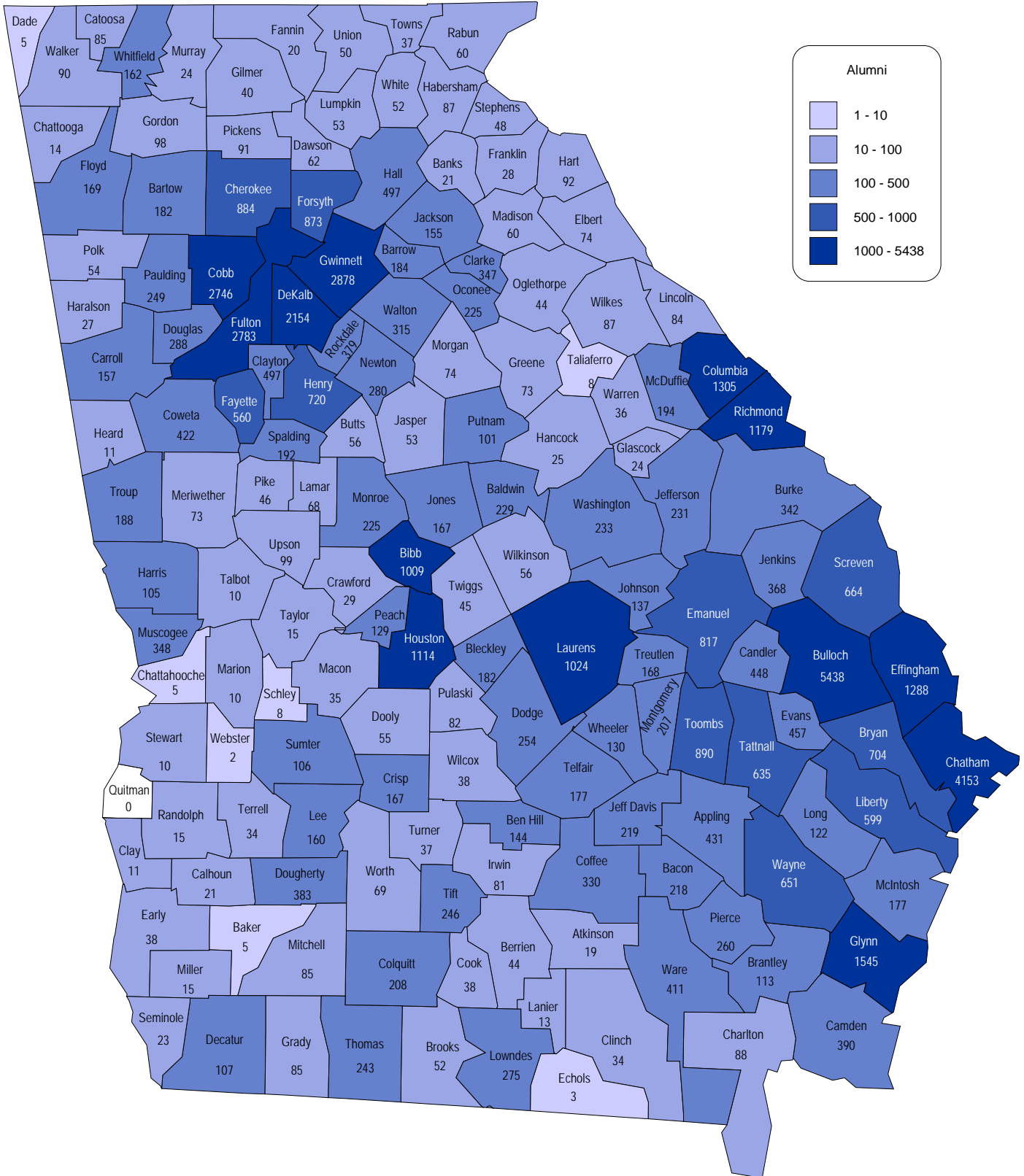
Alumni by Georgia County, Spring 2011

<u>County</u>	<u>n</u>	<u>County</u>	<u>n</u>	<u>County</u>	<u>n</u>	<u>County</u>	<u>n</u>
1. Appling	431	42. Dawson	62	83. Johnson	137	124. Screven	664
2. Atkinson	19	43. De Kalb	2,154	84. Jones	167	125. Seminole	23
3. Bacon	218	44. Decatur	107	85. Lamar	68	126. Spalding	192
4. Baker	5	45. Dodge	254	86. Lanier	13	127. Stephens	48
5. Baldwin	229	46. Dooly	55	87. Laurens	1,024	128. Stewart	10
6. Banks	21	47. Dougherty	383	88. Lee	160	129. Sumter	106
7. Barrow	184	48. Douglas	288	89. Liberty	599	130. Talbot	10
8. Bartow	182	49. Early	38	90. Lincoln	84	131. Taliaferro	8
9. Ben Hill	144	50. Echols	3	91. Long	122	132. Tattall	635
10. Berrien	44	51. Effingham	1,288	92. Lowndes	275	133. Taylor	15
11. Bibb	1,009	52. Elbert	74	93. Lumpkin	53	134. Telfair	177
12. Bleckley	182	53. Emanuel	817	94. Macon	35	135. Terrell	34
13. Brantley	113	54. Evans	457	95. Madison	60	136. Thomas	243
14. Brooks	52	55. Fannin	20	96. Marion	10	137. Tift	246
15. Bryan	704	56. Fayette	560	97. McDuffie	194	138. Toombs	890
16. Bulloch	5,438	57. Floyd	169	98. McIntosh	177	139. Towns	37
17. Burke	342	58. Forsyth	873	99. Meriwether	73	140. Treutlen	168
18. Butts	56	59. Franklin	28	100. Miller	15	141. Troup	188
19. Calhoun	21	60. Fulton	2,783	101. Mitchell	85	142. Turner	37
20. Camden	390	61. Gilmer	40	102. Monroe	225	143. Twiggs	45
21. Candler	448	62. Glascock	24	103. Montgomery	207	144. Union	50
22. Carroll	157	63. Glynn	1,545	104. Morgan	74	145. Upson	99
23. Catoosa	85	64. Gordon	98	105. Murray	24	146. Walker	90
24. Charlton	88	65. Grady	85	106. Muscogee	348	147. Walton	315
25. Chatham	4,153	66. Greene	73	107. Newton	280	148. Ware	411
26. Chattahoochee	5	67. Gwinnett	2,878	108. Oconee	225	149. Warren	36
27. Chattooga	14	68. Habersham	87	109. Oglethorpe	44	150. Washington	233
28. Cherokee	884	69. Hall	497	110. Paulding	249	151. Wayne	651
29. Clarke	347	70. Hancock	25	111. Peach	129	152. Webster	2
30. Clay	11	71. Haralson	27	112. Pickens	91	153. Wheeler	130
31. Clayton	497	72. Harris	105	113. Pierce	260	154. White	52
32. Clinch	34	73. Hart	92	114. Pike	46	155. Whitfield	162
33. Cobb	2,746	74. Heard	11	115. Polk	54	156. Wilcox	38
34. Coffee	330	75. Henry	720	116. Pulaski	82	157. Wilkes	87
35. Colquitt	208	76. Houston	1,114	117. Putnam	101	158. Wilkinson	56
36. Columbia	1,305	77. Irwin	81	118. Quitman	0	159. Worth	69
37. Cook	38	78. Jackson	155	119. Rabun	60	Total - Georgia	54,386
38. Coweta	422	79. Jasper	53	120. Randolph	15	Out of State	14,450
39. Crawford	29	80. Jeff Davis	219	121. Richmond	1,179	Total	68,836
40. Crisp	167	81. Jefferson	231	122. Rockdale	379		
41. Dade	5	82. Jenkins	368	123. Schley	8		

Note: From the Office of Alumni Relations – as of Spring 2011. The top 5 Georgia Counties are highlighted in blue.

Note: From the Office of Alumni Relations – as of Spring 2011.

Map of Alumni by Georgia County, Spring 2011



Note: From the Office of Alumni Relations – as of Spring 2011.

Athletics

Colors: Dark Blue & White **Mascot:** Eagles

Affiliation: NCAA Division I; Division I FCS for Football **Conference:** Southern Conference; CCSA for Swimming

NCAA Student Athlete 2004-05 Cohort Graduation Success Rate: 66%

Championships & Accomplishments:

<i>Football:</i>	NCAA Division I FCS National Champions 1985, 1986, 1989, 1990, 1999, 2000 NCAA Division I FCS Playoff Participants 1985–1990, 1993, 1995, 1997-2002, 2004, 2005, 2010 SoCon Champions 1993, 1997, 1998, 1999, 2000, 2001, 2002, 2004
<i>Men's Basketball:</i>	NCAA Tournament Participant 1983, 1987, 1992 NIT Participants 1988, 1989, 2006 SoCon South Division Regular Season Champions 2001-02, 2003-04, 2005-06 TAAC Regular Season Champions 1984-85, 1987-88, 1988-89, 1991-92 TAAC Tournament Champions 1983, 1987, 1992
<i>Women's Basketball:</i>	NCAA Tournament Participant 1993, 1994 SoCon Regular Season Champions 1993-94, 1997-98, 2000-01 SoCon Tournament Champions 1993, 1994 NSWAC Regular Season Champions 1986-87, 1987-88, 1989-90 NSWAC Tournament Champions 1987, 1988, 1990 AIAW South Region Champions 1981-82
<i>Baseball:</i>	College World Series Participant 1973, 1990 NCAA Regional Tournament Participant 1973, 1974, 1979, 1980, 1987, 1990, 1996, 2000-2002, 2009, 2011 SoCon Regular Season Champions 1993, 1996, 1997, 2000, 2001 SoCon Tournament Champions 1996, 2000, 2002, 2009, 2011 TAAC Regular Season Champions 1980, 1985, 1986, 1987 TAAC Eastern Division Regular Season Champions 1981, 1984, 1985, 1986, 1987, 1988 TAAC Tournament Champions 1980, 1987
<i>Women's Track</i>	SoCon Outdoor Track Champions 2007
<i>Golf:</i>	NCAA Championship Tournament Participant 1972, 1973, 1975-1977, 1979, 1980, 1988, 2001, 2002, 2005, 2010 NCAA Regional Tournament Participant 1989, 2001-2006, 2009, 2010, 2011 SoCon Champions 2003, 2006, 2011 TAAC Champions 1982, 1983, 1987, 1991
<i>Men's Soccer:</i>	TAAC Eastern Division Champions 1990
<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>	SoCon Champions 1994
<i>Women's Tennis:</i>	SoCon Champions 1995, 1996, 1998 AIAW South Region Champions 1980, 1981, 1982
<i>Softball:</i>	SoCon Regular Season Champions 1996 SoCon Tournament Champions 1999, 2006 NCAA Regional Tournament Participant 2006
<i>Volleyball:</i>	NCAA Regional Tournament Participant 2001, 2003, 2010 SoCon Regular Season Champions 2002, 2003 SoCon Tournament Champions 2001, 2003, 2010
<i>All Sports:</i>	TAAC All-Sports Trophy 1993, 1985, 1987, 1988, 1989, 1990, 1991

Athletic Teams & Coaches:

Baseball: Rodney Hennon	Basketball (Men's): Charlton Young	Basketball (Women's): Rusty Cram
Cross Country: TBA	Football: Jeff Monken	Golf: Larry Mays
Soccer (Men's): Kevin Kennedy	Soccer (Women's): Lindsey Vanderspiegel	Softball: Maggie Johnson
Swimming: Nate Kellogg	Tennis (Men's): Nick Zieziula	Tennis (Women's): Amy Bonner
Track & Field: TBA	Volleyball: Chad Callihan	

Key:

NCAA - National Collegiate Athletic Association

SoCon - Southern Conference

NSWAC - New South Women's Athletic Conference
(merged with the TAAC in 1991)

AIAW - Association Of Intercollegiate Athletics for Women

TAAC - Trans America Athletic Conference

FCS - Football Championship Subdivision

CCSA - Coastal Collegiate Swimming Association

Note: From the Georgia Southern University Office of Athletics – as of Spring 2011

Faculty Profiles

All Faculty, Fall 2010

		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	Total
+ADMIN	N:	13	12	0	0	0	25	0	0	23	0	2	0	21	1	3	0	25
	%:	52%	48%				100%			92%		8%		84%	4%	12%		
PROF	N:	111	51	9	8	0	143	2	0	155	0	7	0	158	2	2	0	162
	%:	69%	31%	6%	5%		88%	1%		96%		4%		98%	1%	1%		
ASOP	N:	111	74	17	9	6	153	0	0	175	0	10	0	174	9	2	0	185
	%:	60%	40%	9%	5%	3%	83%			95%		5%		94%	5%	1%		
ASTP	N:	110	124	29	16	7	180	2	0	198	0	36	0	35	193	6	0	234
	%:	47%	53%	12%	7%	3%	77%	1%	0%	85%		15%		15%	82%	3%		
INST	N:	1	30	0	1	0	29	1	0	2	2	27	0	0	0	31	0	31
	%:	3%	97%		3%		94%	3%		6%	6%	87%				100%		
LECT	N:	14	13	0	0	3	24	0	0	9	1	17	0	0	0	27	0	27
	%:	52%	48%			11%	89%			33%	4%	63%				100%		
TEMP	N:	56	64	15	9	1	95	0	0	43	2	73	2	0	120	0	0	120
	%:	47%	53%	13%	8%	1%	79%			36%	2%	61%	2%		100%			
PT	N:	35	72	4	5	0	97	1	0	29	16	48	14	0	0	0	107	107
	%:	33%	67%	4%	5%		91%	1%	0%	27%	15%	45%	13%		0%		100%	
FT REG	N:	347	292	55	34	16	529	5	0	539	3	97	0	367	204	68	0	639
	%:	54%	46%	9%	5%	3%	83%	1%		84%	0%	15%		57%	32%	11%		
FT TEMP	N:	56	64	15	9	1	95	0	0	43	2	73	2	0	120	0	0	120
	%:	47%	53%	13%	8%	1%	79%			36%	2%	61%	2%		100%			
FT TOT	N:	403	356	70	43	17	624	5	0	582	5	170	2	367	324	68	0	759
	%:	53%	47%	9%	6%	2%	82%	1%		77%	1%	22%	0%	48%	43%	9%		
*RNK TOT	N:	416	368	70	43	17	649	5	0	605	5	172	2	388	325	71	0	784
	%:	53%	47%	9%	5%	2%	83%	1%		77%	1%	22%	0%	49%	41%	9%		

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

Bartels, Bonham, Cone, Danilowicz, Diebolt, Elder, Engel, Hamilton, Hardy, Hazeldine, Keel, Kenney, Koballa, Ludowise, Mitchell, Navae, Richards, Ricker Shiffler, Shumaker, Smith, Thomas, Whitlock, S. Williams, Woodhouse

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

Note: Excludes faculty on leave without pay for academic year 2010-11 (n=2), adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	Other	NOT	Not in a Tenure-Type Position
			Indian or Alaska Native, Native				
INST	Instructor	AO	Hawaiian or Pacific				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

New Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	2	0	0	0	0	2	0	0	2	0	0	0	1	0	1	0	2
	%:	100%					100%			100%				50%		50%		
PROF	N:	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
	%:		100%				100%			100%					100%			
ASOP	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
ASTP	N:	18	17	4	1	2	27	1	0	28	0	7	0	0	35	0	0	35
	%:	51%	49%	11%	3%	6%	77%	3%		80%		20%			100%			
INST	N:	0	5	0	0	0	5	0	0	0	0	5	0	0	0	5	0	5
	%:		100%				100%					100%				100%		
LECT	N:	5	3	0	0	1	7	0	0	2	0	6	0	0	0	8	0	8
	%:	63%	38%			13%	88%			25%		75%				100%		
TEMP	N:	19	24	10	2	0	31	0	0	21	0	22	0	0	43	0	0	43
	%:	44%	56%	23%	5%		72%			49%		51%			100%			
PT	N:	10	10	2	1	0	17	0	0	5	1	9	5	0	0	0	20	20
	%:	50%	50%	10%	5%		85%			25%	5%	45%	25%				100%	
FT REG	N:	23	26	4	1	3	40	1	0	31	0	18	0	0	36	13	0	49
	%:	47%	53%	8%	2%	6%	82%	2%		63%		37%			73%	27%		
FT TEMP	N:	19	24	10	2	0	31	0	0	21	0	22	0	0	43	0	0	43
	%:	44%	56%	23%	5%		72%			49%		51%			100%			
FT TOT	N:	42	50	14	3	3	71	1	0	52	0	40	0	0	79	13	0	92
	%:	46%	54%	15%	3%	3%	77%	1%		57%		43%			86%	14%		
*RNK TOT	N:	44	50	14	3	3	73	1	0	54	0	40	0	1	79	14	0	94
	%:	47%	53%	15%	3%	3%	78%	1%		57%		43%		1%	84%	15%		

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

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

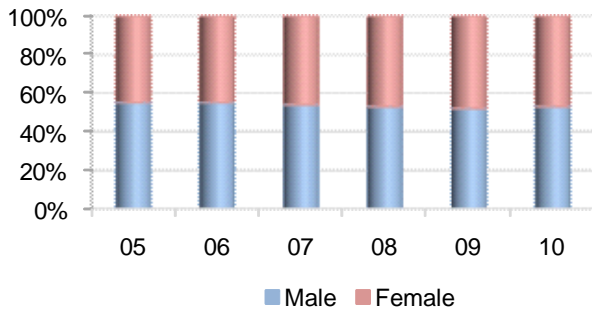
ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
INST	Instructor	AO	Includes American				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: Office of the Provost and Vice President for Academic Affairs: January 2011.

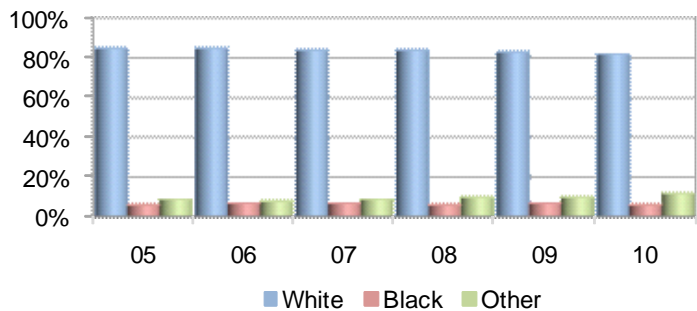
Full-time Faculty, Fall Semester

		Gender		Ethnic Group			Degree			
		M	F	W	B	AO	D	EDS	M	O
Fall 2005	N:	372	307	580	41	58	489	7	181	2
	%	55	45	85	6	9	72	1	27	<1
Fall 2006	N:	377	313	585	48	57	511	5	168	6
	%	55	45	85	7	8	74	1	24	1
Fall 2007	N:	392	335	613	50	64	551	5	164	7
	%	54	46	84	7	9	76	<1	23	1
Fall 2008	N:	398	359	636	48	73	562	6	177	12
	%	53	47	84	6	10	74	1	23	2
Fall 2009	N:	387	359	621	51	74	555	5	173	13
	%	52	48	83	7	10	74	1	23	2
Fall 2010	N:	403	356	624	43	92	582	5	170	2
	%	53	47	82	6	12	77	1	22	<1

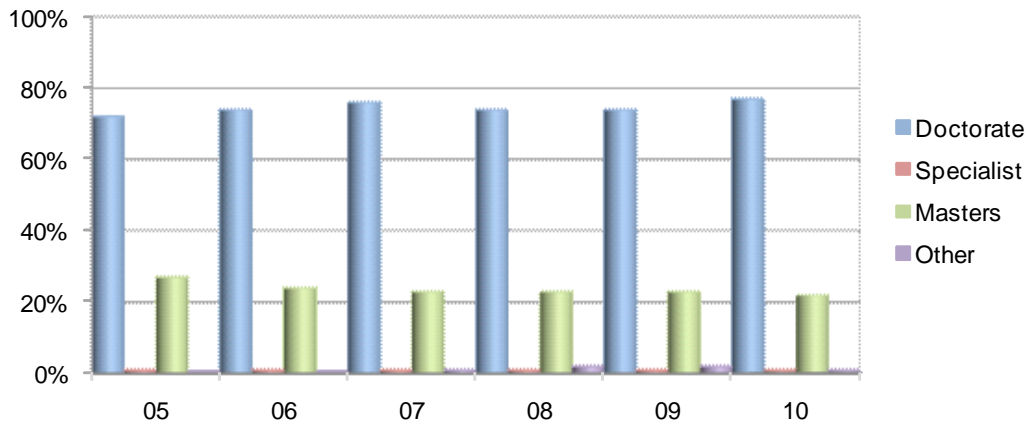
Full Time Faculty by Gender



Full Time Faculty by Race



Full Time Faculty by Highest Degree Attained



Note: Office of the Provost and Vice President for Academic Affairs; Fall 2010. Footnotes for individual years apply here (see historical fact books)

CODE KEY

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

Full-time Instructional Faculty by Age, Rank, and Tenure, Fall 2010

AGE	RANK						TENURE			TOTAL
	PROF	ASOP	ASTP	INST	LECT	TEMP	T	ON	NTT	
20 - 29			9	1	3	16		25	4	29
30 - 39	3	19	109	12	3	45	23	152	16	191
40 - 49	34	65	56	8	6	35	104	85	15	204
50 - 59	72	86	48	7	11	15	173	42	24	239
60 +	53	15	12	3	4	9	67	20	9	96
TOTAL	162	185	234	31	27	120	367	324	68	759
Average Age	56	50	42	44	49	41	53	41	48	47

Note: Office of the Provost and Vice President for Academic Affairs: January 2011.

Full-time Instructional Faculty by Gender, Rank, and Tenure Status Academic Year 2010—2011

RANK		MALE			FEMALE			TOTAL
		TENURED	ON-TRACK	NTT	TENURED	ON-TRACK	NTT	
Professor	N:	108	1	2	50	1	0	162
	%:	67%	1%	1%	31%	1%		
Assoc Prof	N:	102	7	2	72	2	0	185
	%:	55%	4%	1%	39%	1%		
Asst Professor	N:	16	94		19	99	6	234
	%:	7%	40%		8%	42%	3%	
Instructor	N:	0	0	1	0	0	30	31
	%:			3%			97%	
Lecturer	N:	0	0	14	0	0	13	27
	%:			52%			48%	
FT Regular	N:	226	102	19	141	102	49	639
	%:	35%	16%	3%	22%	16%	8%	
FT Temporary	N:	0	56	0	0	64	0	120
	%:		47%			53%	0%	
Grand Total	N:	226	158	19	141	166	49	759
	%:	30%	21%	3%	19%	22%	6%	

Summary:

- ? Of the 759 full time faculty, 403 (53.1%) are male and 356 (46.9%) are female.
- ? Of the 367 tenured faculty, 226 (61.6%) are male and 141 (38.4%) are female.
- ? Of the 204 regular faculty on a tenure track line, 102 (50%) are male and 102 (50%) are female.
- ? Of the 120 temporary faculty on a tenure track line, 56 (46.7%) are male and 64 (53.3%) are female.
- ? Of the 68 regular faculty on a non-tenure track line, 19 (27.9%) are male and 49 (72.1%) are female.

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

Full-time Faculty Years of Service by Gender and Rank, Fall 2010

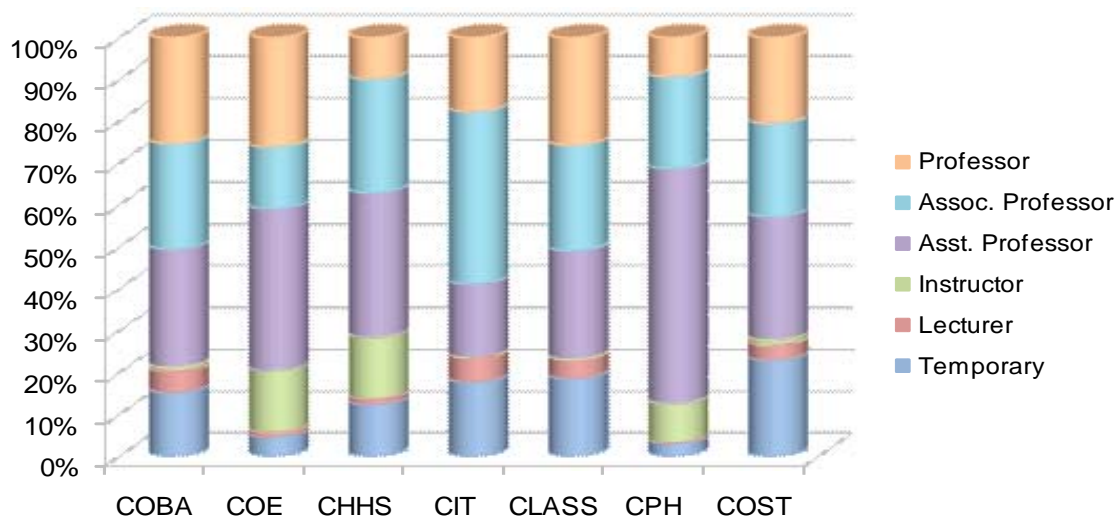
YEARS OF SERVICE	GENDER		RANK						TOTAL
	M	F	PROF	ASOP	ASTP	INST	LECT	TEMP	
0 - 4	173	178	14	17	183	23	22	92	351
5 - 9	65	55	13	57	25	5	2	18	120
10 - 14	54	43	32	53	4	0	0	8	97
15 - 19	53	35	44	33	8	1	1	1	88
20 - 24	47	33	43	22	11	2	1	1	80
25 -29	10	10	14	2	3	0	1	0	20
30+	1	2	2	1	0	0	0	0	3
TOTAL	403	356	162	185	234	31	27	120	759

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011. About 46.2% of the faculty have fewer than 5 years of service at Georgia Southern University.

Full-time Faculty Rank by College, Fall 2010

	COBA	COE	CHHS	CIT	CLASS	CPH	COST
Professor	25	23	8	6	61	3	34
Assoc. Professor	25	13	22	14	60	7	37
Asst. Professor	28	34	28	6	62	18	49
Instructor	1	13	12	0	0	3	2
Lecturer	5	1	1	2	11	0	6
Temporary ^a	15	4	10	6	44	1	38
Total	99	88	81	34	238	32	166

^aTemporary and visiting faculty employed on a one-year contract.



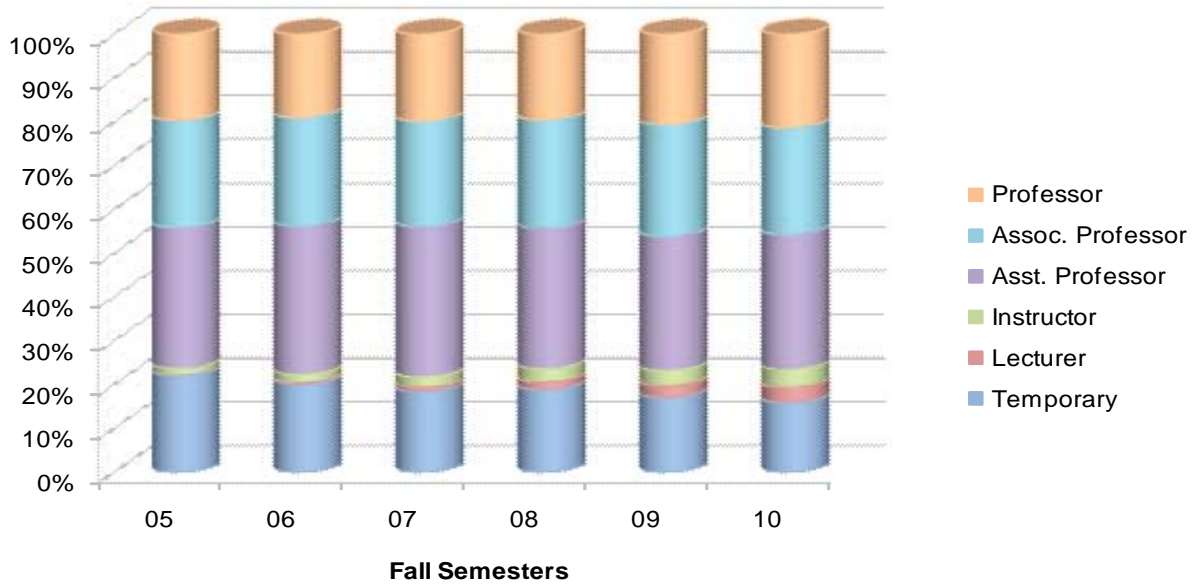
Key: COBA - College of Business Administration, COE - College of Education, CHHS - College of Health & Human Sciences, CIT - College of Information Technology, LIB - Library, CLASS - College of Liberal Arts & Social Sciences, CPH - Jiann-Ping Hsu College of Public Health, COST - College of Science & Technology

Note: From the Office of the Provost and Vice President for Academic Affairs, December 2010.

Full-time Faculty Rank Distribution by Fall Term

	2005	2006	2007	2008	2009	2010
Professor	133	131	144	148	154	162
Assoc. Professor	166	171	175	187	190	185
Asst. Professor	219	234	250	243	229	234
Instructor	11	13	17	23	26	31
Lecturer	n/a	2	7	13	20	27
Temporary ^a	150	139	134	143	127	120
Total	679	690	727	757	746	759

^aTemporary and visiting faculty employed on a one-year contract.



Note: Office of the Provost and Vice President for Academic Affairs, December 2010.

College of Business Administration Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	1	2	0	0	0	3	0	0	3	0	0	0	3	0	0	0	3
	%:	33%	67%				100%			100%				100%				
PROF	N:	20	5	0	1	0	24	0	0	24	0	1	0	25	0	0	0	25
	%:	80%	20%		4%		96%			96%		4%		100%				
ASOP	N:	17	8	1	1	0	23	0	0	25	0	0	0	23	2	0	0	25
	%:	68%	32%	4%	4%		92%			100%				92%	8%			
ASTP	N:	15	13	8	2		17	1	0	24	0	4	0	5	23	0	0	28
	%:	54%	46%	29%	7%		61%	4%		86%		14%		18%	82%			
INST	N:	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1
	%:		100%				100%					100%				100%		
LECT	N:	4	1	0	0	0	5	0	0	2	0	3	0	0	0	5	0	5
	%:	80%	20%				100%			40%		60%				100%		
TEMP	N:	7	8	3	2	0	10	0	0	5	0	10	0	0	15	0	0	15
	%:	47%	53%	20%	13%		67%			33%		67%			100%			
PT	N:	4	4	0	0	0	8	0	0	2	0	6	0	0	0	0	8	8
	%:	50%	50%				100%			25%		75%					100%	
FT REG	N:	56	28	9	4	0	70	1	0	75	0	9	0	53	25	6	0	84
	%:	67%	33%	11%	5%		83%	1%		89%		11%		63%	30%	7%		
FT TEMP	N:	7	8	3	2	0	10	0	0	5	0	10	0	0	15	0	0	15
	%:	47%	53%	20%	13%		67%			33%		67%			100%			
FT TOT	N:	63	36	12	6	0	80	1	0	80	0	19	0	53	40	6	0	99
	%:	64%	36%	12%	6%		81%	1%		81%		19%		54%	40%	6%		
*RNK TOT	N:	64	38	12	6	0	83	1	0	83	0	19	0	56	40	6	0	102
	%:	63%	37%	12%	6%		81%	1%		81%		19%		55%	39%	6%		

+Refers to administrators who hold faculty rank in COBA and spend 50% or more of their time in non-instructional activities:
Hazelidine, Shiffler, S. Williams

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

Note: Excludes faculty on leave without pay for academic year 2010-11 (n=1), adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Includes American Indian or Alaska Native, Native Hawaiian or Pacific				
INST	Instructor	AO	Hawaiian or Pacific				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Education Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	2	2	0	0	0	4	0	0	3	0	1	0	3	0	1	0	4
	%:	50%	50%				100%			75%		25%		75%		25%		
PROF	N:	13	10	1	2	0	20	0	0	23	0	0	0	23	0	0	0	23
	%:	57%	43%	4%	9%		87%			100%				100%				
ASOP	N:	3	10	0	1	0	12	0	0	13	0	0	0	13	0	0	0	13
	%:	23%	77%		8%		92%			100%				100%				
ASTP	N:	9	25	1	6	1	26	0	0	32	0	2	0	2	32	0	0	34
	%:	26%	74%	3%	18%	3%	76%			94%		6%		6%	94%			
INST	N:	1	12	0	1	0	12	0	0	1	1	11	0	0	0	13	0	13
	%:	8%	92%		8%		92%			8%	8%	85%				100%		
LECT	N:	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1
	%:	100%					100%			100%						100%		
TEMP	N:	0	4	1	0	0	3	0	0	1	1	2	0	0	4	0	0	4
	%:		100%	25%			75%			25%	25%	50%			100%			
PT	N:	7	25	0	1	0	31	0	0	9	14	9	0	0	0	0	32	32
	%:	22%	78%		3%		97%			28%	44%	28%					100%	
FT REG	N:	27	57	2	10	1	71	0	0	70	1	13	0	38	32	14	0	84
	%:	32%	68%	2%	12%	1%	85%	0%		83%	1%	15%		45%	38%	17%		
FT TEMP	N:	0	4	1	0	0	3	0	0	1	1	2	0	0	4	0	0	4
	%:		100%	25%			75%			25%	25%	50%			100%			
FT TOT	N:	27	61	3	10	1	74	0	0	71	2	15	0	38	36	14	0	88
	%:	31%	69%	3%	11%	1%	84%	0%		81%	2%	17%		43%	41%	16%		
*RNK TOT	N:	29	63	3	10	1	78	0	0	74	2	16	0	41	36	15	0	92
	%:	32%	68%	3%	11%	1%	85%	0%		80%	2%	17%		45%	39%	16%		

+Refers to administrators who hold faculty rank in COE and spend 50% or more of their time in non-instructional activities:
Bonham, Kenney, Koballa, Thomas

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Includes American Indian or Alaska Native, Native				
INST	Instructor	AO	Hawaiian or Pacific				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Health & Human Sciences Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	0	3	0	0	0	3	0	0	3	0	0	0	3	0	0	0	3
	%:	100%		100%						100%				100%				
PROF	N:	4	4	0	0	0	8	0	0	8	0	0	0	7	1	0	0	8
	%:	50%	50%	100%						100%				88%	13%			
ASOP	N:	8	14	1	3	0	18	0	0	21	0	1	0	22	0	0	0	22
	%:	36%	64%	5%	14%	82%		95%				100%						
ASTP	N:	12	16	2	0	0	26	0	0	24	0	4	0	4	24	0	0	28
	%:	43%	57%	7%	93%			86%				14%	86%					
INST	N:	0	12	0	0	0	11	1	0	1	1	10	0	0	0	12	0	12
	%:	100%		92%						8%	8%	83%	100%					
LECT	N:	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1
	%:	100%		100%						100%				100%				
TEMP	N:	3	7	1	1	0	8	0	0	1	0	9	0	0	10	0	0	10
	%:	30%	70%	10%	10%	80%		10%				90%				100%		
PT	N:	3	22	0	3	0	21	1	0	2	1	9	13	0	0	0	25	25
	%:	12%	88%	12%		84%		4%	8%				4%	36%	52%	100%		
FT REG	N:	24	47	3	3	0	64	1	0	54	1	16	0	33	25	13	0	71
	%:	34%	66%	4%	4%	90%		1%	76%				1%	23%	46%		35%	18%
FT TEMP	N:	3	7	1	1	0	8	0	0	1	0	9	0	0	10	0	0	10
	%:	30%	70%	10%	10%	80%		10%				90%				100%		
FT TOT	N:	27	54	4	4	0	72	1	0	55	1	25	0	33	35	13	0	81
	%:	33%	67%	5%	5%	89%		1%	68%				1%	31%	41%		43%	16%
*RNK TOT	N:	27	57	4	4	0	75	1	0	58	1	25	0	36	35	13	0	84
	%:	32%	68%	5%	5%	89%		1%	69%				1%	30%	43%		42%	15%

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

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander				
INST	Instructor	AO	Hawaiian or Pacific Islander				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Information Technology, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total	
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT		
+ADMIN	N:	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1
	%:	100%					100%			100%					100%				
PROF	N:	6	0	1	0	0	5	0	0	6	0	0	0	6	0	0	0	6	
	%:	100%		17%			83%			100%				100%					
ASOP	N:	9	5	5	0	0	9	0	0	14	0	0	0	14	0	0	0	14	
	%:	64%	36%	36%			64%			100%				100%					
ASTP	N:	5	1	1	0	0	5	0	0	6	0	0	0	1	5	0	0	6	
	%:	83%	17%	17%			83%			100%				17%	83%				
INST	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%:																		
LECT	N:	2	0	0	0	0	2	0	0	1	0	1	0	0	0	2	0	2	
	%:	100%					100%			50%		50%				100%			
TEMP	N:	2	4	0	2	1	3	0	0	2	0	4	0	0	6	0	0	6	
	%:	33%	67%		33%	17%	50%			33%		67%			100%				
PT	N:	7	1	1	1	0	6	0	0	2	0	6	0	0	0	0	8	8	
	%:	88%	13%	13%	13%		75%			25%		75%					100%		
FT REG	N:	22	6	7	0	0	21	0	0	27	0	1	0	21	5	2	0	28	
	%:	79%	21%	25%			75%			96%		4%		75%	18%	7%			
FT TEMP	N:	2	4	0	2	1	3	0	0	2	0	4	0	0	6	0	0	6	
	%:	33%	67%		33%	17%	50%			33%		67%			100%				
FT TOT	N:	24	10	7	2	1	24	0	0	29	0	5	0	21	11	2	0	34	
	%:	71%	29%	21%	6%	3%	71%			85%		15%		62%	32%	6%			
*RNK TOT	N:	25	10	7	2	1	25	0	0	30	0	5	0	21	12	2	0	35	
	%:	71%	29%	20%	6%	3%	71%			86%		14%		60%	34%	6%			

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

Elder

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Unknown				
INST	Instructor	AO	Islander, and				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Liberal Arts & Social Sciences Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	3	2	0	0	0	5	0	0	5	0	0	0	5	0	0	0	5
	%:	60%	40%				100%			100%				100%				
PROF	N:	37	24	1	2	0	56	2	0	55	0	6	0	59	1	1	0	61
	%:	61%	39%	2%	3%		92%	3%		90%		10%		97%	2%	2%		
ASOP	N:	35	25	2	3	3	52	0	0	57	0	3	0	59	1	0	0	60
	%:	58%	42%	3%	5%	5%	87%			95%		5%		98%	2%			
ASTP	N:	27	35	1	2	1	58	0	0	50	0	12	0	15	45	2	0	62
	%:	44%	56%	2%	3%	2%	94%			81%		19%		24%	73%	3%		
INST	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
LECT	N:	3	8	0	0	3	8	0	0	2	0	9	0	0	0	11	0	11
	%:	27%	73%			27%	73%			18%		82%				100%		
TEMP	N:	18	26	0	1	0	43	0	0	7	0	36	1	0	44	0	0	44
	%:	41%	59%		2%		98%			16%		82%	2%		100%			
PT	N:	7	15	1	0	0	21	0	0	7	0	15	0	0	0	0	22	22
	%:	32%	68%	5%			95%			32%		68%					100%	
FT REG	N:	102	92	4	7	7	174	2	0	164	0	30	0	133	47	14	0	194
	%:	53%	47%	2%	4%	4%	90%	1%		85%		15%		69%	24%	7%		
FT TEMP	N:	18	26	0	1	0	43	0	0	7	0	36	1	0	44	0	0	44
	%:	41%	59%		2%		98%			16%		82%	2%		100%			
FT TOT	N:	120	118	4	8	7	217	2	0	171	0	66	1	133	91	14	0	238
	%:	50%	50%	2%	3%	3%	91%	1%		72%		28%	0%	56%	38%	6%		
*RNK TOT	N:	123	120	4	8	7	222	2	0	176	0	66	1	138	91	14	0	243
	%:	51%	49%	2%	3%	3%	91%	1%		72%		27%	0%	57%	37%	6%		

+Refers to administrators who hold faculty rank in CLASS and spend 50% or more of their time in non-instructional activities:
Engel, Ludow ise, Ricker, Shumaker, Smith

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

Note: Excludes faculty on leave without pay for academic year 2010-11 (n=1), adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Indian or Alaska Native, Native Hawaiian or Pacific Islander, and				
INST	Instructor	AO	Islander, and				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Public Health, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	1	1	0	0	0	2	0	0	2	0	0	0	2	0	0	0	2
	%:	50%	50%				100%			100%				100%				
PROF	N:	3	0	1	0	0	2	0	0	3	0	0	0	2	0	1	0	3
	%:	100%		33%			67%			100%				67%		33%		
ASOP	N:	6	1	1	0	0	6	0	0	6	0	1	0	3	3	1	0	7
	%:	86%	14%	14%			86%			86%		14%		43%	43%	14%		
ASTP	N:	8	10	3	2	2	11	0	0	18	0	0	0	0	18	0	0	18
	%:	44%	56%	17%	11%	11%	61%			100%					100%			
INST	N:	0	3	0	0	0	3	0	0	0	0	3	0	0	0	3	0	3
	%:		100%				100%					100%				100%		
LECT	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
TEMP	N:	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1
	%:		100%				100%					100%			100%			
PT	N:	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1
	%:	100%					100%			100%							100%	
FT REG	N:	17	14	5	2	2	22	0	0	27	0	4	0	5	21	5	0	31
	%:	55%	45%	16%	6%	6%	71%			87%		13%		16%	68%	16%		
FT TEMP	N:	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1
	%:		100%				100%					100%			100%			
FT TOT	N:	17	15	5	2	2	23	0	0	27	0	5	0	5	22	5	0	32
	%:	53%	47%	16%	6%	6%	72%			84%		16%		16%	69%	16%		
*RNK TOT	N:	18	16	5	2	2	25	0	0	29	0	5	0	7	22	5	0	34
	%:	53%	47%	15%	6%	6%	74%			85%		15%		21%	65%	15%		

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

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Includes American Indian or Alaska Native, Native				
INST	Instructor	AO	Hawaiian or Pacific				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

College of Science & Technology Faculty, Fall 2010

		Gender		Race						Highest Degree Earned				Tenure				Total
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT	NOT	
+ADMIN	N:	4	1	0	0	0	5	0	0	5	0	0	0	3	0	2	0	5
	%:	80%	20%				100%			100%				60%		40%		
PROF	N:	28	6	5	2	0	27	0	0	34	0	0	0	34	0	0	0	34
	%:	82%	18%	15%	6%		79%			100%				100%				
ASOP	N:	29	8	6	0	3	28	0	0	37	0	0	0	34	3	0	0	37
	%:	78%	22%	16%		8%	76%			100%				92%	8%			
ASTP	N:	30	19	13	4	3	28	1	0	44	0	5	0	3	42	4	0	49
	%:	61%	39%	27%	8%	6%	57%	2%		90%		10%		6%	86%	8%		
INST	N:	0	2	0	0	0	2	0	0	0	0	2	0	0	0	2	0	2
	%:		100%				100%					100%				100%		
LECT	N:	3	3	0	0	0	6	0	0	3	1	2	0	0	0	6	0	6
	%:	50%	50%				100%			50%	17%	33%				100%		
TEMP	N:	25	13	10	3	0	25	0	0	26	1	10	1	0	38	0	0	38
	%:	66%	34%	26%	8%		66%			68%	3%	26%	3%		100%			
PT	N:	5	2	0	0	0	7	0	0	6	1	0	0	0	0	0	7	7
	%:	71%	29%				100%			86%	14%						100%	
FT REG	N:	90	38	24	6	6	91	1	0	118	1	9	0	71	45	12	0	128
	%:	70%	30%	19%	5%	5%	71%	1%		92%	1%	7%		55%	35%	9%		
FT TEMP	N:	25	13	10	3	0	25	0	0	26	1	10	1	0	38	0	0	38
	%:	66%	34%	26%	8%		66%			68%	3%	26%	3%		100%			
FT TOT	N:	115	51	34	9	6	116	1	0	144	2	19	1	71	83	12	0	166
	%:	69%	31%	20%	5%	4%	70%	1%		87%	1%	11%	1%	43%	50%	7%		
*RNK TOT	N:	119	52	34	9	6	121	1	0	149	2	19	1	74	83	14	0	171
	%:	70%	30%	20%	5%	4%	71%	1%		87%	1%	11%	1%	43%	49%	8%		

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

Danilowicz, Diebolt, Keel, Navaee, Whitlock

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Includes American Indian or Alaska Native, Native Hawaiian or Pacific				
INST	Instructor	AO	Hawaiian or Pacific				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

Library Faculty, Fall 2010

		Gender		Race					Highest Degree Earned				Tenure				Total	
		M	F	A	B	H	W	AO	U	D	EDS	M	O	TEN	NTK	NTT		NOT
+ADMIN	N:	1	1	0	0	0	2	0	0	1	0	1	0	2	0	0	0	2
	%:	50%	50%				100%			50%		50%		100%				
PROF	N:	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1
	%:		100%		100%					100%				100%				
ASOP	N:	3	3	1	1	0	4	0	0	1	0	5	0	6	0	0	0	6
	%:	50%	50%	17%	17%		67%			17%		83%		100%				
ASTP	N:	4	5	0	0	0	9	0	0	0	0	9	0	5	4	0	0	9
	%:	44%	56%				100%					100%		56%	44%			
INST	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
LECT	N:	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1
	%:	100%					100%					100%				100%		
TEMP	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
PT	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
FT REG	N:	8	9	1	2	0	14	0	0	2	0	15	0	12	4	1	0	17
	%:	47%	53%	6%	12%		82%			12%		88%		71%	24%	6%		
FT TEMP	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																	
FT TOT	N:	8	9	1	2	0	14	0	0	2	0	15	0	12	4	1	0	17
	%:	47%	53%	6%	12%		82%			12%		88%		71%	24%	6%		
*RNK TOT	N:	9	10	1	2	0	16	0	0	3	0	16	0	14	4	1	0	19
	%:	47%	53%	5%	11%		84%			16%		84%		74%	21%	5%		

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

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Indian or Alaska Native, Native				
			Hawaiian or Pacific				
INST	Instructor	AO	Islander, and				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

Academic Affairs Faculty, Fall 2010

		Gender		Race					Highest Degree Earned					Tenure				Total		
		M	F	A	B	H	W	AO	U	D	EDS	M	P	O	TEN	NTK	NTT		NOT	
+ADMIN	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																			
PROF	N:	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1
	%:		100%				100%			100%					100%					
ASOP	N:	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1
	%:	100%					100%			100%							100%			
ASTP	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																			
INST	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																			
LECT	N:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%:																			
TEMP	N:	1	1	0	0	0	2	0	0	1	0	1	0	0	0	2	0	0	0	2
	%:	50%	50%				100%			50%		50%				100%				
PT	N:	1	3	2	0	0	2	0	0	0	0	3	0	1	0	0	0	0	4	4
	%:	25%	75%	50%			50%					75%		25%					100%	
FT REG	N:	1	1	0	0	0	2	0	0	2	0	0	0	0	1	0	1	0	0	2
	%:	50%	50%				100%			100%					50%		50%			
FT TEMP	N:	1	1	0	0	0	2	0	0	1	0	1	0	0	0	2	0	0	0	2
	%:	50%	50%				100%			50%		50%				100%				
FT TOT	N:	2	2	0	0	0	4	0	0	3	0	1	0	0	1	2	1	0	0	4
	%:	50%	50%				100%			75%		25%			25%	50%	25%			
*RNK TOT	N:	2	2	0	0	0	4	0	0	3	0	1	0	0	1	2	1	0	0	4
	%:	50%	50%				100%			75%		25%			25%	50%	25%			

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

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

Note: Excludes faculty on leave without pay for academic year 2010-11, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	A	Asian	D	Doctorate	TEN	Tenured
PROF	Professor	B	Black	S	Education Specialist	NTK	Not Tenured, on Track
ASOP	Associate Professor	H	Hispanic/Latino	M	Masters	NTT	Non Tenure, Not on Track
ASTP	Assistant Professor	W	White	O	All other	NOT	Not in a Tenure-Type Position
			Indian or Alaska Native, Native Hawaiian or Pacific				
INST	Instructor	AO	Islander, and				
LECT	Lecturer	U	Unknown				
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011.

Full-time Faculty Tenure Profile by College & Department, Fall 2010

	REGULAR					TEMPORARY	TOTAL
	TENURED	NTK	NTK	NA	NOT		
COLLEGE OF BUSINESS ADMINISTRATION							
SCHOOL OF ACCOUNTING	13	5	5	1	3		27
FINANCE & QUANTITATIVE ANALYSIS	11	8	1	2	1		23
MANAGEMENT, MARKETING & LOGISTICS	17	10	5	3	3		38
SCHOOL OF ECONOMIC DEVELOPMENT	12	2	4		1		19
BUSINESS ADMINISTRATION TOTAL	53	25	15	6	8		107
COLLEGE OF EDUCATION							
CURRICULUM, FOUNDATIONS & RESEARCH	15	8	2	2	5		32
LEADERSHIP, TECHNOLOGY & HUMAN DEVELOPMENT	12	14	1	1	14		42
TEACHING & LEARNING	11	10	1	11	13		46
EDUCATION TOTAL	38	32	4	14	32		120
COLLEGE OF HEALTH & HUMAN SCIENCES							
HOSPITALITY, TOURISM, & FCS	14	9	3	1	1		28
HEALTH & KINESIOLOGY	12	10	3	6	4		35
NURSING	7	6	4	6	20		43
HEALTH & HUMAN SCIENCES TOTAL	33	25	10	13	25		106
COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES							
ART	11	4	1		1		17
COMMUNICATION ARTS	10	8	7	1	1		27
FOREIGN LANGUAGES	11	2	4	4	2		23
HISTORY	20	4	4	1			29
LITERATURE & PHILOSOPHY	16	5	2				23
MUSIC	13	4	2		12		31
POLITICAL SCIENCE	12	8	4	1	2		27
PSYCHOLOGY	9	7			1		17
SOCIOLOGY & ANTHROPOLOGY	11	2	1	1	2		17
WRITING & LINGUISTICS	20	3	19	6	1		49
LIBERAL ARTS & SOCIAL SCIENCES TOTAL	133	47	44	14	22		260
COLLEGE OF SCIENCE & TECHNOLOGY							
BIOLOGY	19	7	7	1	1		35
CHEMISTRY	10	5	7	2			24
CONSTRUCTION MANAGEMENT	4	6	2	1			13
GEOLOGY & GEOGRAPHY	6	5	3		1		15
IAP		1					1
MECHANICAL ENGINEERING	6	9	7		1		23
MATHEMATICAL SCIENCES	20	10	10	7	4		51
PHYSICS	6	2	2	1			11
SCIENCE & TECHNOLOGY TOTAL	71	45	38	12	7		173
COLLEGE OF INFORMATION TECHNOLOGY							
INFORMATION SYSTEMS	9	1	5	2	5		22
COMPUTER SCIENCES	8	1					9
INFORMATION TECHNOLOGY	4	3	1		3		11
INFORMATION TECHNOLOGY TOTAL	21	5	6	2	8		42
COLLEGE OF PUBLIC HEALTH	5	21	1	5	1		33
LIBRARY	12	4		1			17
ACADEMIC SERVICES	1		2	1	4		8
UNIVERSITY TOTAL	367	204	120	68	107		866

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011. Excludes administrators who hold faculty rank and faculty who are on leave.

TEN - Tenured

NTK - Not Tenured, on Track

NA - Not in a Tenure-Type Position

NOT - Non Tenure, Not on Track

Graduate Faculty by Rank & Gender, Fall 2010

	PROF	ASOP	ASTP	INST	LECT	Part-Time	TEMP	Adjunct	Total
Member Graduate Faculty									
Male	102	94	80		2	7	1	3	289
Female	49	64	87		1	2	2	2	207
Total	151	158	167	0	3	9	3	5	496
Affiliate Graduate Faculty									
Male	1	2	2		2	4	5	13	29
Female	1	1	3	17	2	14	6	7	51
Total	2	3	5	17	4	18	11	20	80
Grand Total	153	161	172	17	7	27	14	25	576

Note: From the Office of the Provost and Vice President for Academic Affairs: January 2011. Excludes faculty whose duties are administrative.

Average Salary by Rank & College, Fiscal Year 2011

	CLASS	COBA	COE	COST	CHHS	CIT	COPH	Overall
PROF	\$68,596	\$109,784	\$72,099	\$71,251	\$91,571	\$108,403	\$120,796	\$80,176
N:	53	24	20	28	7	4	3	139
ASOP	\$57,348	\$91,726	\$59,713	\$61,714	\$65,045	\$93,484	\$84,815	\$67,983
N:	57	23	13	36	22	14	6	171
ASTP	\$52,074	\$89,790	\$53,378	\$55,050	\$58,750	\$83,512	\$68,027	\$60,607
N:	62	28	34	47	28	6	18	223
INST			\$44,232	\$44,268	\$48,970			\$46,130
N:	0	0	13	2	10	0	0	25
LECT	\$38,909	\$50,000	*	\$46,088	*	\$45,000		\$43,153
N:	11	2	1	6	1	2	0	23
Overall	\$57,710	\$95,567	\$57,508	\$60,245	\$62,569	\$89,748	\$77,621	\$66,146
N:	183	77	81	119	68	26	27	581

Note: From the Office of the Provost and Vice President for Academic Affairs. The FY2011 analysis, in compliance with Board of Regents' guidelines, examines the salaries of all regular full-time teaching faculty who are on a nine-month, state-appropriated contract and who are tenured or on a tenure-track line but who do not have Yamacraw, department chair or endowed chair responsibilities. Acting chairs are included in the computation because their base salaries do not change as a result of their acting chair responsibilities. Temporary faculty are not included.

* Single data is not reported

Faculty Research Awards, Fiscal Year 2011

Grants	Title	Dept	Funded
Dr. Cheryl Aasheim; Dr. Christopher Kadlec; Dr. Lixin Li; Dr. Jordan Shropshire	2010 IT Knowledge and Skills Assessment: A Survey of IT Employers	CIT	\$ 6,951
Dr. Evans Afryie-Gyawu; Dr. Kari Fitzmorris-Brisolara	Heavy Metal Concentrations In Water And Fish From South Georgia Rivers	JPHCOPH	\$ 9,994
Dr. Dmitry Apanaskevich	Most unique and poorly known African Ticks	IAP	\$ 7,574
Dr. Thomas Buckley; Dr. Barry Munkasy	Identification of Persistent Impairments in Postural Control Following Concussion	Health and Kinesiology	\$ 9,986
Dr. Trenton Davis; Dr. Nathan Grasse	The Capacity for Innovation: The interplay of city council decision making and administrative leadership in local government	Political Science	\$ 4,760
Dr. Karen L. Hamilton; Dr. Rongrong Zhang	Developing a Sustainable Financial Services Market in China	Financial and Quantitative Analysis	\$ 4,822
Dr. Peggy Hargis	Grounded in Conflict: The Unfulfilled Promise of African American Land Ownership	Sociology and Anthropology	\$ 3,369
Dr. John Harrison	Hybrid Breakdown in the regulation of gene expression in the copepod <i>Tigriopus californicus</i>	Biology	\$ 9,672
Dr. John Luque; Dr. Swati Raychowdhury	HPV Vaccine Social Marketing Plan for Hispanics in Southeast Georgia	JPHCOPH	\$ 8,500
Dr. Rahman Mosfequr	Experimental Investigation and Finite Element Modeling of Photostrictive Optical Actuators for MEMS Devices	Mechanical and Electrical Engineering	\$ 10,000
Dr. Sze-man Ngai	Martian Boundary and differential equations on fractals	Mathematical Sciences	\$ 4,739
Dr. Norman Schmidt	Where have all of the bees gone?	Chemistry	\$ 6,660
Dr. Janice Steirn; Dr. Janice Kennedy	Classical Conditioning of Blood Glucose to Visual Food-Related Stimuli	Psychology	\$ 2,526
Dr. Xiaojun Wang	Investigation of Trapping and Detrapping Processes for Multi-Doped Phosphors	Physics	\$ 10,000
Dr. Rebecca Ziegler	Research in the papers of Author J.G. Farrell in the Library of Trinity College, Dublin	Library	\$ 3,600
Total Awards			\$ 103,153

2010-2011 Excellence in Research and Scholarly Pursuits Award Winners:

Dr. Samuel Todd	Hospitality, Tourism and Family and Consumer Sciences
Dr. Chris Cutler	Biology

Note: From the Office of Research Services and Sponsored Programs. Awards are effective at the beginning of the fiscal year.

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.

<u>Excellence in Service</u>	<u>Excellence in Instruction</u>	<u>Excellence in Research</u>
2010—2011		
Dr. Jerri Kropp Associate Professor, Hospitality, Tourism, and Family & Consumer Sciences	Dr. Christine Ludowise Professor of Political Science	Dr. Christopher Cutler Associate Professor of Biology
Dr. Nirmal Das Associate Professor, Construction Management and Civil Engineering	Dr. Michael Reksulak Associate Professor of Mathematics School of Economic Development	Dr. Samuel Todd Associate Professor, Hospitality, Tourism, and Family & Consumer Sciences
2009—2010		
Dr. Brian Vlcek Professor, Mechanical & Electrical Engineering Technology	Dr. Michelle Cawthorn Assistant Professor of Biology	Dr. Richard Pacelle Professor of Political Science
Dr. Lorne Wolfe Professor of Biology	Dr. Goran Lesaja Associate Professor of Mathematics	Dr. Junan Shen Assistant Professor, Construction Management and Civil Engineering Technology
2008—2009		
Dr. Susie Lanier Assistant Professor of Mathematics	Dr. Godfrey Gibbison Director, School of Economic Development	Dr. Lance Durden Associate Professor of Biology
Dr. Lissa Leege Associate Professor of Biology	Dr. Sharon Taylor Professor of Mathematics	Dr. Karl Peace Professor of Public Health
2007—2008		
Dr. Michael Nielson Professor of Psychology	Dr. Patricia Humphrey Associate Professor of Mathematics	Dr. Sophie George Professor of Biology
Dr. Bruce Schulte Associate Professor of Biology	Dr. Jeffrey Orvis Associate Professor of Chemistry	Dr. Xiao Jun Wang Professor of Physics
2006—2007		
Dr. Annette Laing Assistant Professor History	Dr. Jack White Professor of Finance & Quantitative Analysis	Dr. Daniel Gleason Associate Professor of Biology
Dr. Donna Saye Assistant Professor of Mathematics	Dr. Anthony Barilla Assistant Professor, School of Economic Development	Dr. Quenton Fang Associate Professor of Biology

Note: From the Office of the Provost and Vice President for Academic Affairs

Full-time University Employees by Classification, Fall 2010

Classification	All					Total
	Male	Female	Black	White	Other	
Executive/Admin/Managerial	106	88	20	174	0	194
Faculty	385	351	36	603	97	736
Other Professionals	191	254	83	355	7	445
Technical/Paraprofessionals	19	21	9	30	1	40
Clerical/Secretarial	26	268	76	215	3	294
Skilled Crafts	70	6	16	59	1	76
Service/Maintenance	181	137	205	112	1	318
Total n:	978	1,125	445	1,548	110	2,103
%:	47%	53%	21%	74%	5%	

Note: From the Office of Human Resources. 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.

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.

2010—2011 Award of Merit Winners		2009—2010 Award of Merit Winners	
Lisa Akers	College of Education	Kevin Chambers	Office of Admissions
Alden Byrd	Physical Plant	Robert Deal	College of Science & Tech.
Patricia Byrd	Writing & Linguistics	Johnny Eason	Housing-Custodial Services
Antonio Frison	Physical Plant	Carol Fox	Mechanical & Electrical Engineering Technology
Caroline James	Registrar's Office	Sidney Reynolds	Procurement & Contract Svcs.
William Johnson	Equipment Transport Services	Tammy Smith	Physical Plant/Structural Maintenance
Gloria Joiner	Print Shop	Teresa Smith	Office of the Registrar
Lisa Williams	College of Business Administration	Ada Louise Williams	Physical Plant/Custodial
2008—2009 Award of Merit Winners		2007—2008 Award of Merit Winners	
Gary Burns	Physical Plant/Grounds	Christin Ambler	Office of Admissions
Ronald Conner	School of Nursing	Zandra Brasington	School of Accountancy
Ronnie Littles	Physical Plant/Custodial	Glenese Doyle	Physical Plant/Custodial
Ted Logan	CRI	Patricia Harrell	Communication Arts
Wanda Matthew	Teaching & Learning	Margaret Lee-Jones	Continuing Education Center
Gloria Morgan	Office of Annual Giving	Gloria Lovette	Human Resources
David Murkison	Coastal Georgia Center	Tifani Pool	Office of the Registrar
Elizabeth Sammons	Health & Kinesiology	Gene Sherry	CRI
Gary Burns	Physical Plant/Grounds	Sherry Smith	College of Education

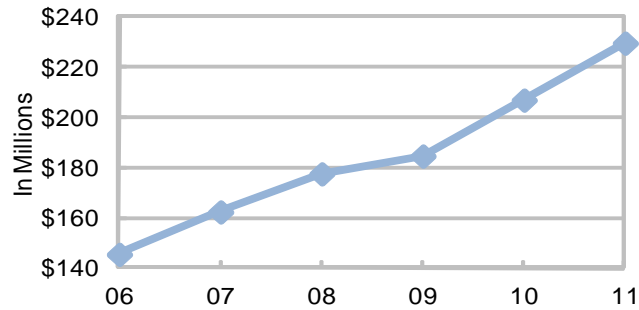
Note: From the Staff Council.

University Finance

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

Fiscal Year	Expenditures	% Change
2006	\$145,582,445	0.7
2007	162,541,695	11.6
2008	177,749,302	9.4
2009	184,834,096	4.0
2010	207,115,241	12.1
2011	229,803,451	11.0

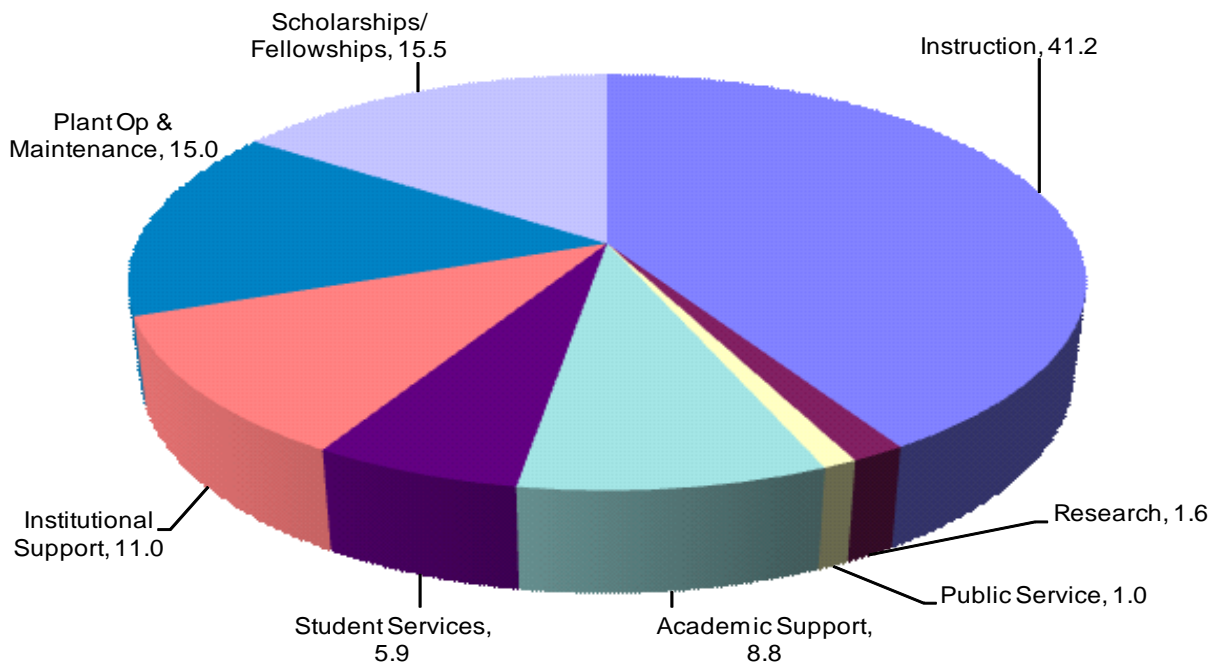
6 year change : \$ 84,221,006
 6 year % change : 57.9%



E&G Expenditures by Function and Object, FY 2011

	Personal Services	Travel	Operating Expenses	Equipment	Total Budget	% Total
Instruction	\$81,351,813	\$1,021,741	\$9,773,614	\$2,600,592	\$94,747,759	41.2
Research	1,520,402	166,034	1,334,180	554,379	3,574,995	1.6
Public Service	1,289,735	136,955	780,156	17,824	2,224,670	1.0
Academic Support	13,004,207	309,349	4,707,946	2,094,821	20,116,323	8.8
Student Services	11,536,835	133,773	1,916,616	58,551	13,645,774	5.9
Institutional Support	17,967,964	179,493	6,993,763	196,410	25,337,631	11.0
Plant Op & Maintenance	12,678,081	21,672	20,862,664	924,530	34,486,946	15.0
Scholarships/Fellowships	0	0	35,669,352	0	35,669,352	15.5
Total	\$139,349,037	\$1,969,017	\$82,038,290	\$6,447,107	\$229,803,451	100.0

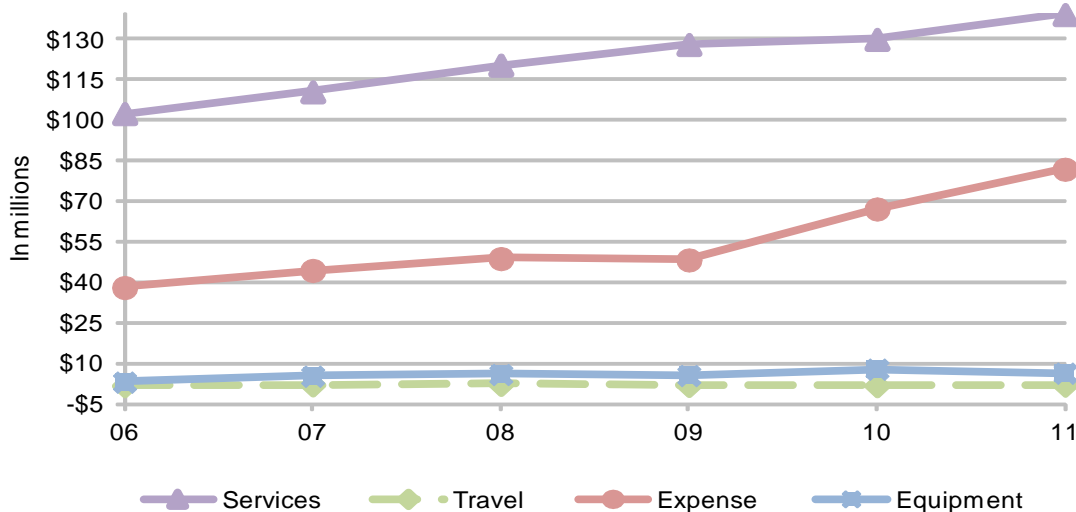
Percentage of Total Expenditures by Function FY 2011



Note. Increases in total E&G Expenditures are comparable to prior recent years. Increases reflect continued growth in enrollment and increases in tuition and fee rates despite decreases in State Appropriations.

E&G Expenditures by Object, FY 2006—2011

Fiscal Year	Personal	%	Travel	%	Operating	%	Equipment	%
	Services	Change		Change	Expense	Change		Change
2006	\$102,569,742	7.1	\$1,754,765	20.5	\$38,191,764	-6.4	\$3,066,174	-52.8
2007	110,651,976	7.9	2,073,472	18.2	44,514,731	16.6	5,301,516	72.9
2008	120,608,113	9.0	2,339,622	12.8	48,911,764	9.9	5,889,804	11.1
2009	128,192,590	6.3	1,866,446	-20.2	48,356,668	-1.1	5,537,510	-6.0
2010	130,080,556	1.5	1,829,112	-2.0	67,312,613	39.2	7,892,960	42.5
2011	139,349,037	7.1	1,969,017	7.6	82,038,290	21.9	6,447,107	-18.3



E&G Expenditures by Function, FY 2009—2011

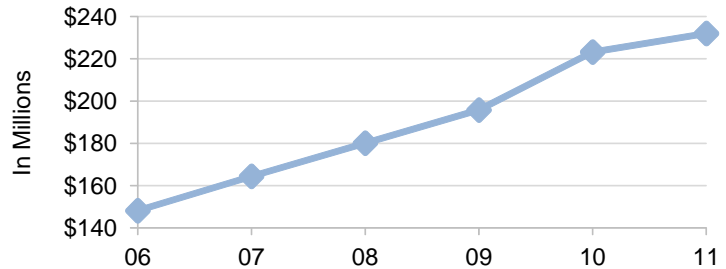
Function	FY 2009	% of Total	FY 2010	% of Total	FY 2011	% of Total
Instruction by College						
Business Administration	\$11,850,484	6.4%	\$11,985,689	5.8%	\$14,294,089	6.2%
Education	7,910,568	4.3	8,443,729	4.1	9,955,923	4.3
Health & Human Sciences	8,522,668	4.6	8,462,523	4.1	10,075,775	4.4
Information Technology	3,759,956	2.0	4,061,143	2.0	4,735,005	2.1
Liberal Arts & Social Sciences	20,800,696	11.3	20,319,445	9.8	22,296,673	9.7
Public Health	2,433,650	1.3	3,026,866	1.5	3,407,909	1.5
Science & Technology	15,798,588	8.5	15,696,584	7.6	19,045,745	8.3
Academic Affairs & Others	7,826,469	4.2	10,100,873	4.9	10,936,640	4.8
Total Instruction	\$78,903,080	42.7%	\$82,096,853	39.6%	\$94,747,759	41.2%
Research	3,826,536	2.1	3,614,941	1.7	3,574,995	1.6
Public Service	2,586,315	1.4	2,165,889	1.0	2,224,670	1.0
Academic Support	15,027,853	8.1	17,540,982	8.5	20,116,323	8.8
Student Services	17,509,247	9.5	18,603,031	9.0	13,645,774	5.9
Institutional Support	23,495,471	12.7	21,649,449	10.5	25,337,631	11.0
Plant Operations & Maintenance	25,370,553	13.7	31,538,847	15.2	34,486,946	15.0
Scholarships & Fellowships	18,115,040	9.8	29,905,249	14.4	35,669,352	15.5
Total E & G Expenditures	\$184,834,096		\$207,115,241		\$229,803,451	

Note. 2011 variances reflect higher personal service costs despite lack of salary merit increases. Personal Service cost increases primarily reflect increases in employee health benefit costs. Operating costs increased from 2010 to 2011 primarily due to non-capital deferred maintenance projects rather than capital building renovations projects in FY2010. Distribution of expenditures by college and function are consistent with FY2010 expenditures.

E&G Revenue by Source, FY 2006-2011

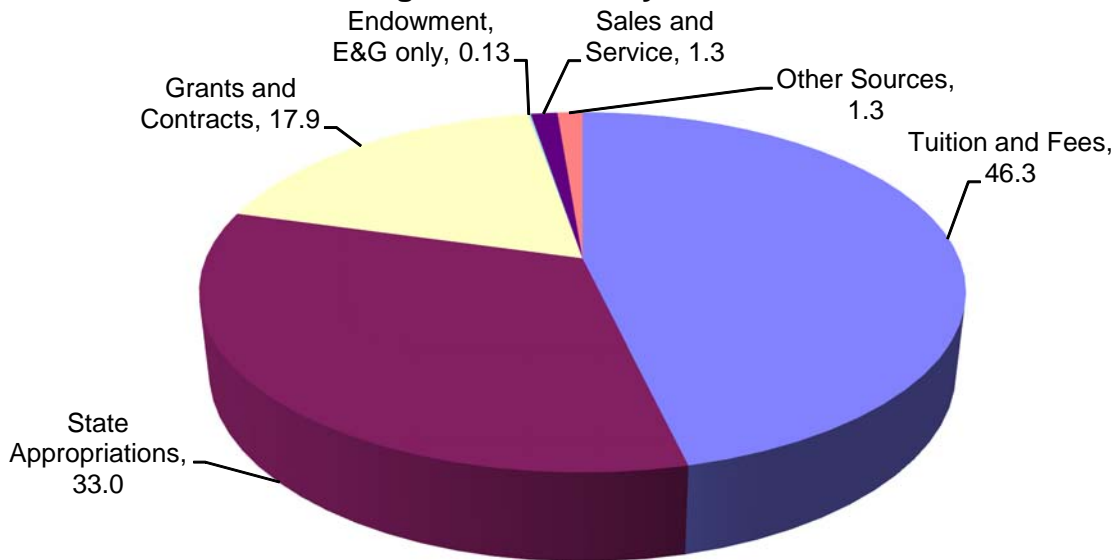
	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>
Tuition and Fees	\$51,055,690	\$53,173,812	\$60,282,437	\$70,589,111	\$91,775,861	\$107,478,299
State Appropriations	73,594,339	85,456,889	92,485,024	87,533,949	69,555,517	76,676,117
Grants and Contracts	18,252,496	19,863,012	21,085,131	23,154,179	36,351,789	41,568,778
Endowment, E&G only	73,396	158,194	160,840	121,622	61,070	292,761
Sales and Service	2,231,061	2,164,820	2,407,575	2,518,079	2,849,728	3,130,742
Other Sources	2,854,446	3,560,391	3,642,734	11,856,987	22,710,889	2,938,102
Total Revenue	\$148,061,428	\$164,377,118	\$180,063,741	\$195,773,927	\$223,304,854	\$232,084,799

<u>Fiscal Year</u>	<u>Revenue</u>	<u>% Change</u>
2006	\$148,061,428	0.8
2007	164,377,118	11.0
2008	180,063,741	9.5
2009	195,773,927	8.7
2010	223,304,854	14.1
2011	232,084,799	3.9



6 year change : \$ 84,023,371
 6 year % change : 56.7 %

Percentage of Revenue by Source FY 2011

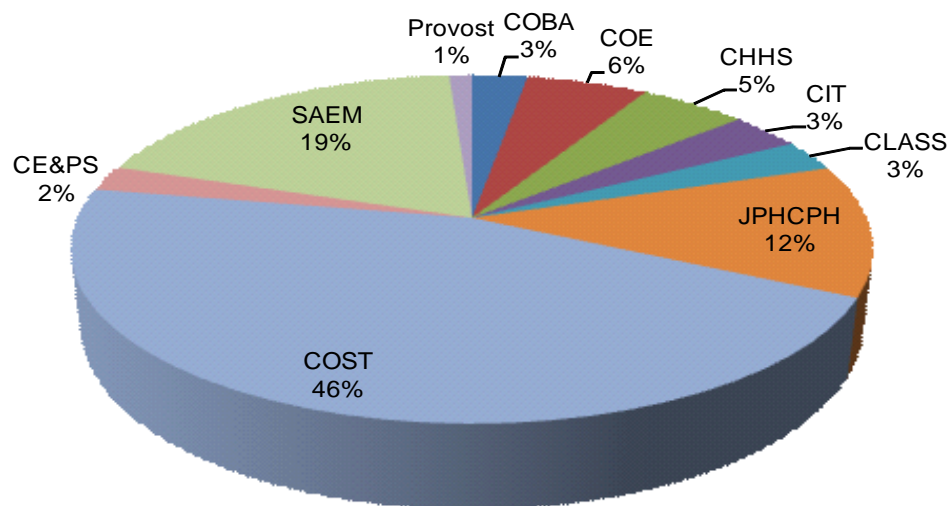


Note. Other Sources of revenue decreased in FY2011 due to ending distribution of Federal Stimulus funds in 2009 and 2010.

Grants & Contracts

Sponsored Grants by College, FY 2010

Colleges/Divisions	Research	Instruction	Public Service	Total
Academic Affairs	\$0	\$62,960	\$0	\$62,960
Allen E. Paulson College of Science and Technology	1,351,793	46,218	0	1,398,011
Allen E. Paulson College of Science and Technology; Academic Affairs	357,027	0	0	357,027
Allen E. Paulson College of Science and Technology; College of Education	485,849	73,778	0	559,627
Allen E. Paulson College of Science and Technology; College of Liberal Arts and Social Sciences	310,000	0	0	310,000
College of Business Administration	18,219	0	135,000	153,219
College of Education	32,304	126,465	0	158,769
College of Education; Academic Affairs	0	11,080	0	11,080
College of Education; Allen E. Paulson College of Science and Technology	0	165,767	0	165,767
College of Health and Human Sciences	9,000	63,018	225,985	298,003
College of Information Technology	197,472	0	0	197,472
College of Liberal Arts and Social Sciences	10,500	135,544	0	146,044
College of Liberal Arts and Social Sciences; Academic Affairs	0	20,752	0	20,752
Continuing Education and Public Services	12,500	122,285	0	134,785
Jiann-Ping Hsu College of Public Health	458,482	0	7,000	465,482
Jiann-Ping Hsu College of Public Health; College of Liberal Arts and Social Sciences	239,107	0	0	239,107
Student Affairs and Enrollment Management	0	1,057,850	24,650	1,082,500
Total	\$3,482,253	\$1,885,717	\$392,635	\$5,760,605



Note: From the Office of Research Services and Sponsored Programs. Does not include Student Financial Aid Funds. Where more than one College is listed, the first College is the lead unit.

Key: COBA—College of Business Administration, COE—College of Education, CHHS—College of Health & Human Sciences, CIT—College of Information Technology, CLASS—College of Liberal Arts & Social Sciences, JPHCPH—Jiann-Ping Hsu College of Public Health, COST—College of Science & Technology, CE&PS—Continuing Education & Public Service, SAEM—Student Affairs & Enrollment Management

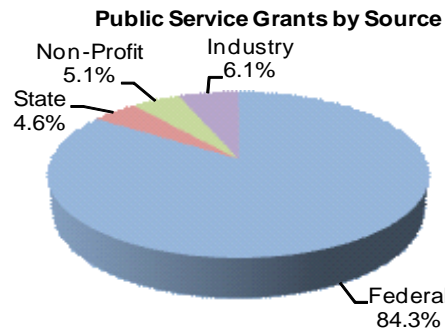
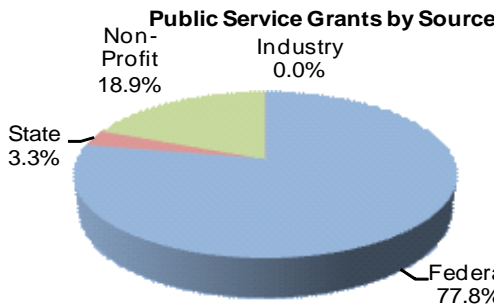
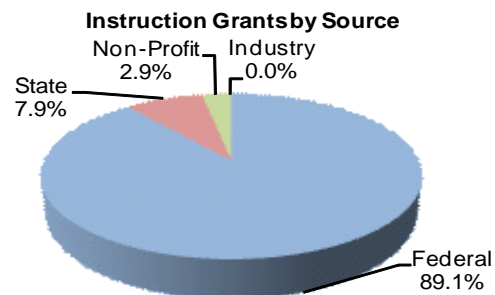
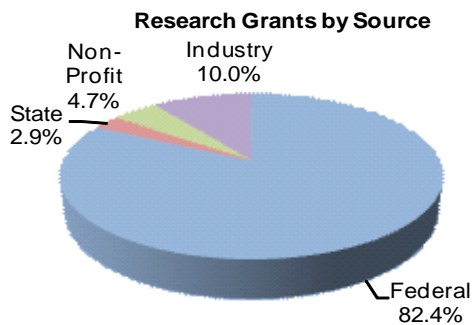
Sponsored Grants to Faculty for Scholarly Activity by Fiscal Year

Purpose	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10
Research	\$1,988,534	\$1,411,943	\$2,010,355	\$2,549,335	\$3,018,069	\$3,482,253
Instruction ^a	4,154,840	4,041,170	3,875,823	4,105,704	2,789,875	1,885,717
Public Service ^a						392,635
Total	\$6,143,374	\$5,453,113	\$5,886,178	\$6,655,039	\$5,807,944	\$5,760,605

^aPrior to FY 09-10, Instruction and Public Service were combined.

Source of Funds for Faculty Sponsored Grants, FY 2010

Purpose	Federal	State	Non-Profit	Industry	Total
Research	\$2,868,761	\$100,522	\$163,223	\$349,747	\$3,482,253
Instruction	1,680,308	149,909	55,500	0	1,885,717
Public Service	305,505	12,950	74,180	0	392,635
Total	\$4,854,574	\$263,381	\$292,903	\$349,747	\$5,760,605



Note: From the Office of Research Services and Sponsored Programs.

2010-11 Annual Cost of Attendance

Undergraduate and Graduate Full-Time Tuition, Required Fees, and Room and Board

	First-Year Undergraduates Full-time Enrolled \geq 12 hours	Undergraduates Full-time Enrolled \geq 12 hours	Graduate Full-time Enrolled \geq 9 hours
In-state Tuition:	\$4, 596	\$4, 596	\$6,000
Out-of-state Tuition:	16,572	16,572	23,976
Non-Resident Alien Tuition:	16,572	16,572	23,976
Required Fees:	1,644	1,644	1,644
Room and Board: (on-campus)	8,414	8,414	8,414
Room Only: (on-campus)	5,364	5,364	5,364
Board Only: (on-campus meal plan)	3,050	3,050	3,050

Full-Time Undergraduate Student Expenses

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,200	\$1,200	\$1,200
Room only:	5,364	0	5,364
Board only:	3,050	3,200	3,050
Transportation:	2,550	2,550	2,550
Other expenses ^a	3,100	3,100	3,100

Undergraduate and Graduate per-credit-hour Charges

Undergraduate		Graduate	
In-state Tuition:	\$154 per semester hour	In-state Tuition:	\$250 per semester hour
Out-of-state Tuition:	\$553 per semester hour	Out-of-state Tuition:	\$999 per semester hour
Non-Resident Alien Tuition:	\$553 per semester hour	Non-Resident Alien Tuition:	\$999 per semester hour

Note: From the 2009-10 Common Data Set (CDS) Sections G1, G5, and G6 and Office of Student Fees

^aEstimate for miscellaneous personal expenses includes medical, laundry, personal grooming supplies, etc.; costs will vary based upon individual need.

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 Fiscal Years 2005—2006 through 2009—2010 were:

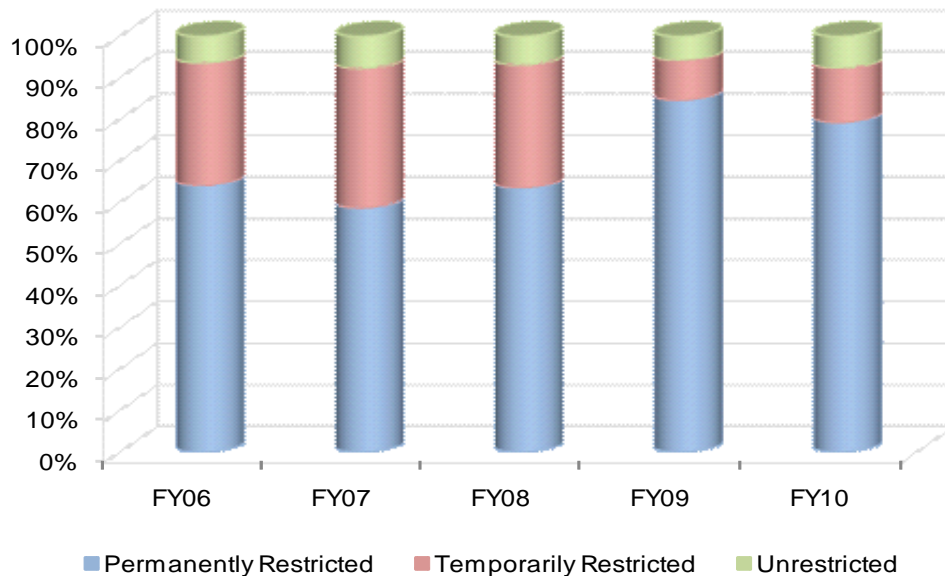
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Academic Projects/Faculty Development	\$ 25,000	\$ 25,000	\$ 30,000	\$ 30,000	\$ 20,000
Admissions	45,000	55,000	60,000	60,000	60,000
Scholarships	890,115	981,331	1,251,292 ^a	1,334,799	1,503,840

^aThe foundation began funding admissions scholarships (for high ability students) in FY2008.

Net Assets by Fiscal Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Unrestricted	\$2,571,111	\$3,550,264	\$3,126,447	\$2,108,422	\$2,983,908
Temporarily Restricted	11,924,588	15,500,236	13,496,937	3,456,715	5,039,435
Permanently Restricted	25,920,651	27,156,274	28,944,692	30,727,920	30,722,431
Total	\$40,416,350	\$46,206,774	\$45,568,076	\$36,293,057	\$38,745,774

Note: In May 2010, the GSU Foundation changed accounting information systems to conform with Generally Accepted Accounting Principles (GAAP) and report unrestricted, temporarily restricted, and permanently restricted Net Assets. Sharp decrease in Unrestricted and Temporarily Restricted Net Assets during 2009-2010 was due to investment losses and extraordinary capital expenditures.



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	n	Min	Max
Endowment	\$31,552,733	\$37,045,807	\$36,068,557	\$29,367,100	\$31,450,250	06 10	29,367,100	37,045,807

Note: From Development/GSU Foundation.

Library Statistics

Holdings	Academic Years					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Audio-Visual Units ^a	29,059	29,118	29,039	29,154	29,429	29,437
Electronic Subscriptions	26,323	26,323	32,508	46,711	46,711	38,166
Government Documents	719,819	728,690	744,994	747,575	748,706	761,163
Microform Units ^b	888,272	889,184	889,774	890,364	895,643	896,011
Paper Volumes	577,172	588,997	599,216	603,315	607,542	613,593
Paper Subscriptions	2,687	2,690	2,630	2,484	2,389	1,831
Total Holdings^c	1,523,513	1,536,312	1,553,167	1,572,028	1,581,714	1,579,038
Library Activity						
Circulation Book Collection	35,090	31,486	27,530	29,646	31,101	36,462
Electronic Resource	n/a	n/a	n/a	2,266,587	1,505,716	1,242,596
Information: Reserve	8,774	6,826	5,237	44,397 ^d	63,132	89,395
Interlibrary Loans: Borrowed	4,978	7,821	9,003	11,825	10,266	10,889
Interlibrary Loans: Loaned	7,850	10,925	10,375	12,007	10,691	10,034
Operating Expenditures	\$3,837,567	\$3,769,658	\$4,170,882	\$4,166,705	\$4,166,705	\$4,643,541

Note: From the Zach S. Henderson Library.

^aCartographic, graphic, audio, film, video, and machine readable units.

^bMicrofilm & Microfiche.

^cTotal Holdings are total titles and volumes less government documents.

^dElectronic reserve usage included starting in the 2007-2008 year.

Utilization of On-Line Library Resources (GALILEO) – Number of Searches

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
596,212	848,641	951,279	1,909,723	1,396,896	3,121,188

Note: From the Zach S. Henderson Library. Number of searches originating from Georgia Southern University. Includes the Galileo database through 2008-09. Includes the Galileo database and all other Henderson Library databases.

Physical Facilities Inventory as of Fall 2010

For map of Georgia Southern University, see <http://www.georgiasouthern.edu/map/>

Facility	Year		Replacement	
	Occupied	SqFt	Initial Cost	Cost
Academic Buildings				
Arts Building	1937	52,056	\$417,000	\$8,849,520
Biology Building	1969	51,132	1,111,000	10,226,400
Biology Headhouse	1994	480	46,000	76,800
Bird Barn	2004	2,300	90,000	391,000
Bland Cottage	2000	1,317	10,000	223,890
Botanical Gardens Multipurpose	2002	800	44,000	136,000
Building 810	1992	2,300	9,000	368,000
Bus Administration Building	1995	88,856	8,500,000	15,105,520
Carroll Building	1971	78,133	1,780,000	13,282,610
Carruth Building	1959	38,398	456,000	7,295,620
Center for Art & Theatre	2007	29,000	7,500,000	5,510,000
Ceramics/Sculpture Studio	2000	22,686	1,194,000	4,083,480
Child Development Center	1972	10,470	250,000	1,710,200
Coastal GA Center	1998	52,433	10,000	8,913,610
Ctr for Wildlife Education	1996	4,682	850,000	795,940
Education Building	2000	104,760	12,026,000	17,809,200
Engineering Building	1995	80,868	7,800,000	15,364,920
Forest Drive Classroom Bldg	1994	45,312	2,997,000	7,249,920
Foy Building	1967	73,018	1,478,000	13,202,150
Garden Administration	2000	2,315	10,000	463,000
Henderson Library	1975	245,888	4,126,000	46,718,720
Hendricks Hall	1963	40,099	451,000	6,822,950
Heritage Pavilion	2008	3,946	10,000	670,820
Herty Building	1958	47,871	632,000	9,416,400
Hollis Building	1965	48,658	798,000	8,515,150
Hospitality, Tourism & FCS	1994	16,540	1,285,000	2,811,800
IAP Building	1960	3,603	49,000	630,525
Info Technology Bldg	2003	138,988	24,118,000	23,627,960
Interior Design Complex 2	1987	7,000	281,000	420,000
Math/Physics Building	1972	112,864	5,283,000	22,572,800
Military Science	1990	12,240	577,000	1,958,400
Nessmith Lane Continuing Ed	1981	133,743	21,456,000	22,736,310
Newton Building	1972	41,806	951,000	7,107,020
Nursing/Chemistry Bldg	2003	123,649	18,489,000	23,493,310
Owl Barn	1997	144	5,000	24,480
Psychology/Sr. Companion Prog.	1975	3,838	221,000	652,460
Raptor Care Facility	1997	2,261	62,000	384,370
Veazey Hall	1959	32,494	436,000	5,523,980
WeatherVane Barn	2000	1,746	10,000	279,360
Wildlife Center Pavilion	1999	2,547	10,000	432,990
Wildlife Display	1996	221	10,000	37,570
Wildlife Outdoor Classroom	2008	408	100,000	65,280
Williams Center	1958	39,278	576,000	6,677,260

(continued on page 105)

Physical Facilities Inventory as of Fall 2010

Facility	Year		Replacement	
	Occupied	SqFt	Initial Cost	Cost
Administrative Buildings				
Alumni / Welcome Center	2008	11,463	\$1,000,000	\$1,490,190
Anderson Hall	1907	18,566	98,000	2,413,580
Auxiliary Services	1977	6,205	22,000	806,650
Cambridge - Bldg. 1	1957	2,857	10,000	872,640
Cambridge - Bldg. 2	1957	7,272	10,000	342,840
College Plaza Building	1995	20,148	123,000	2,496,000
Cone Hall	1954	43,165	352,000	6,474,750
Cowart Building	2000	3,060	321,000	443,700
Deal Hall	1907	18,561	95,000	2,412,930
Eidson House	1954	4,909	50,000	638,170
GA Emergency Mgmt	1979	2,009	92,000	261,170
Interior Design Complex 1	1988	7,000	281,000	420,000
Lewis Hall	1937	24,466	347,000	3,669,900
Market District	2007	902	125,000	108,240
Parking & Transportation	2005	3,050	500,000	442,250
Pittman Administration Bldg	1907	42,577	192,000	5,535,010
Rosenwald Building	1937	43,977	637,000	5,717,010
University Villas - Office	1989	916	100,000	109,920
Physical Education/Recreation Buildings				
Field Support Building	1998	2,304	221,000	276,480
Gene Bishop Field House	2006	14,866	10,000	2,229,900
Hanner Complex	1955	158,163	1,675,000	18,979,560
Herring Pavilion	2007	3,700	1,530,000	407,000
Home Team Dugout	2004	1,502	30,000	225,300
Iron Works	1988	6,118	267,000	734,160
J.I. Clements Center	2005	10,098	2,505,000	1,514,700
J.I. Clements Maintenance Bldg	2004	700	40,000	91,000
Parrish Football Center	2000	11,963	1,351,000	2,093,525
Paulson Stad. Concession NE	1984	2,834	10,000	10,000
Paulson Stad. Concession NW	1984	2,834	10,000	10,000
Paulson Stad. Concession SE	1984	2,834	10,000	10,000
Paulson Stad. Concession SW	1984	2,834	10,000	10,000
Paulson Stad. VIP Suites	1984	15,297	10,000	10,000
Paulson Stadium	1984	69,125	10,000	11,060,000
RAC-Recreation Activity Center	1998	220,668	7,600,000	26,480,160
Soccer/Track Field Support	2005	1,092	65,000	164,250
Soccer/Track Training Facility	2005	3,339	375,000	457,200
Softball Field House	2008	2,894	10,000	434,100
Sports Complex	1974	128	190,000	313,440
Visiting Team Dugout	2004	1,062	25,000	159,300
Wiggins Baseball Facility	1997	6,030	452,000	723,600
WildlifeCtrCampground Restroom	2004	707	85,000	84,840
Will Call Booth	2006	593	10,000	65,230

(continued on page 106)

Physical Facilities Inventory as of Fall 2010

Facility	Year			Replacement
	Occupied	SqFt	Initial Cost	Cost
Residence Halls				
Brannen Res. Hall	1963	29,685	\$448,000	\$2,523,225
Centennial Place - Bldg. 100	2009	119,484	4,000,000	19,117,440
Centennial Place - Bldg. 200	2009	79,884	4,000,000	12,781,440
Centennial Place - Bldg. 300	2009	82,726	4,000,000	13,236,160
Centennial Place - Bldg. 400	2009	94,981	4,000,000	15,196,960
Eagle Village 1	2005	153,420	11,506,000	23,013,000
Eagle Village 2	2005	154,276	11,571,000	23,141,400
Eagle Village Community Center	2005	10,345	900,000	1,137,950
Kennedy Apartments	1998	94,552	6,559,000	14,182,800
Kennedy Suites	1998	58,061	35,970,000	8,709,150
Sanford Res. Hall	1937	32,197	1,400,000	2,736,745
Southern Courtyard - Bldg 1	2003	34,612	2,457,000	2,942,020
Southern Courtyard - Bldg 2	2003	34,796	2,470,000	2,957,660
Southern Courtyard - Bldg 3	2003	57,964	4,115,000	4,926,940
Southern Courtyard - Bldg 4	2003	57,964	4,115,000	4,926,940
Southern Courtyard - Comm.Ctr.	2003	5,094	382,000	432,990
Southern Pines - Building 1	2003	50,104	4,209,000	4,258,840
Southern Pines - Building 2	2003	50,104	4,209,000	4,208,736
Southern Pines - Building 3	2003	50,104	4,209,000	4,208,736
Southern Pines - Building 4	2003	50,104	4,209,000	4,208,736
Southern Pines - Building 5	2003	25,283	2,123,000	2,123,772
Southern Pines--Community Ctr.	2003	6,492	499,000	551,820
University Villas - Building 1	1989	12,003	100,000	1,020,255
University Villas - Building 2	1989	12,003	100,000	1,020,255
University Villas - Building 3	1989	12,003	100,000	1,020,255
University Villas - Building 4	1989	16,008	100,000	1,360,680
University Villas - Building 5	1989	11,607	100,000	986,595
University Villas - Building 6	1989	23,200	100,000	1,972,000
University Villas - Building 7	1989	23,200	100,000	1,972,000
University Villas - Building 8	1989	11,607	100,000	986,595
University Villas - Building 9	1989	18,003	100,000	1,530,255
University Villas-Building 10	1989	12,003	100,000	1,020,255
University Villas-Building 11	1989	12,003	100,000	1,020,255
University Villas-Building 12	1989	12,003	100,000	1,020,255
Watson Hall Commons	1994	25,296	1,886,000	2,023,680
Watson Res. Hall	1994	44,871	3,346,000	3,589,680
Campus Support Buildings				
Alternate Network Oper. Center	2007	1,500	452,000	1,125,000
Auxiliary Distribution Center	1991	21,000	678,000	1,050,000
Building 446 (Apex)	1970	6,714	525,000	234,990
Central Rec/Whse	1969	12,120	182,000	606,000
Chester Building	1974	5,158	10,000	309,480
Electrical Switch House	1975	805	34,000	403
ETS Warehouse	1986	12,000	191,000	600,000

(continued on page (107))

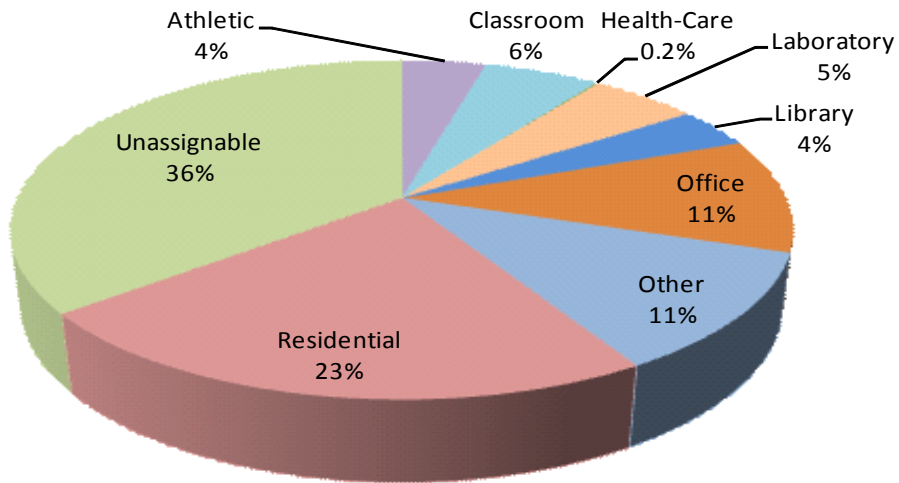
Physical Facilities Inventory as of Fall 2010

Facility	Year		Replacement	
	Occupied	SqFt	Initial Cost	Cost
ETS Warehouse Annex	1991	2,250	50,000	78,750
Forest Dr. Ctrl.Energy	1994	2,490	186,000	871
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 Bldg	1974	2,667	4,000	93,345
Grounds Storage	1974	359	4,000	12,565
Grounds Storage 2	1991	240	6,000	8,400
Hazardous Waste Bldg	2005	2,525	250,000	113,625
Housing Maintenance Bldg.	1978	6,401	548,000	512,080
Landscape/Custodial Services	1990	11,655	1,103,000	407,925
MC Anderson Pavilion	2002	7,888	225,000	1,399,825
MC Anderson Pump House	1997	221	3,000	5,525
MC Anderson Storage Facility	2000	4,038	309,000	3,028,500
Mechanical Bldg for 0250	2002	2,752	411,000	96,320
Mechanical Bldg for 0255	2003	3,596	513,000	125,860
Phys Plant FPD&C	1991	4,931	313,000	591,720
Phys Plant Offices	1969	2,915	275,000	378,950
Phys Plant Shops 1	1969	11,398	10,000	1,481,740
Phys Plant Shops 2	1974	2,642	10,000	281,060
Public Safety	1992	7,000	551,000	1,050,000
Public Safety Annex	1991	480	5,000	16,800
Stadium Maintenance Facility	2006	1,800	100,000	90,000
Storage Building 813	1995	6,000	32,000	270,000
Technology IV Building	1987	288	2,000	7,200
University Bowl	1976	19,732	927,000	690,620
University Villas - Shed	1989	540	100,000	16,200
University Villas Club House	1965	3,990	500,000	239,400
Well House 1	1963	240	60,000	84,000
Student Support Buildings				
Counseling Center	1997	8,392	853,000	1,007,040
Health Services	1976	15,658	827,000	2,300,550
Lakeside Cafe	1991	14,375	1,500,000	2,012,500
Landrum Center	1968	40,974	835,000	5,736,360
Scene Shop	2006	3,815	491,000	648,550
Student Activities	1998	16,295	14,991,000	2,281,300
Union-Russell	1990	104,032	7,500,000	14,564,480
University Store	1989	22,391	1,400,000	2,442,960

Note: From the Banner Facilities Inventory Tables (at fall census).

Facilities Room Use as of Fall 2010

Room Use Type	SqFt	% of Total
Athletic	190,815	4.2
Classroom	261,503	5.7
Health-Care	7,064	0.2
Laboratory	242,114	5.3
Library	175,148	3.8
Office	504,143	11.0
Other ^a	517,313	11.3
Residential	1,043,540	22.8
Unassignable ^b	1,637,005	35.8
Total Gross Square Footage	4,578,645	
Total Net Assignable Square Footage	2,941,640	64.2



Note: From the Banner Facilities Inventory Tables (at fall census). Unassignable Gross Square Footage also includes buildings and areas under construction or renovation.

^aOther - Inactive Area, Alteration Area, Conversion Area, Unfinished Area, or, otherwise not categorized here.

^bUnassignable—Custodial Areas, Circulation Areas, Mechanical Areas, Public Bath Rooms, and Structural Area.

Georgia Southern University

Strategic Plan

Spring 2009

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

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

Georgia Southern University Strategic Plan

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

Our expectations must envision greatness...

Bruce Grube, President, Georgia Southern University, 1999

Introduction

On September 1, 1999, the President of Georgia Southern University, Bruce F. Grube, charged the Strategic Planning Council (SPC) to produce a Level I (institutional level) strategic plan for the University. The charge included developing a vision of our future that could be shared and valued by the entire University community. This plan represents a comprehensive strategy which raises our collective expectations of the quality we can achieve, directs the services we provide, and targets the stakeholders we serve. The plan will enable the University, over the next decade, to utilize our resources with more efficiency and effectiveness and guide us to increase available resources. In January 2004 and again in January 2007, the SPC initiated a revision of all levels of the Strategic Plan. What follows incorporates appropriate revisions of the Level I University Strategic Plan.

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

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

The plan begins with a statement of the University's vision and mission; it attempts to identify our key stakeholders and our relationships with them; it then sets out a summary of our program and service offerings, a delineation of the University's comparative advantages, and the definition of the Plan's six strategic themes and their strategic objectives. The Plan articulates

action steps to initiate the strategic objectives at the University level, thus providing a framework for University-wide implementation supported by operating-level tactics and policies.

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

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

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

Vision and Mission

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

Mission – Approved by the Board of Regents June 30, 2004, updated through President’s Cabinet and Strategic Planning Council review Spring 2009

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

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

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

Programs and Services

Georgia Southern University is a member institution of the University System of Georgia. A residential university of more than 17,500 students, Georgia Southern University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern University is Georgia's third largest university and is among the most comprehensive centers of public higher education in the state.

A *doctoral-research* 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 32 Undergraduate and Graduate program areas. Academic programs are organized within seven Colleges: Business Administration, Education, Health and Human Sciences, Information Technology, Liberal Arts and Social Sciences, Jiann-Ping Hsu College of Public Health, the Allen E. Paulson College of Science and Technology, and with additional graduate school support from the Jack N. Averitt College of Graduate Studies. The University awarded 2969 degrees during 2007-08 including 69 doctoral degrees.

The University is one of the top two choices in Georgia for new freshmen, including HOPE Scholars. Georgia Southern University enrolls with increasing selectivity a student body representing in recent years all of Georgia, almost every state, the District of Columbia, two territories, and more than 85 nations. Moreover, at least four-fifths of undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students. The average SAT of entering freshman has increased from 987 in Fall 1999 to 1111 in Fall 2008.

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, and Dublin.

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 675-acre park-like campus is completing a \$242-million building and beautification renaissance that spanned the past decade and a half.

The learning environment for students and the public is enhanced through various outreach programs such as 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

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 25,000, an hour from historic Savannah and beach resorts, and within 200 miles of Atlanta.

Georgia Southern is celebrating its centennial in an era of leadership with a vision to rank among the best doctoral-research universities of its class in the nation. In the Fall 2006, the University completed its first major fund-raising capital campaign, the Campaign for National Distinction, in over a decade with over \$53 million committed towards the \$40 million goal. Specifically the campaign secured three kinds of support: student scholarship endowment, academic and faculty support endowments, and physical facility enhancements and construction.

Stakeholders

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

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

Undergraduate Students. Georgia Southern University enrolls with increasing selectivity a diverse group of students from across the state, the country, and the globe. The undergraduate population is defined neither by region nor demographic characteristic, but rather by preparation, achievement, and motivation as indicated by an increased SAT of entering freshman.

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

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

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

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

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

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

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

Comparative Advantages

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

Engagement. GEORGIA SOUTHERN UNIVERSITY'S MOST IMPORTANT COMPARATIVE ADVANTAGE IS ITS CULTURE OF ENGAGEMENT, where students work side-by-side with faculty and staff, participating in active learning related to the acquisition and use of knowledge for the benefit of humanity. "Engagement" permeates explanations of who we are, what we do, and how we differentiate ourselves from other institutions, and is integral to Georgia Southern University's many advantages. Engagement refers to the psychological and physical energies invested in active participation in the learning process (in-class and out-of-class). At Georgia Southern University, expectations for engagement are set high for students to take the initiative and responsibility for their active involvement in learning activities, and for faculty and staff to invest in supporting student successes. All are partners in the learning process, and the result is a campus culture of participation and personal attention. The benefits of engagement accrue to the university community in direct proportion to the time and energy invested by all members of the community.

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

Faculty. The faculty bring alive the culture of engagement. Faculty are primarily full-time, terminally degreed, experienced in their professions, and committed to a student-centered university. Faculty are willing to forge personal relationships with students and involve students in their scholarship and service activities. The Division of Student Affairs and Enrollment Management 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 engagement.

Location. Situated in a college town in a rural area of the state, Georgia Southern University is a place where students quickly form connections with each other and the people of a region known for hospitality and friendliness. Georgia Southern University's geographical location provides a

mild climate, an attractive ecological site, a safe community, proximity to major population centers for cultural enrichment and commerce, and ready access to any part of Georgia.

Intellectual Resources. The University makes its collective knowledge base available to students, faculty, and surrounding community to an unprecedented extent. The Library surpasses conventional standards by being open seven days a week, twenty-four hours a day, both on-site and via the Internet. Electronic linkages to other locations serve clients quickly. A continuously evolving University web site makes available news, class materials, and 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 wireless and remote connections are available in increasing numbers.

The Physical Campus. The University's naturally beautiful 675-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, along with the Continuing Education Center, 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 various centers includes more than 79,000 visitors annually ranging from primary school pupils through Elderhostel participants. In addition, the Georgia Southern University Performing Arts Center is a locus of the musical and theatre arts for the on- and off-campus communities with more than 43,000 visitors.

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

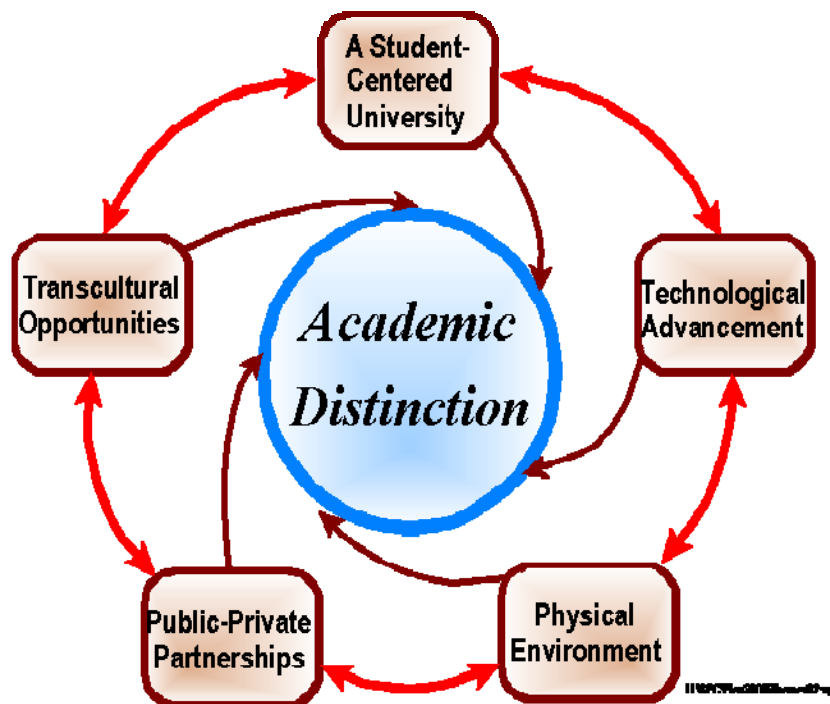
Administrative Philosophy. The four major constituencies- Students, Faculty, Staff, and Supporters- are represented by their respective Vice Presidents on the President's Cabinet. From the Student Government Association to the President's Advisory Committee on Personnel to the Faculty Senate to the University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

Strategic Themes

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

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

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



..... **Academic Distinction**

Academic distinction is the core of our vision to become a nationally recognized comprehensive university. Academic distinction requires the University to focus its efforts ultimately on that goal and its pursuit. The other five strategic themes support the attainment of academic distinction.

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

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

Strategic Objectives

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

Action Steps

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

- **Support and strengthen the excellent faculty** as a cadre of teacher-scholars at Georgia Southern University through increasing the percentage of faculty with terminal degrees, quantity and quality of faculty scholarship, and rewards for excellence in teaching, scholarship, and service.
- **Assertively market Georgia Southern University academics**, aggressively tell the Georgia Southern University story, target "first-tier" status among comprehensive universities as measured by "best colleges" publications, and attain external validation of our programs through national accreditations and other recognition.
- **Cultivate an academic environment** exemplified by high expectations, engagement, self-directed academically-motivated students, scholarly faculty, cutting-edge technology, a physical campus that symbolizes the pursuit of academic excellence, and a commitment to wellness. Recognize that high-quality faculty scholarship and teaching are intimately and positively related to the recruitment and retention of high-quality students.
- **Make available the University's intellectual resources** to all of its stakeholders, providing in-person and on-line access to the Library's holdings and facilities, the University's own data, and the expertise of University students, faculty, and staff, thereby creating additional opportunities for active and experiential learning, service to the community, and research.

..... **Student-Centered University**

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

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

Strategic Objectives

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

Action Steps

- **Provide a rich, on-campus residential experience** for all students who desire it. Create residential opportunities that will attract first-time, full-time freshmen to live on campus. Continue to improve the First Year Experience. Provide up-to-date technology and physical facilities to enhance both in-class and out-of-class learning experiences. Increase resources and enter into public-private partnerships to enhance residential life experience on and near the University campus.
- **Convey high expectations** for academic achievement, appropriate behaviors, and time spent on task. Assist students in the development of an informed set of values, ethics, and beliefs. Foster a campus climate that promotes student affective development, healthy lifestyles, personal maturation, civility, and respect. Empower students to develop their own ideas, be innovative, and actively search for means to address their needs, fulfill their responsibilities, and prepare themselves for a career.
- **Promote engagement of students, faculty, staff, and administrators** in events, activities, and scholarship. Provide opportunities for meaningful interaction among members of the University community by offering cultural, athletic, entertainment, and social events that complement a positive collegiate experience. Offer a wide array of study-abroad and cultural exchange opportunities for students and faculty.
- **Consistently assess the quality of student interactions with all on-campus service units** from the divisions of Academic Affairs, Business and Finance, Information Technology, Student Affairs and Enrollment Management, and University Advancement, 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 are found across the globe or in the same neighborhood. As used in this document, transcultural refers not only to international experiences but to the variety of diverse cultures that are part of the University and the region. The definition of transcultural is being broadened to include issues of gender diversity as well. Georgia Southern University wants our students, faculty and staff to experience and become comfortable with a wide range of cultural environments. The University also wants to play a leading role in exposing the larger regional community to these diverse cultures. Transcultural experiences should be explored and celebrated as an integral component of the University's learning experience.

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

Strategic Objectives

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

Action Steps

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

..... Private and Public Partnerships

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

Developing public and private support for quality enhancement and service initiatives - through gifts, grants, contracts, or collaborative ventures - is crucial to achieving goals of greatness. Georgia Southern University's Centennial in 2006 has been 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. A capital campaign, the Campaign for National Distinction, was completed during the Fall 2006 and coincided with the launch of 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 engagement. The physical environment encompasses all of the facilities, infrastructure, and land areas that support and enhance the educational, recreational, residential, and environmental aspects of the University. It includes scheduling and building use, maintenance, traffic flow, safety, and the placement of new campus facilities.

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

Strategic Objectives

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

Action Steps

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

Levels of Planning, Program Analysis, and Timeline

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

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

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

Level III was the creation of implementation plans for academic units and administrative support units. These plans were initiated during academic year 2000-2001 and completed 2002-2003. Revisions and new components of these plans are provided through the processes of unit assessments under each Vice President's guidance. Formal plans have been reviewed through an Assessment Inventory Review in 2002-03, Institutional Effectiveness Plans in 2004-05, and Evidence Based Decision-Making Plans in 2005-06.

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

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

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

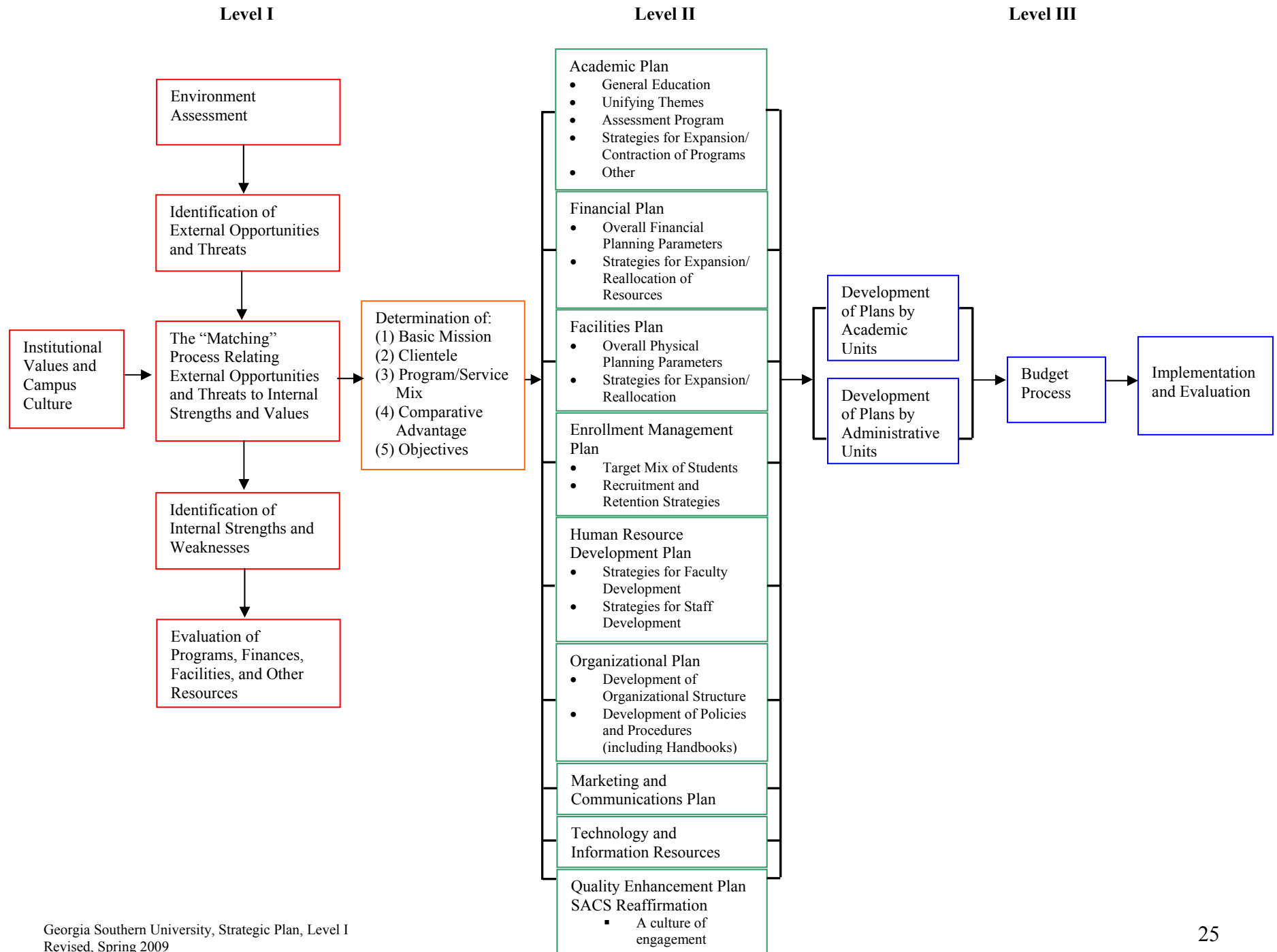
Conclusion

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

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

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

Levels of Planning





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