
Gordon College

General Information



Lambdin Hall, completed in 1908 and renovated in 1976, has been designated a historical landmark. Most of the college's administrative offices are located there including the President's and Foundation Office, Academic Affairs, Admissions, Financial Aid, Business, Human Resources, and Registrar.

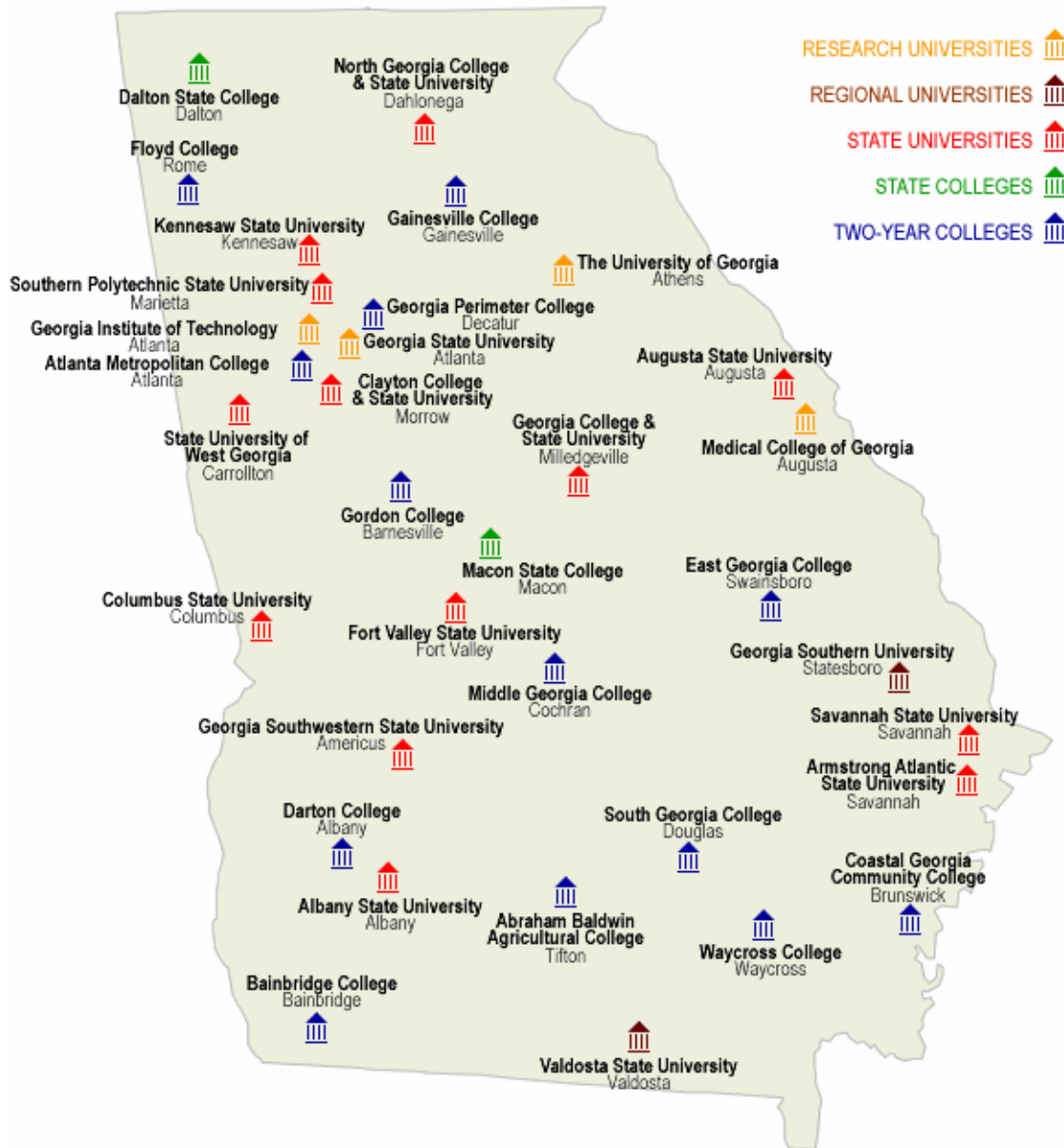
The Mission of Gordon College

Gordon College joined the University System of Georgia in 1972 as an associate level institution with a distinctive legacy of excellence in scholarship and service. From its founding in 1852, Gordon has grown and changed, not only in response to, but also in anticipation of, the educational needs of its community. Gordon's scope of influence now extends beyond the surrounding rural areas to include the rapidly growing suburban areas south of Atlanta, east of Columbus, and north of Macon. This area of Georgia is a community in flux, rural yet suburban, rich in diversity, reflecting the extremes in economic and population growth. Gordon College exists to provide educational and cultural opportunities both within and beyond this area. The mission of Gordon College, therefore, is to:

1. Prepare students for transfer into and success in baccalaureate and professional degree programs through the college transfer program;
2. Prepare students for entry into and success in specific occupations and careers through the Associate of Science in Nursing and Associate of Applied Science degree programs;
3. Strengthen the academic skills of students otherwise unprepared for entry-level college work through the Learning Support program; and
4. Serve the community by providing opportunities for life-long learning and professional development through Community Service programs.

Gordon College is dedicated to providing a superior climate of learning through excellence in instruction, attention to students' needs, and cooperation with other agencies to enhance Gordon's own resources. The College further commits itself to assembling a faculty with excellent credentials that is dedicated to teaching and active in the pursuit of scholarship.

University System of Georgia



Gordon College is part of the University System of Georgia, administered by a Board of Regents, created in 1931 to unify public higher education in Georgia for the first time under a single governing and management authority. The Governor appoints members to the Board who each serve 7 years. Today the Board of Regents is composed of 16 members, 5 of whom are appointed from the state-at-large, and 1 from each of the 11 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System.

The board oversees 34 institutions: which together enroll more than 200,000 students and employ more than 9000 faculty and 30,000 employees to provide teaching and related services to students and communities throughout Georgia.

Gordon College Historical Highlights

- 1852** Legislature chartered Barnesville Male and Female High School.
- 1872** The citizens of Barnesville established Gordon Institute under the Charter of 1852 as a preparatory school and primary school with Charles A. Lambdin and Azmon A. Murphy as organizers and Associate Principals. The Institute opened with 16 pupils.
- 1874** Alice Wooten became the first graduate of Gordon Institute. Enrollment exceeded 150 students.
- 1878** Charles E. Lambdin became the first president of Gordon Institute. Enrollment numbered 200.
- 1880** The first Gordon library formally opened.
- 1890** The Military Department was established.
- 1908** Lambdin Hall built.
- 1918** Over 650 Gordon graduates served in World War I. Gordon had 260 commissioned officers serving, the second highest number for any preparatory school in the country and the highest percentage. Eighteen Gordon graduates and faculty were killed in action.
- 1928** Gordon Institute advanced its curriculum to the rank of Junior College.
- 1933** Gordon Military High School and Junior College moved to the site of the former Georgia Industrial College, a 350-acre campus already containing administrative offices, classrooms, and lab equipment.
- 1941** Gordon Junior College was admitted to the Southern Association of Colleges and Schools.
- 1966** To facilitate transfer the college began conferring Associate of Arts Degrees.
- 1972** Gordon Military College joined the University System of Georgia as Gordon Junior College, with Dr. Jerry Williamson as President.
- 1973** A Nursing Program to prepare students for the R.N. Licensure exam was begun.
- 1975** Enrollment topped 1000 for the first time in the history of the college.
- 1978** The Dorothy W. Hightower Library opened.

- 1987** Gordon Junior College became Gordon College.
The endowment topped \$1,000,000.
- 1989** An Economic Study estimated the immediate impact of the college on the seven county area to exceed \$20,000,000 annually.
- 1990** A faculty and staff committee developed a new Mission Statement for the college, approved by the faculty April 9, 1990.
- 1993** The Gordon College Foundation committed to pay for the first year of a Baccalaureate Nursing program, and the College began to move toward a divisional structure in preparation for four-year status.
Enrollment topped 2000 for the first time, as Gordon became the fastest growing institution in the University System of Georgia.
- 1994** Governor Zell Miller broke ground for the new dormitory building and construction began.
- 1995** The Gordon College Foundation Endowment topped \$2,000,000.
- 1998** The Pedestrian Underground Passage and Amphitheatre completed.
- 1999** Approval for the new Technology Complex.
- 2000** Atrium area added to the Student Center
- 2001** Dr. Sherman R. Day served as Interim President
The Faculty Senate and Staff Council were established.
Enrollment topped 3000.
- 2002** Dr. Lawrence Weill inaugurated as the 2nd President of Gordon College under the University System of Georgia.
Ropes course addition to the athletic complex completed.
Completion of The Instructional Complex, adding 100,000 square feet of state- of-the-art classrooms, laboratories, and faculty offices.
Offices of Community Education and Institutional Advancement established.
- 2003** Instructional Complex opened for use.
Enrollment increased nearly a fall 2003 total of 3415.
ICAPP Grant \$346,000 to support LPN to RN Bridge program, grant for students currently working in related health care fields to return to school.
\$30,000 Strengthening Institutions Planning Grant under Title III of the Higher Education Act.

Hightower Library received an estimated 20,000 volumes of books and dozens of boxes of microfilm from the former Tift College in Forsyth.

2004 Gordon's nursing program marks its thirtieth anniversary.

Completion of Russell Hall renovation, including modernization of classroom facilities and faculty offices and addition of a conference room.

Construction to begin on a new student residence complex, to add 459 new beds, due for completion in August 2005.

Five Year Strategic Plan

During the 2003-2004 academic year, Gordon College's students, faculty, and administration collaborated to develop a strategic plan for the five year period from 2003 to 2008. Led by the President and the Faculty Senate Planning Committee, the college community developed a plan which incorporated the following strategic priorities:

Strategic Priority One: Quality Instruction

Gordon College will maintain a high quality instructional program with excellence in teaching as its defining characteristic.

Strategic Priority Two: Community Education

Gordon College will provide quality community education training and non-degree programs that are responsive to local economic, workforce, and cultural needs.

Strategic Priority Three: Enrollment and Student Support

Gordon College will provide quality enrollment management and student support programs.

Strategic Priority Four: Faculty and Staff

Gordon College will enhance effectiveness through strategic personnel initiatives which promote the highest quality faculty and staff.

Strategic Priority Five: Educational Technology

Gordon College will be a leader in the integration of technology with teaching and learning.

Strategic Priority Six: Facilities and Administrative Technology

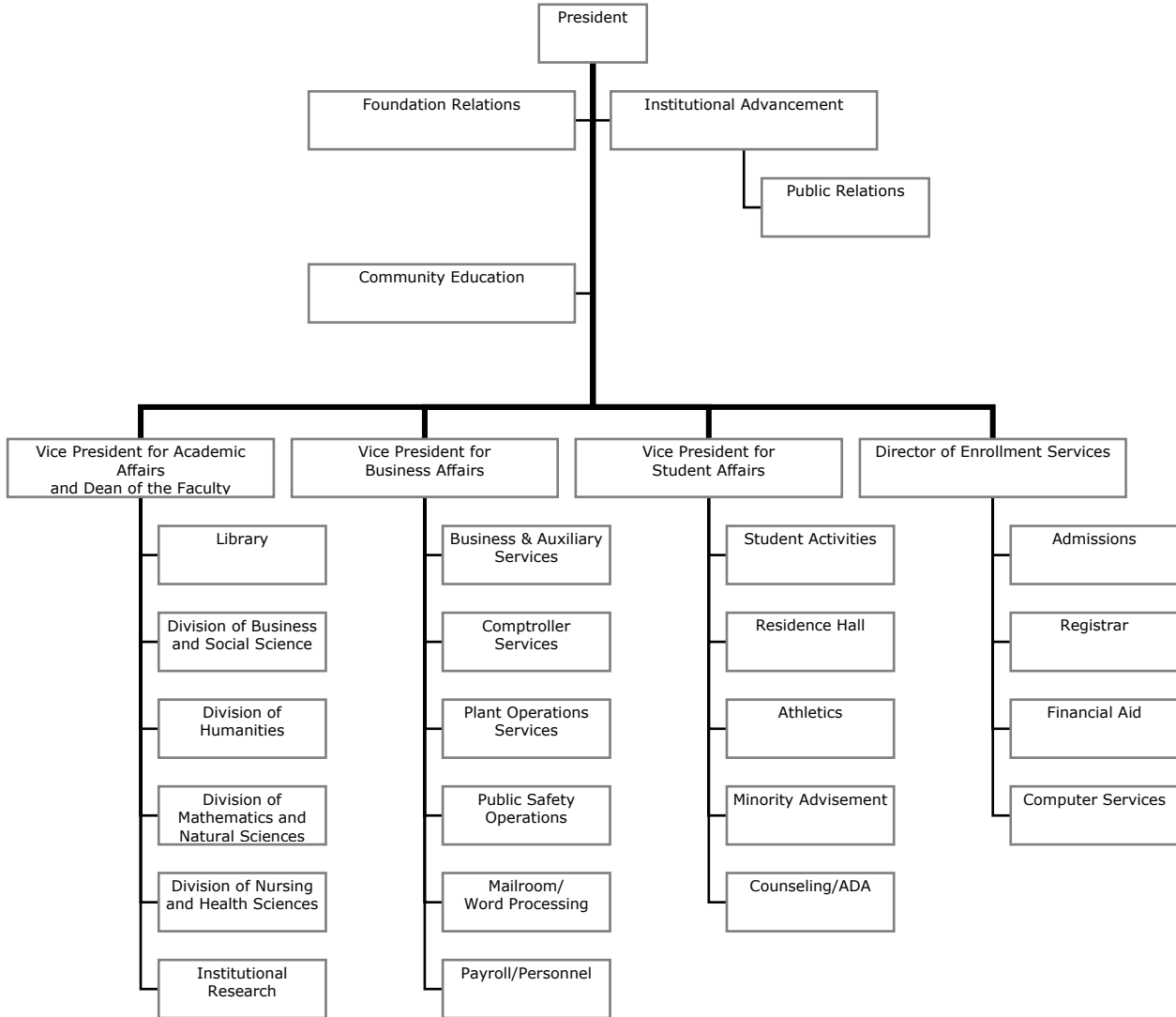
Gordon College will acquire and maintain equipment, facilities, and systems that improve effective operations and respond to growth and changing needs in a safe and hazard free environment.

Strategic Priority Seven: External Relations

Gordon College will pursue external relations which increase both enrollments and philanthropic contributions.

The full text of the strategic plan is located at
<http://www.gdn.edu/Research/StrategicPlan.pdf>

Gordon College Organization Chart



Gordon College Administration

President:	Dr Lawrence Weill
Vice-President for Academic Affairs:	Dr. Robert Vaughan
Vice-President for Business Affairs:	Mr. Jerry Turner
Vice-President for Student Affairs (Interim):	Dr. DeWitt Moore
Director of Enrollment Services:	Dr. Patricia Lemmons
Director of Institutional Advancement:	Mrs. Rhonda Toon
Director of Institutional Research:	Dr. Alan Burstein
Director of Human Resources:	Ms. Peggy Warren
Chair, Division of Business & Soc. Sciences:	Dr. Jonathan House
Chair, Division of Humanities:	Dr. Richard Baskin
Chair, Mathematics and Natural Sciences:	Dr. DeWitt Moore
Chair, Nursing and Health Sciences (Interim):	Ms. Patsy Brown
Registrar:	Ms. Janet Barras
Head Librarian:	Ms. Nancy Anderson
Director of Computer Services:	Mr. Jeff Hayes
Director of Financial Aid:	Mr. Larry Mitcham
Director of Admissions:	Mr. Brian Gipson
Director of Plant Operations:	Mr. Richard Vereen
Director of Residence Life:	Ms. Tonya Coleman
Chief of Public Safety/Security:	Captain Charles Head

College Faculty

Marlin C. Adams, Associate Professor of Art, B.A., M.F.A., Brigham Young University.

John P. Barnard, Assistant Professor of Instructional Technology, B.S., Regents College, M.Ed., Ph.D., Arizona State University.

Richard Baskin, Chair for Division of Humanities and Associate Professor of English, B.A., University of Texas, M.A., University of North Texas, Ph.D., University of Tennessee.

Kris Beck, Assistant Professor of Political Science, B.A., University of Chicago, M.A., Ph.D. University of Iowa.

Teresa A. Betkowski, Assistant Professor of Developmental Mathematics, B.A., Jersey City State College, M.Ed., William Paterson College.

Julia A. Blackwell-Marmer, Assistant Professor of Nursing, B.S.N., Georgia State University, M.S.N., Kennesaw State University.

C. Peter Boltz, Assistant Professor of Speech, B.A., M.A., University of South Carolina; Ph.D., University of Utah.

Michael W. Borders, Assistant Professor of Psychology, B.S.Ed., Georgia Southern University, M.Ed., Ed.S., Georgia State University, Ed.D., Nova University.

Darren K. Broome, Assistant Professor of Spanish, B.B.A., University of Georgia, M.A., Florida State University, A.B.D., University of Alabama.

Patsy H. Brown, Interim Chair of the Division of Nursing and Health Sciences and Associate Professor of Nursing, B.S.N., Georgia College, M.S.N., Georgia State University.

Donald C. Butts, Professor of History, A.B., Davidson College, M.A., Ph.D., Duke University.

Susan W. Byars, Assistant Professor of Learning Support Mathematics, A.B., Tift College; M.Ed., Georgia Southern College; Ed.S., West Georgia College.

Rictor (Ric) L. Calhoun, Associate Professor of Business, B.A., M.B.A., Ed.D., University of Georgia.

Allyson M. Carter-Hattermann, Assistant Professor of Physical Education, B.S., Eureka College, M.S., The University of Mississippi.

Caroline R. Collins, Assistant Professor of English, B.A., Quincy College, M.F.A., Ph.D., University of Arkansas.

Debra A. Conaway, Assistant Professor of Nursing, B.S.N. Edinboro University; M.A., Rider University; M.S.N., University of Alabama-Huntsville.

Gary P. Cox, Professor of History, A.B.J., University of Georgia, M.S., Ph.D., University of Virginia.

Joan S. Cranford, Assistant Professor of Nursing, B.S.N., M.S.N., University of Alabama at Birmingham.

Chad L. Davies, Assistant Professor of Physics, B.S., Southern Oregon State College, Ph.D. University of Florida.

James R. Davis, Professor of Accounting, B.B.A., M.P.A., Ph.D., Georgia State University.

Kathy E. Davis, Assistant Professor of Nursing, B.S.N., Clayton College and State University, M.S.N., Kennesaw State University.

Maria Cristina Fermin-Ennis, Assistant Professor of Chemistry, B.S., Ateneo De Manila University, Ph.D. Wesleyan University.

Luanne M. Fowler, Professor of Psychology, B.S.H.E., M.A., Ph.D., University of Georgia.

Allen G. Fuller, Associate Professor of Mathematics, B.S., M.S., Ph.D., Emory University.

Allan A. Gahr, Associate Professor of Chemistry, B.S., SUNY Oneonta, M.A., SUNY Plattsburg, M.S., University of Southern California, Ph.D., Clarkson University.

Susan G. Glenn, Assistant Professor of Computer Science, B.F.A., University of Georgia, M.S., Southern Polytechnic University, Ph.D., University of Georgia.

Stephen M. Greenwald, Professor of Biology, B.A., Bellarmine College, Ph.D., Duke University.

Karen A. Guffey, Assistant Professor of Spanish, B.A., Bob Jones University, M.A., University of Georgia, Ph.D., University of Kentucky.

Gloria M. Henderson, Professor of English, B.A., Hendrix College, M.A., Vanderbilt University, Ph.D., Georgia State University.

Susan K. Hendricks, Assistant Professor of Learning Support, B.A., M.Ed., Columbus College.

Anna D. Higgins, Associate Professor of English, B.A., University of North Carolina at Greensboro, M.A., Appalachian State University, Ph.D., University of Tennessee.

Jason G. Horn, Associate Professor of English, B.A., Fort Lewis College, Ph.D. University of Colorado.

Jonathan M. House, Chair of the Division of Business and Social Sciences and Professor of History, A.B., Hamilton College, M.A., University of Michigan, M.M.A.S., U.S. Army Command & General Staff College, Ph.D., University of Michigan.

Linda L. Hyde, Assistant Professor of Biology, B.A., University of Delaware, Ph.D., North Carolina State University.

Daniel J. Jackson, Jr., Associate Professor of Chemistry, B.S., Canisius College, Ph.D., Georgia Institute of Technology.

David A. Janssen, Assistant Professor of English, B.A., M.A., Portland State University, Ph.D., University of Georgia.

Joscelyn A. Jarrett, Associate Professor of Mathematics, B.A., Fourah Bay College, M.S., University of Toronto, Ph.D., University of Iowa.

E. Hutchinson (Hutch) Johnson, Professor of History, B.A., M.A., Florida State University, Ph.D. Auburn University.

Satyajit Karmakar, Assistant Professor of Mathematics, B.S., University of Burdwan, India, M.S., Bhagalpur University, India, M.S., University of Colorado, Ph.D., University of Wisconsin.

Barry L. Kicklighter, Assistant Professor of Psychology, B.A., Harding University, M.A., Northeast Louisiana University, Ph.D., University of Louisiana.

Linda Ann Kucher, Assistant Professor of Nursing, B.S.N., Wesley College, M.S.N., Wilmington College.

Gary B. Lewellen, Assistant Professor of Mathematics, B.A., M.A., Georgia State University, Ph.D., Georgia Institute of Technology.

Joseph A. Mayo, Professor of Psychology, B.A., Bloomsburg University, M.A., Ed.D., West Virginia University.

Karen B. McCarron, Associate Professor of Accounting, B.B.A., The College of William and Mary, M.A., Ph.D., the University of Alabama.

Travis J. McClanahan, Assistant Professor of Physical Education, B.S., M.A., Tennessee Technological University.

Michelle McCormick, Assistant Professor of Sociology, B.A., M.A., California State University – Northridge, M.A., Ph.D., University of California – Los Angeles.

Mark C. Milewicz, Assistant Professor of Political Science, B.A., Jacksonville State University, M.A., Ph.D., University of Alabama.

Mary Alice Money, Professor of English, B.S., M.A., University of Tennessee, Ph.D., University of Texas at Austin.

N. DeWitt Moore, Jr., Chair of the Division of Mathematics and Natural Sciences and Professor of Mathematics, B.S.Ed., M.Ed., Georgia Southern College, Ed.D., University of Georgia.

Rhonda R. Morgan, Professor of Business, B.S., Columbus College, M.Ed., Ed.S., West Georgia College, Ed.D., University of Georgia.

Diane B. Morris, Assistant Professor of Nursing, B.S., M.S.N., Georgia State University.

Masoud Nourizadeh, Assistant Professor of Art, B.F.A., M.A., Arkansas State University, M.F.A., University of Mississippi, Ph.D., Ohio University.

Gail Parsons, Assistant Professor of History, B.A., M.A., University of Missouri, Ph.D., University of California – San Francisco.

Laura B. Patton, Associate Professor of Nursing, B.S.N., Florida A&M University, M.N. Emory University.

Michele D. Perry-Stewart, Assistant Professor of Learning Support English, B.A., M.A., Albany State University.

Alan P. Peterson, Associate Professor of Physical Education, B.S., Miami University, M.A., Eastern Kentucky University, Ed.D., Oklahoma State University.

Eugene B. Phillips, Assistant Professor of Reading, B.A., M.Ed., Georgia State University, Ed.D., University of Georgia.

Carol Anne Purvis Assistant Professor of Nursing, B.S.N., Incarnate Word College, M.Ed., Boston University, M.S.N., University of Texas Health Science Center.

Stephen A. Raynie, Assistant Professor of English, B.A., University of Illinois, M.A., University of Missouri, Ph.D., Louisiana State University.

Dan S. Robbins, Assistant Professor of Theatre, B.F.A., Texas Christian University, M.A., Texas Woman's University, Ph.D., University of Texas at Austin.

Jeffery Rogers, Assistant Professor of History, A.S., Darton College, B.A., University of Georgia, M.A., A.B.D., University of South Carolina.

Jacqueline H. Ruff, Assistant Professor of Learning Support Mathematics, B.S.Ed., University of Georgia, M.Ed., Columbus College.

Mark W. Salata, Assistant Professor of Biology, B.S., Pennsylvania State University, M.S., University of Rochester, Ph.D., University of Virginia.

Evelyn M. Schliecker, Assistant Professor of Psychology, B.A., M.A., Ph.D., Concordia University.

Richard W. Schmude, Jr., Associate Professor of Chemistry, B.A., M.S., Ph.D.
Texas A&M University.

Lynnette S. Smyth, Assistant Professor of Economics, B.A., University of
Tennessee, M.A., University of Missouri, M.A., Ph.D., Rutgers University.

Theresa R. Stanley, Assistant Professor of Biology, B.S., University of California,
M.S., Ph.D., University of Illinois.

Pamela M. Terry, Assistant Professor of Psychology, A.B., M.S., Ph.D.,
University of Georgia.

E. Marvin Thomas, Professor of History, B.A., Auburn University, M.A.,
University of Georgia, Ph.D., Auburn University.

Richard C. Tsou, Assistant Professor of Biology, B.S., Tunghai University, M.S.,
Ph.D., University of Tennessee.

Jeffrey D. Weiss, Assistant Professor of Theatre, B.A., Southwest Baptist
University, M.F.A., University of Alabama.

Marchell (Mickie) R. Weldon, Assistant Professor of Learning Support
Mathematics, B.A., Florida State University, M.Ed., West Georgia College.

Jason M. Wester, Assistant Professor of English, B.A., University of Mississippi,
M.A., Kansas State University.

J. Jeffery White, Assistant Professor of Physical Education, B.S., Southwest
Missouri State University, M.Ed., Georgia College and State University.

Edward J. Whitelock, Assistant Professor of English, B.A., M.A., Millersville
University, Ph.D. Indiana University of PA.

Rhonda V. Wilcox, Professor of English, B.A., University of North Carolina at
Greensboro, M.A., Ph.D., Duke University.

Mary L. Wilson, Professor of Biology, B.S., M.S., Samford University, Ph.D.,
Auburn University.

Marguerite E. Wright, Assistant Professor of Nursing, B.S.N., Rutgers
University, M.S.N., Boston College.

Marwan Zabdawi, Assistant Professor of Mathematics, B.S., M.S., Michigan State
University, M.S., Ph.D., The University of Toledo.

Gordon College Foundation

The Gordon College Foundation was established to enhance Gordon College by supporting cultural enrichment programs and academic-based scholarships. Founded in 1973, the Foundation is composed of outstanding community leaders of business, industry, government, and the professions in the service area of the college.

Board of Trustees

Mr. Peter L. Banks, President
Mr. J. Joseph Edwards, Vice President
Mr. R. Dallis Copeland, Treasurer
Dr. Lawrence Weill, Secretary

Butts County

Mr. William K. Malone
Mr. Larry Smith
Mr. Richard W. Watkins, Jr.

Crawford County

Mr. Otha Dent

Fayette County

Mr. Dan T. Cathy
Mr. Woody Shelnett

Fulton County

Mr. Douglas B. Mitchell
Mr. Edward C. Mitchell
Mr. T. Rogers Wade

Henry County

Mr. Ronal Greer
Mr. A. J. "Buddy" Welch

Lamar County

Mr. Bruce Akins
Mr. Dewaine Bell
Mr. Andy B. Bush
Mr. George W. Butler
Mr. Robert V. Butler
Mr. Walter Geiger
Mr. James R. Matthews, Jr.
Mr. Cyrus M. Neuner
Mr. Joseph H. Penley
Mr. Douglas J. Tuttle

Meriwether County

Capt. Clifford P. Barnes

Monroe County

Mrs. Rosemary K. Evans
Rep. Curtis S. Jenkins
Mr. Robert O. Persons, Jr.

Rabun County

Mr. Tom T. Richardson

Spalding County

Mr. J. William Edwards
Mr. Sidney E. Jennette, Jr.
Mr. C. A. Knowles
Mr. Quimby Melton, Jr.
Mr. Jerry Savage
Mr. Henry Walker, III
Rep. John P. Yates

Upson County

Mr. Daniel W. Brinks
Mr. Kenneth E. Coggins
Mr. George H. Hightower, Jr.
Mr. Calvin S. Hopkins, III
Dr. W. Michael Oxford
Mr. George Reddick, Jr.
Mr. Jesse E. Rogers, Jr.
Dr. Mary Jean Simmons

Trustees Emeriti

Mr. Marvin Adams
Mr. Emmett L. Coleman
Dr. John B. Crawford
Mr. E. P. Roberts
Mr. J. Henry Wisebram

Publications

Gordon College has several publications during the year to better serve and inform students, faculty, staff, and the community about the purpose of and events at Gordon College. These publications include:

The Gordon College Academic Catalog – this catalog is updated and published each year. Contains such information as general policies, admissions requirements, financial aid information, fees and expenses, degree programs and transfer information, and other academic information.

The Gordon College Core Curriculum Handbook – a synopsis of the Academic Catalog that focuses on the core curriculum requirements of degree programs offered at Gordon College

The Gordon College Website – www.gdn.peachnet.edu

The Community Education Course Offerings. Published semesterly by Community Education listing course offerings, dates, times and cost. Also list payment and refund information.

The Bagpiper – Newsletter published collaboratively between Gordon College's Fine Arts and Lamar Arts. Highlights current and upcoming cultural arts events.

Gordon College Press - the student newspaper, newly instituted in 2002. The students write, edit and publish a monthly newspaper.

Gordon College Fact Book - an annual publication containing information, statistical data and projections for Gordon College, published by the Office of Institutional Research. (also available at www.gdn.edu)

President's Report - published annually by the office of Institutional Advance. Award winning Inaugural issue. Written to inform interested parties of progress and advancement at Gordon College, also contains photos and interviews with prominent alumni.

The Driftwood – an annual publication sponsored by the Literary Club and the Humanities Division. Staffed by members of the Literary Club. Students, faculty, and staff may submit original material for inclusion.

Nursing Brochure – published annually by the Division of Nursing. Used as a promotional tool for recruiting students.

The Guide to Residence Hall Living – Published by Residence Life. Contains information, rules and policies concerning living in Gordon College Residence Halls.

The Profile - published by Gordon College annually, paid for by the Foundation. Highlights of the College's and Foundation's accomplishments and achievements for the academic year.

Schedule of Classes - a collaborative publication between Academic Affairs and the other administrative offices. It contains list of course offerings/schedule per semester, deadline dates, fees, registration, drop/add and withdrawal information and more. (Also available on the web)

Theatre Information letters - These letters are mailed to schools (high school, middle, and elementary schools) in the surrounding counties, announcing the availability of mid-week matinees offered for the schools to attend.

Theatre Season Brochure - at the beginning of the Fall Semester the Theatre Department publishes a brochure of the planned plays/musicals for the year and is mailed to patrons who are on the mailing list.

Traffic Code - Published by Public Safety. List policies, registration procedures, fines and appeals, and other regulations concerning traffic and parking on campus property.

View Book - contains information about Gordon College, applications for admission and the Foundation Scholarship, list of buildings and a campus map, fee schedule, instruction for filing for financial aid. Published by the Admissions Office.

Search Book - published by the Admissions Office. Smaller version of the View Book, contains a tear off/mail back request for additional information.

Gordon Students



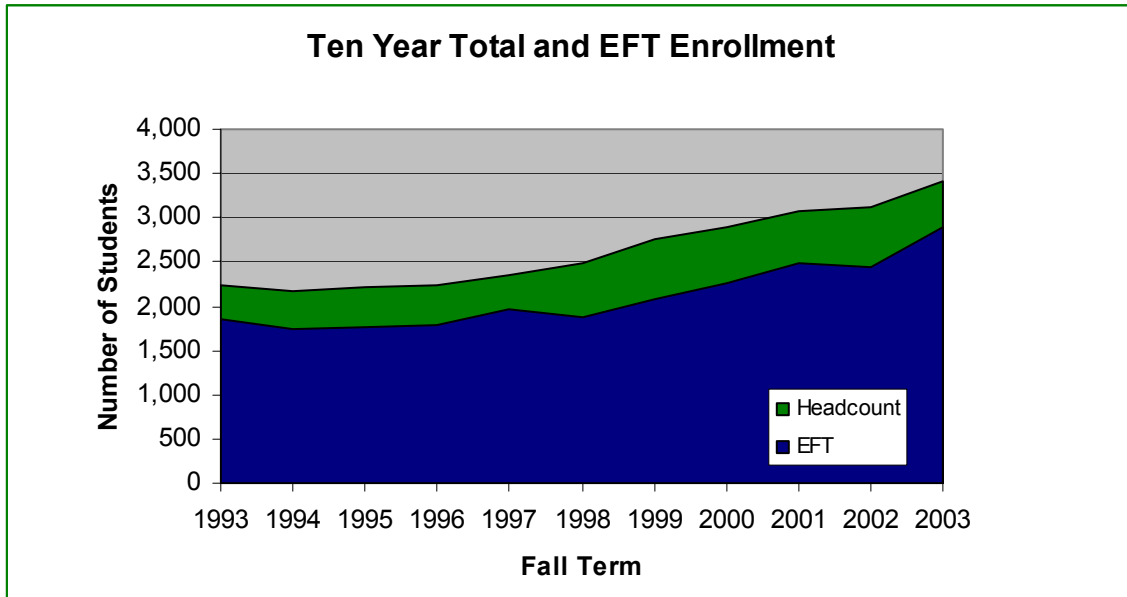
Construction begins in Summer 2004 on three new residential buildings, with projected opening date of August 2005. The three buildings will be located in the area of the old ball field at the intersection of Memorial Drive and Gordon Road. Totalling 459 beds, each building will contain 55,395 square feet.

Gordon Student Facts at a Glance

Fall Semester, 2003			
	Number of Students	Per Cent of Total	
Male Female	1203 2212	35.2% 64.8%	
Age under 21 Age 21-25 Age 26-40 Age over 40	2226 589 453 147	65.2% 17.2% 13.3% 4.3%	
White Black Hispanic Other	2434 806 65 110	71.3% 23.6% 1.9% 3.2%	
Freshman Sophomore Other	2298 1015 102	67.3% 29.7% 3.0%	
Full Time Part Time	2228 1187	65.2% 34.8%	
Atlanta Metro Other Georgia Out of State	2796 611 8	81.9% 17.9% 0.2%	
TOTAL STUDENTS	3415		

Ten Year Enrollments

- ✓ Gordon has maintained steady enrollment growth, with the Fall 2003 enrollment showing the highest growth rate in four years.

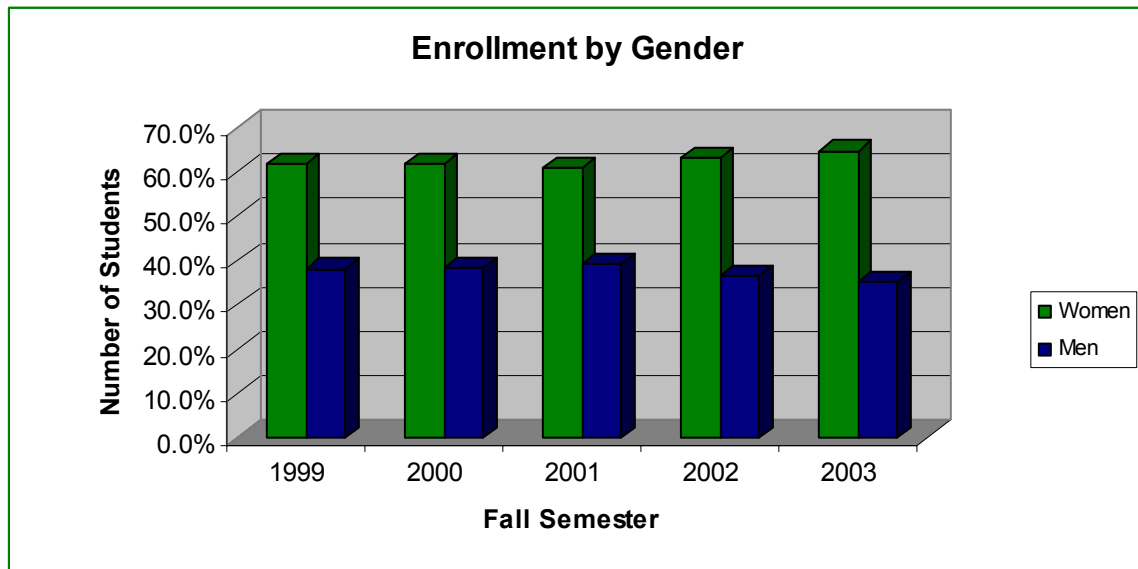


	Fall, 1993	Fall, 1994	Fall, 1995	Fall, 1996	Fall, 1997	Fall, 1998	Fall, 1999	Fall, 2000	Fall, 2001	Fall, 2002	Fall, 2003
Headcount	2,241	2,159	2,205	2,227	2,348	2,476	2,758	2,890	3,074	3,116	3,415
% Change		-3.7%	2.1%	1.0%	5.4%	5.5%	11.4%	4.8%	6.4%	1.4%	9.6%
EFT	1,846	1,729	1,759	1,775	1,968	1,885	2,085	2,268	2,495	2,436	2,898
% Change		-6.3%	1.7%	0.9%	10.9%	-4.2%	10.6%	8.8%	10.0%	-2.4%	29.0%

Headcount enrollment is an unduplicated count of all students enrolled in credit courses regardless of course load. It includes both full-time and part-time students. Full time students are defined as students enrolled for 12 credit hours or more during a semester. Beginning with Summer 2003, the University System of Georgia changed the definition of Equivalent Full Time enrollment to count once each student enrolled for 12 hours or more and add the total number of hours enrolled by part time students divided by 12.

Enrollment by Gender

- ✓ Women outnumber men more than 3 to 2 at Gordon.
- ✓ In Fall 2003, the ratio of women to men was at a five year high.

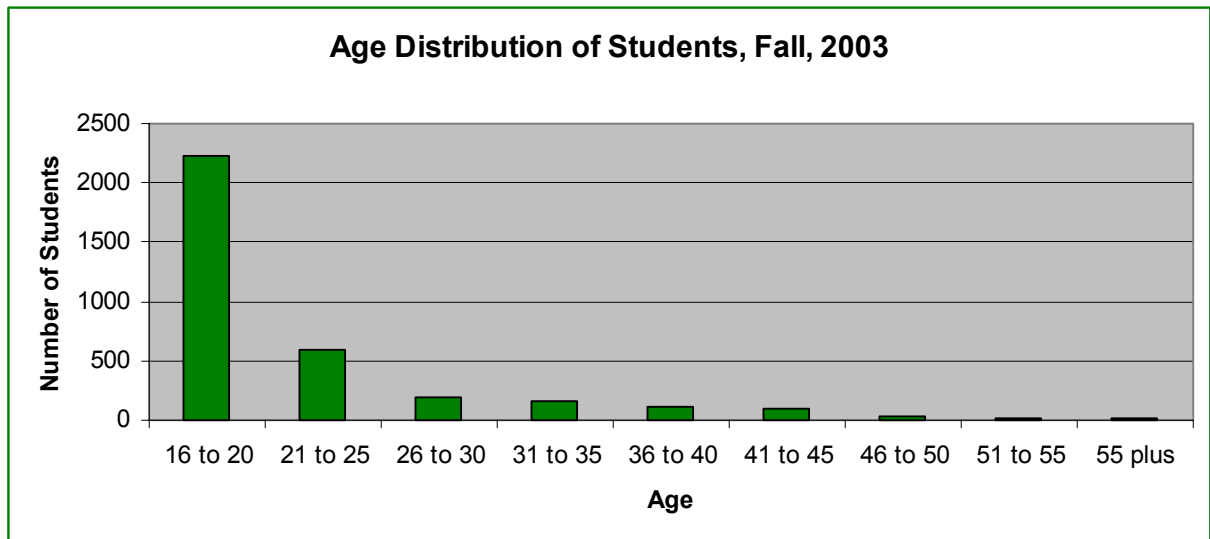


Fall Semester	1999	2000	2001	2002	2003
Women	1705	1785	1870	1971	2212
% Women	61.8%	61.8%	60.8%	63.3%	64.8%
Men	1053	1105	1204	1144	1203
% Men	38.2%	38.2%	39.2%	36.7%	35.2%
Total	2758	2890	3074	3116	3415

Source: University System of Georgia Semester Enrollment Reports

Age Distribution of Students

- ✓ Nearly two thirds of Gordon's students are under 21, reflecting Gordon's status as a two year college.
- ✓ A third of Fall 2003 enrollment growth was among students over age 25 resulting in an increase in the proportion of non-traditional students.

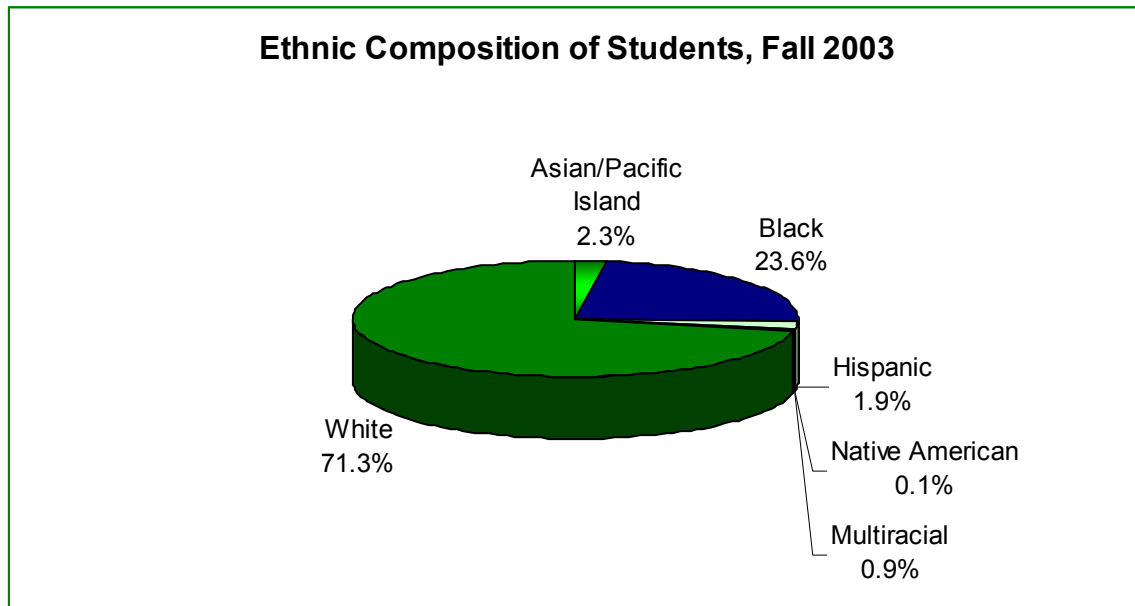


Age Category	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	55 plus
Number of Students	2226	589	189	158	106	92	29	14	12
Per Cent of Total	65.18%	17.25%	5.53%	4.63%	3.10%	2.69%	0.85%	0.41%	0.35%

Source: Gordon College Office of Institutional Research

Enrollment by Ethnicity

- ✓ Nearly a quarter of Gordon's students are African-American, while the small proportion of Asian and Hispanic students continues to grow.

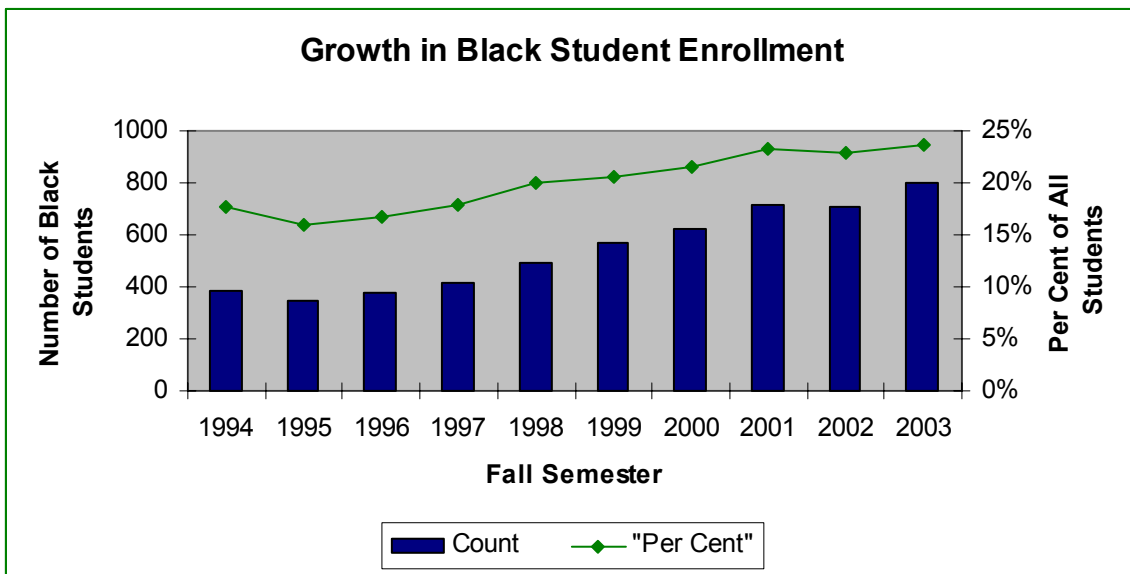


Self-reported Ethnic Category	Asian/Pacific Island	Black	Hispanic	Native American	Multiracial	White
Number of Students	78	806	65	2	30	2434
Per Cent of Total	2.28%	23.6%	1.90%	0.06%	0.88%	71.27%

Source: University System of Georgia Semester Enrollment Reports

African-American Enrollment

- ✓ African-American enrollment at Gordon closely reflects the racial composition of the counties from which Gordon draws most of its students.
- ✓ Gordon's graduation rate for African American students has consistently been the highest among two year colleges in the System.

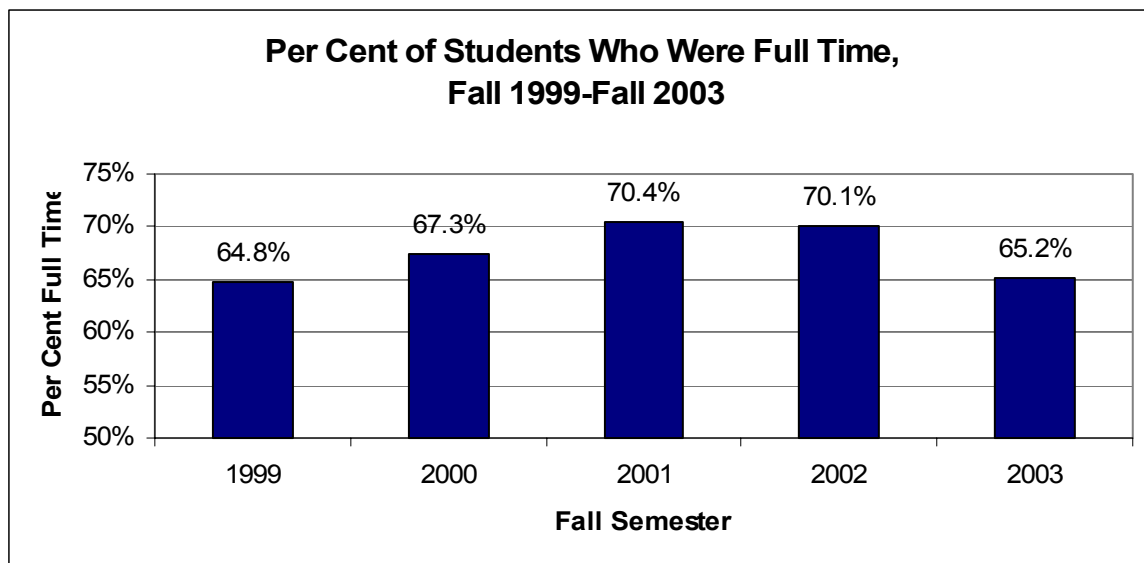


Fall Semester	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Number of Black Students	381	350	375	418	494	566	624	712	709	803
Per Cent of Total	17.6%	15.9%	16.8%	17.8%	20.0%	20.5%	21.6%	23.2%	22.8%	23.6%

Source: University System of Georgia Semester Enrollment Reports

Enrollment by Course Load

- ✓ Nearly two thirds of Gordon's students are full time.
- ✓ An increase in the proportion of part time students reflects growth in the number of non-traditional students at Gordon.



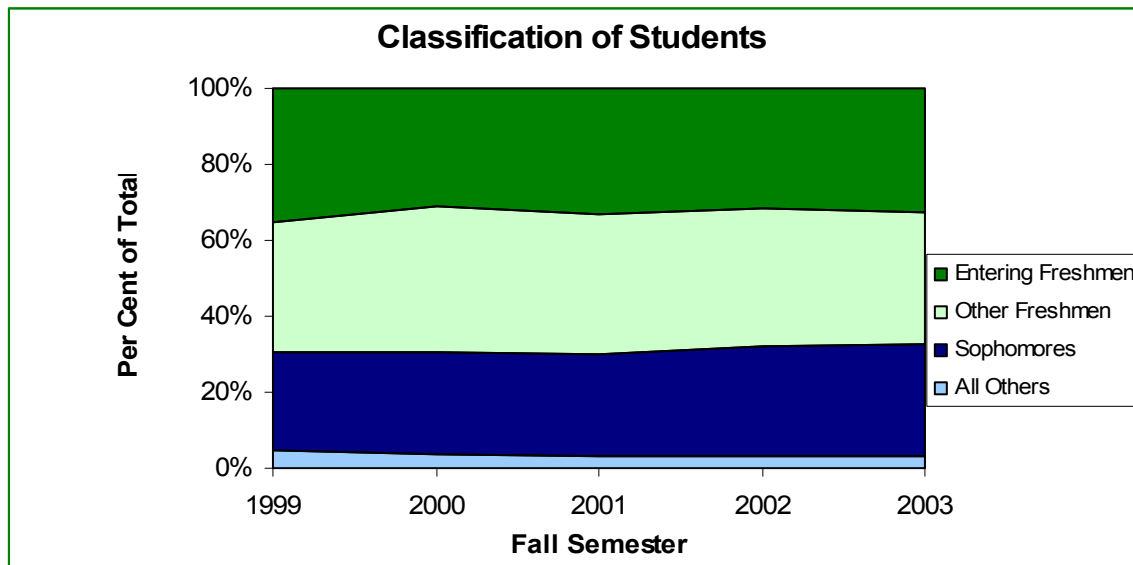
Fall Semester	1999	2000	2001	2002	2003
1-5 Hours	266	266	222	246	293
Per Cent	9.60%	9.20%	7.20%	7.90%	8.58%
6-11 Hours	704	678	688	687	894
Per Cent	25.50%	23.50%	22.40%	22.10%	26.18%
12-15 Hours	1429	1452	1607	1749	1840
Per Cent	51.80%	50.20%	52.30%	56.10%	53.88%
16 + Hours	359	494	557	434	388
Per Cent	13.00%	17.10%	18.10%	13.90%	11.36%
Total Headcount	2758	2890	3074	3116	3415

A student who takes 12 or more credit hours is considered to be full time.

Source: Gordon College Office of Institutional Research

Enrollment by Class Level

✓ Two thirds of Gordon's students are freshmen.



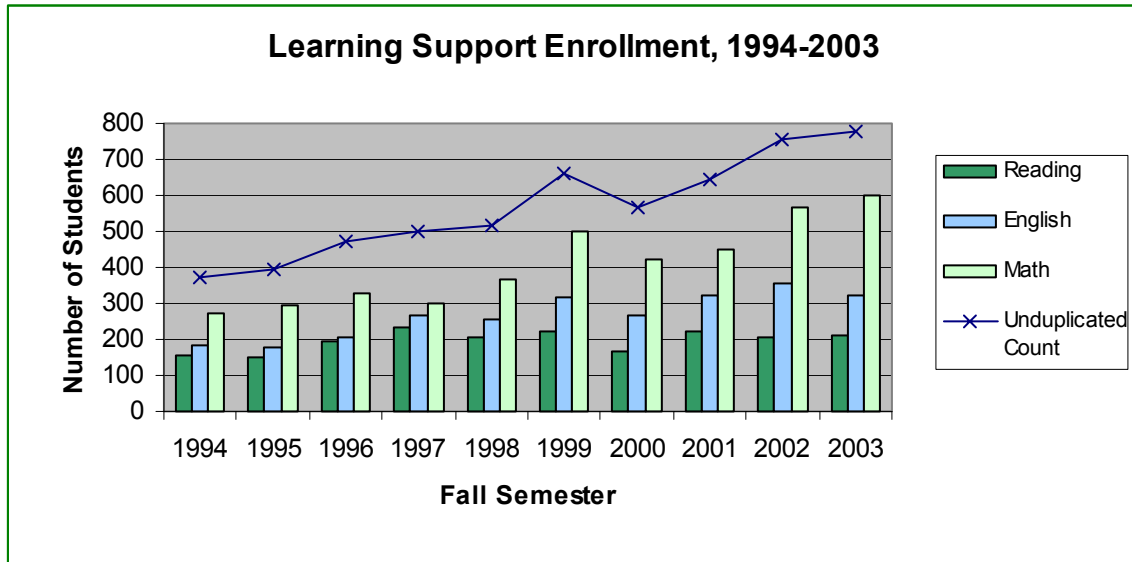
Fall Semester	1999	2000	2001	2002	2003
Entering Freshmen	970	898	1021	990	1122
All Freshmen	1913	2008	2144	2111	2298
Sophomores	716	772	837	910	1015
Transient	18	18	20	29	17
Other	111	92	73	66	85
Total Headcount	2758	2890	3074	3116	3415

Entering freshmen are students who entered college for the first time as joint enrollment, learning support, or regularly admitted students in Fall Semester, 2002. Freshmen are students who have earned less than 30 college credit hours while sophomores are students who have earned between 30 and 59 credit hours.

Source: University System of Georgia Semester Enrollment Reports

Learning Support Enrollment

- ✓ Over the last eight years, the proportion of Gordon students enrolled in learning support classes has remained between 20 and 25 per cent.



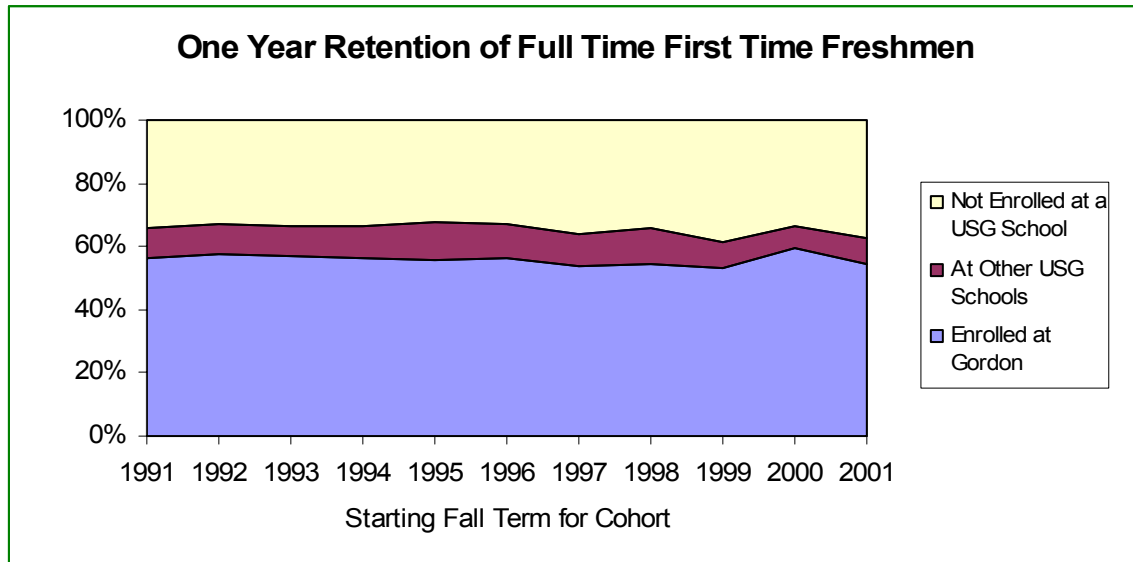
Fall Semester	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Reading	158	152	192	235	205	220	165	220	208	213
English	183	178	208	264	255	314	267	325	354	323
Math	270	293	329	302	365	501	423	452	569	602
Unduplicated Count	373	392	470	500	518	661	565	642	753	778
% of All Students	17.3%	17.8%	21.1%	21.3%	20.9%	24.0%	19.6%	20.9%	24.2%	22.78%

Learning support classes in Reading, English, and Math are designed to prepare students for success in their future college studies. They are an important component in fulfilling Gordon's mission of preparing students for transfer into and success in baccalaureate and professional degree programs.

Source: University System of Georgia Enrollment Reports and Gordon College Office of Inst. Research

Student Retention

- ✓ 50 to 60 per cent of full time entering freshmen remain enrolled at Gordon one year later.
- ✓ Nearly two thirds of full time entering freshmen remain within the University System one year after enrolling.

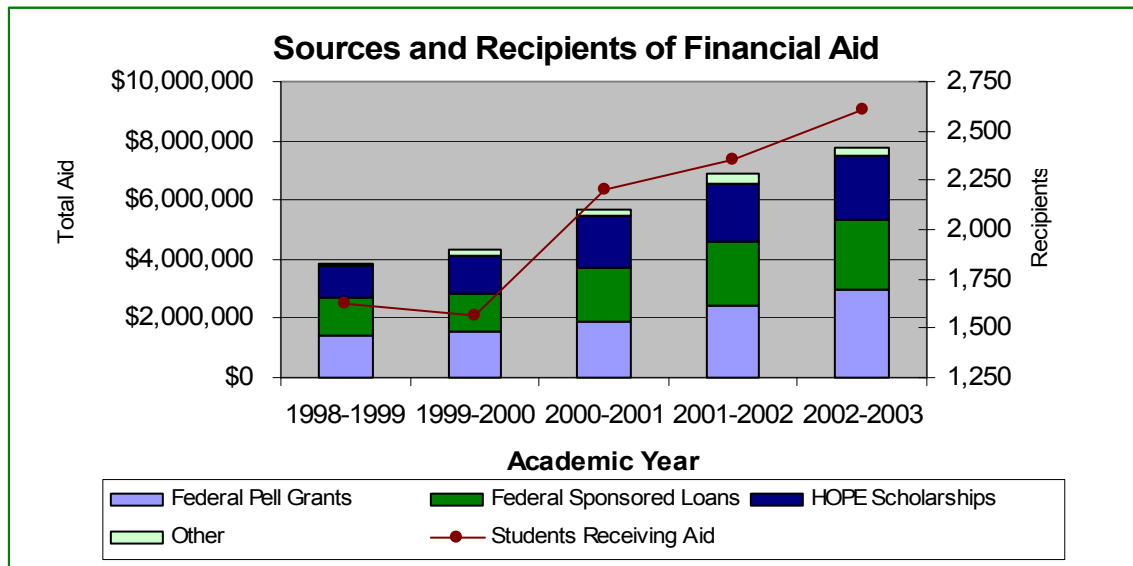


Start Term For Cohort	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Initial Cohort Size	582	659	570	629	641	827	771	876	844	990
One Year Later:										
Enrolled at Gordon	336	376	322	349	363	445	422	468	503	536
At Other USG Schools	54	62	55	77	69	85	84	68	60	85
Retention Rate at Gordon	57.7%	57.1%	56.5%	55.5%	56.6%	53.8%	54.7%	53.4%	59.6%	54.1%
Retention Rate within USG	67.0%	66.5%	66.1%	67.7%	67.4%	64.1%	65.6%	61.2%	66.7%	62.7%

During the 2003-2004 academic year, a retention task force developed a detailed retention plan, to be implemented starting Fall 2004, which will help Gordon attain its retention goal of 62.6% for the Fall 2006 cohort of Freshmen.

Financial Aid

- ✓ The proportion of Gordon students receiving some form of financial aid has grown steadily over the last four years and now exceeds 70 per cent.

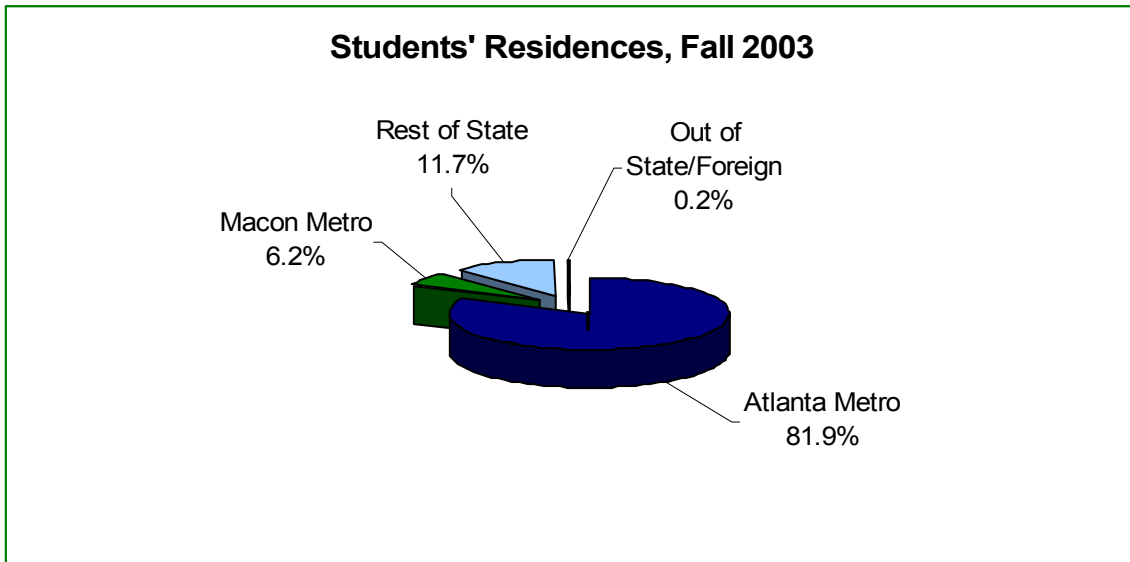


Academic Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Sources of Financial Aid					
Federal Pell Grant	\$1,394,727	\$1,568,364	\$1,906,360	\$2,463,213	\$2,969,666
Federal Sponsored Loan	\$1,294,277	\$1,285,868	\$1,803,057	\$2,163,989	\$2,376,090
Hope Scholarships	\$1,080,323	\$1,276,543	\$1,740,094	\$1,947,550	\$2,126,806
State Sponsored Loan	\$4,170	\$15,051	\$15,520		
Other	\$67,429	\$191,978	\$206,259	\$708,987	\$325,527
Total Financial Aid for Academic Year	\$3,840,926	\$4,337,805	\$5,671,290	\$7,283,739	\$7,798,089
Unduplicated Count of Students Receiving Aid in Fall Term	1,621	1,569	2,206	2,354	2,606
Per Cent of All Students Who Receive Aid	65.5%	56.9%	64.8%	65.9%	70.8%

Source: University System of Georgia Financial Aid Report

Residences of Students

- ✓ 99 per cent of Gordon's students come from within the state.
- ✓ Over 80 per cent of Gordon's students come from the Atlanta Metropolitan Area.
- ✓ As a residential college, Gordon drew students from 86 different Georgia counties.



Counties with 30 Students or More, Fall 2003								
Henry	Spalding	Fayette	Clayton	Upson	Lamar	Pike	Coweta	Butts
649	388	374	301	267	235	151	141	135
Monroe	Fulton	Dekalb	Bibb	Gwinnett	Meriwether	Cobb	Newton	Jasper
125	85	68	53	42	42	33	33	31

In 2003, the Atlanta metropolitan area was redefined to include Lamar County, Gordon College's home, and neighboring Pike County. These changes, along with the inclusion of neighboring Monroe County in the Macon Metropolitan Area, result in nearly ninety per cent of Gordon's students coming from the Atlanta and Macon Metropolitan Areas.

Source: Gordon College Office of Institutional Research

Academics



The Dorothy W. Hightower Library, (right), provides students a myriad of research tools and study space. Reference stacks, audio-visual material, periodicals, microforms, maps and charts are in proximity to the numerous reading areas. The Instructional Complex (left), opened in January 2003, features 100,000 square feet of state-of-the-art classrooms, laboratories, and faculty offices.

Degrees and Majors Offered

Transfer Degrees and Majors

Associate of Arts Degree

Art	English	Foreign Language	General Studies
History	Music	Political Science	Psychology
Social Work	Sociology	Teacher Education	Theatre (Drama)

Associate of Science

Agricultural and Environmental Sciences	Astronomy	Biological Sciences	Business Administration
Chemistry	Computer Science	Criminal Justice	Dental Hygiene
Diagnostic Medical Sonography	Forestry	Health and Physical Education	Health Information Management
Horticulture	Information Systems	Mathematics	Medical Technology
Nuclear Medicine Technology	Nursing	Occupational Therapy	Physician Assistant
Physical Science	Physical Therapy	Physics	Pre-Pharmacy
Radiologic Technology	Respiratory Therapy	Secretarial Science	

Career Degrees and Majors

Associate of Science in Nursing

Associate of Applied Science Cooperative Degrees

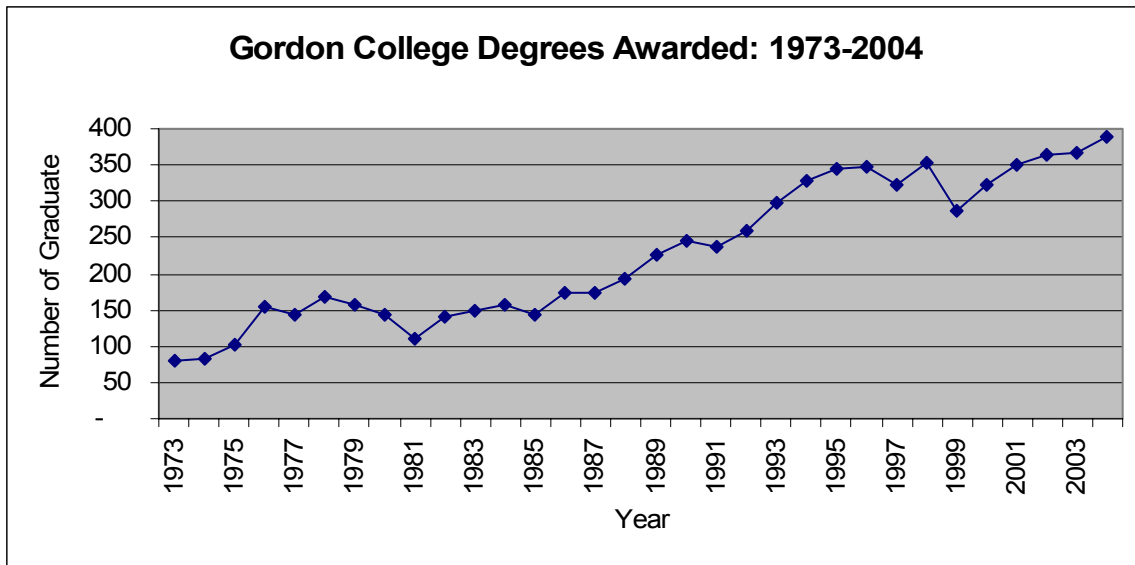
Offered in a variety of business, health care, service, and technology areas in cooperation with Griffin Technical College and Flint River Technical College

Through the college transfer program, students receiving the degree of Associate of Arts or Associate of Science may transfer their courses to another University System institution, continue their studies for an additional two years, and receive the baccalaureate degree. Additionally, Gordon offers career degrees aimed at preparing the student for direct entry into the workforce.

Source: Gordon College Academic Catalog

Degrees Earned

- ✓ 390 students graduated from Gordon in 2004, the highest number in the College's history.
- ✓ Over 80 per cent of Gordon's graduates finish with transfer degrees.

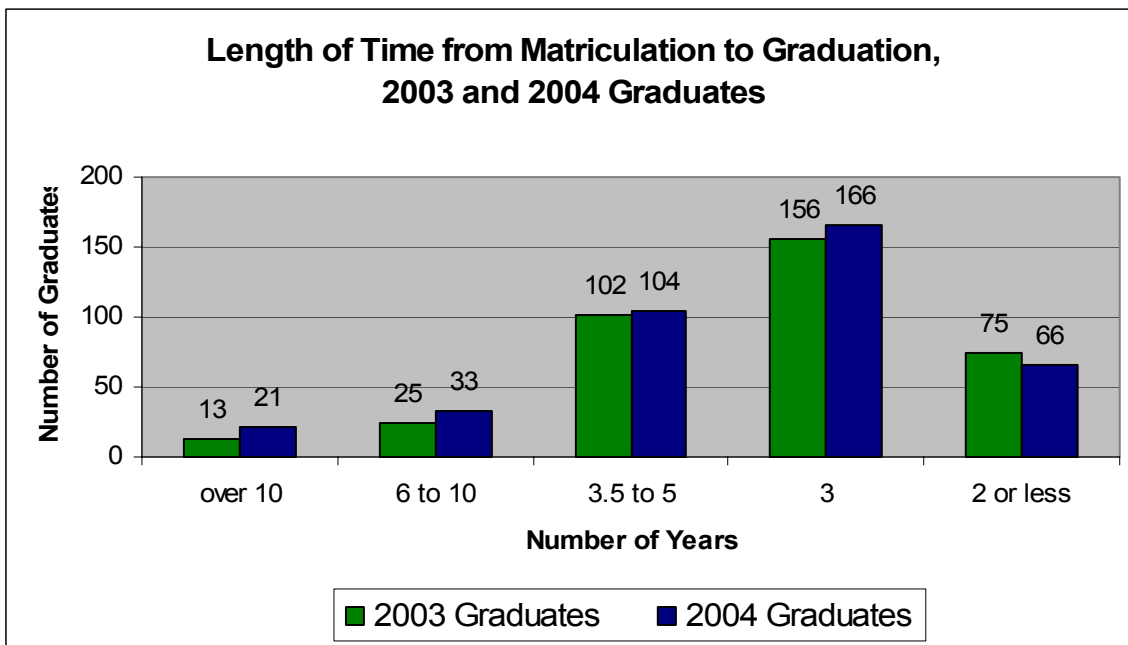


Degrees Awarded 2003 and 2004						
Date of Award	Assoc. of Applied Science (Co-operative)	Assoc. of Arts	Assoc. of Science	Assoc. of Science in Nursing	Assoc. of Applied Science (General Business)	Total Degrees Awarded
5/10/03	4	162	163	41	1	371
5/8/04	1	160	172	57		390

Source: Gordon College Office of Institutional Research

Time to Graduation

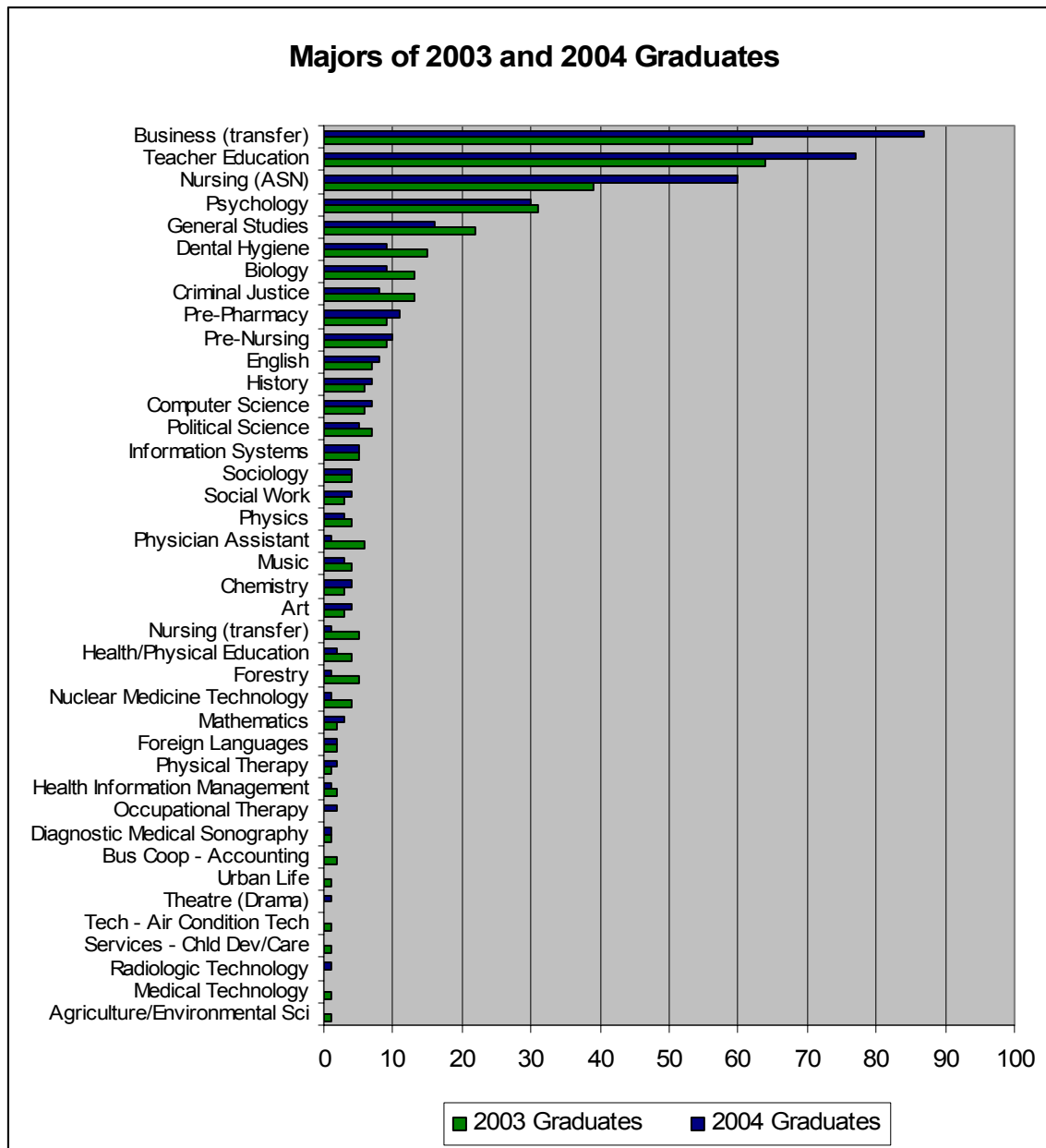
- ✓ Less than two thirds of Gordon's graduates completed their degrees within three years of matriculation.
- ✓ Mean time from matriculation to graduation was 3.8 years for Gordon's 2003 graduates and 4.1 years for 2004 graduates.



Source: Gordon College Office of Institutional Research

Graduates' Majors

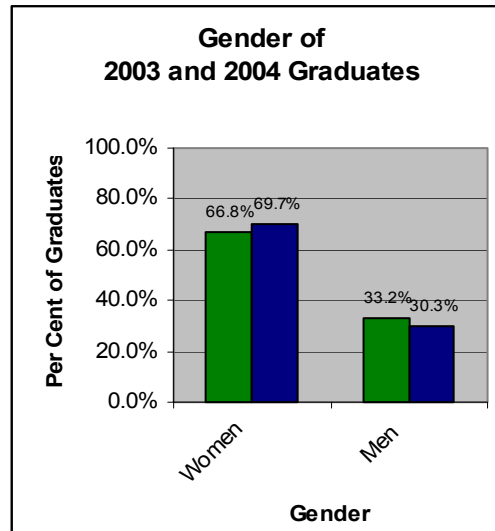
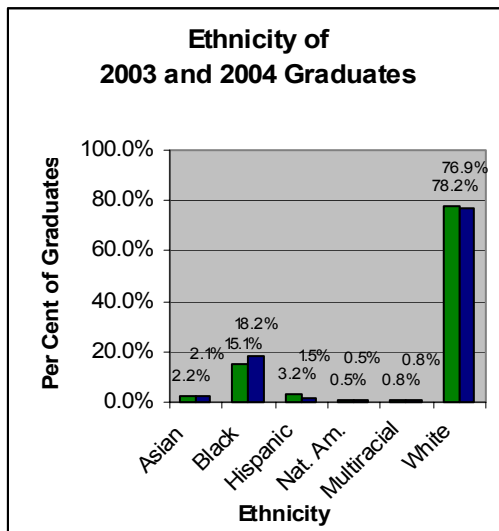
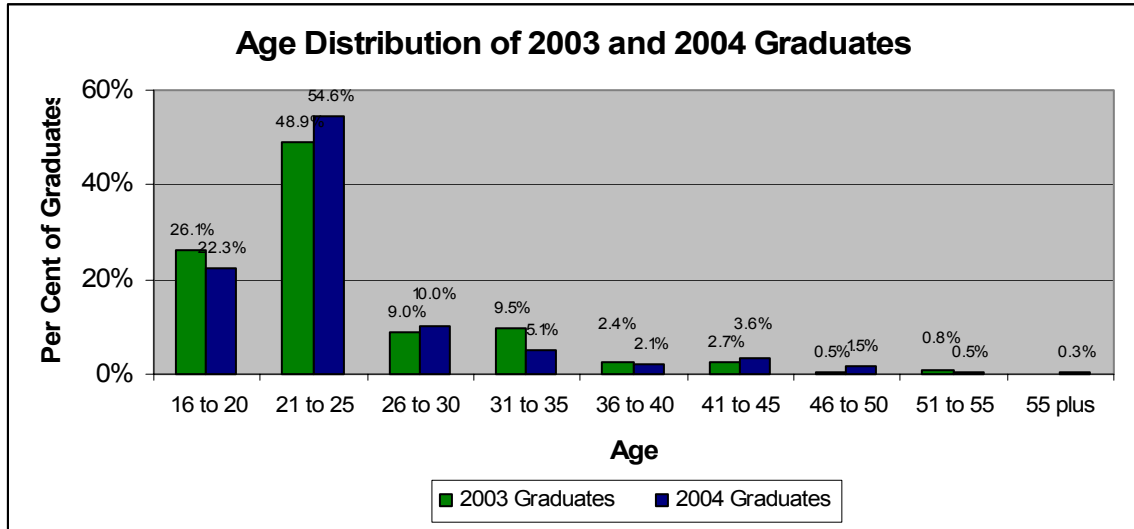
- ✓ Over half of all graduates majored in Business, Education, Psychology, or Nursing.



Source: Gordon College Office of Institutional Research

Graduates' Demographics

- ✓ Over three quarters of Gordon's 2003 and 2004 graduates were of traditional college age.



Source: Gordon College Office of Institutional Research

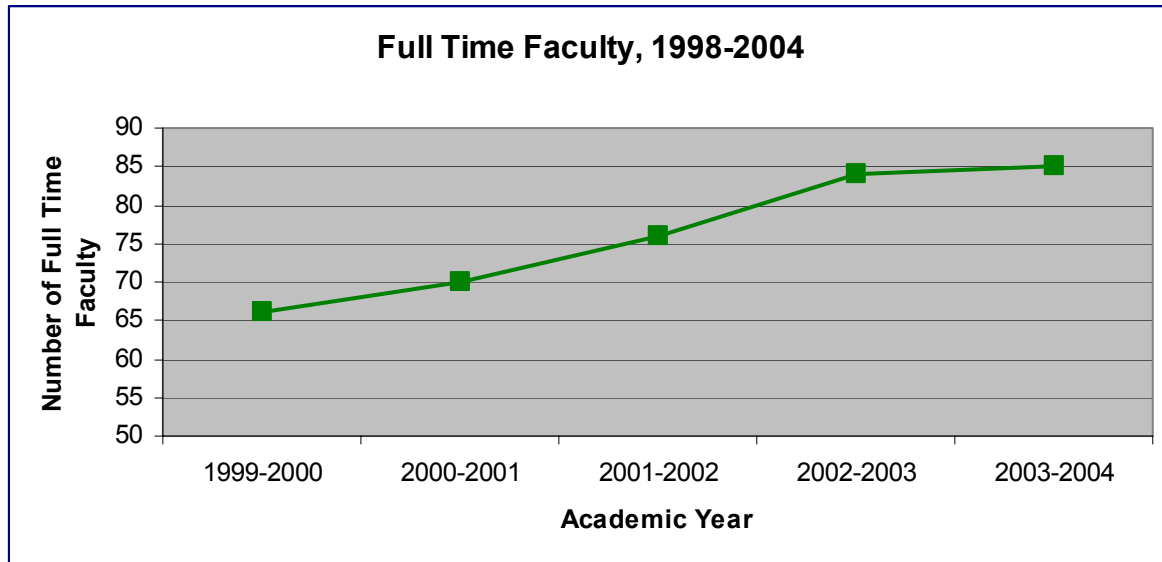
Faculty and Staff



Smith Hall, built in 1939 as a the Public Works Administration project, houses the Gordon College nursing programs, consistently ranked as one of the top nursing programs in Georgia. In addition to classrooms and faculty offices, Smith hall contains a computer room, two nursing labs, and an office of the Medical College of Georgia.

Corps of Instruction

- ✓ Keeping pace with student enrollments, Gordon's full time faculty has grown by 25 per cent in the last three years.

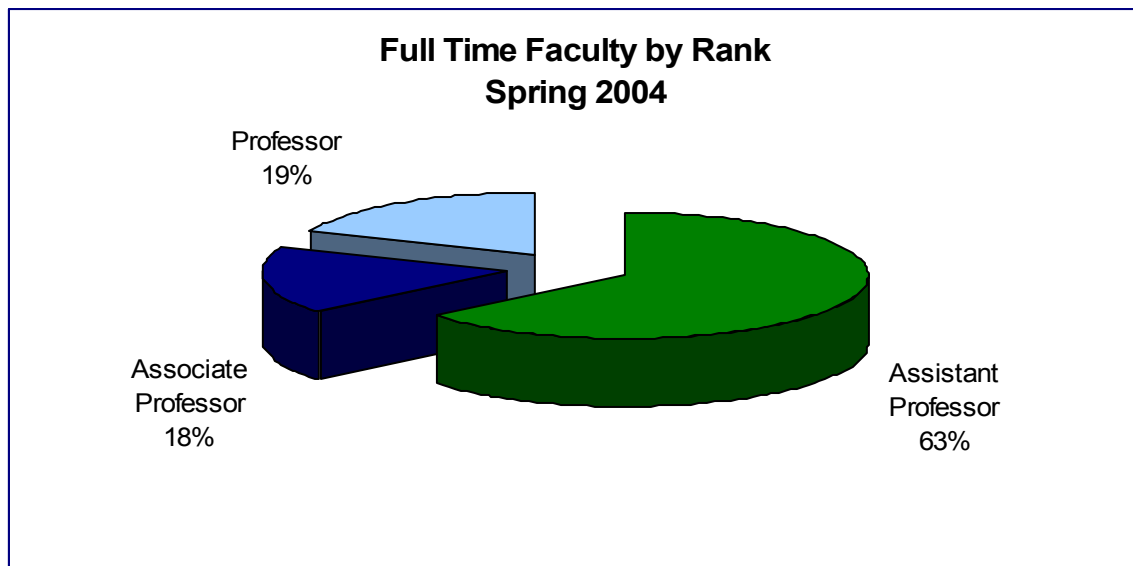


Academic Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
All Full Time Faculty	62	66	70	76	84	85
Faculty in Administration	6	5	6	6	6	5
Full Time Instructional Faculty	56	61	64	70	78	80

Full time professors, associate professors, assistant professors, and instructors are considered to be the Corps of Instruction. These data include faculty who are tenured, on tenure track, or in positions that are not tenure track and are employed on at least an academic year contract.

Rank and Gender

- ✓ Nearly half of Gordon's faculty are women, with approximately proportionate representation at each academic rank.

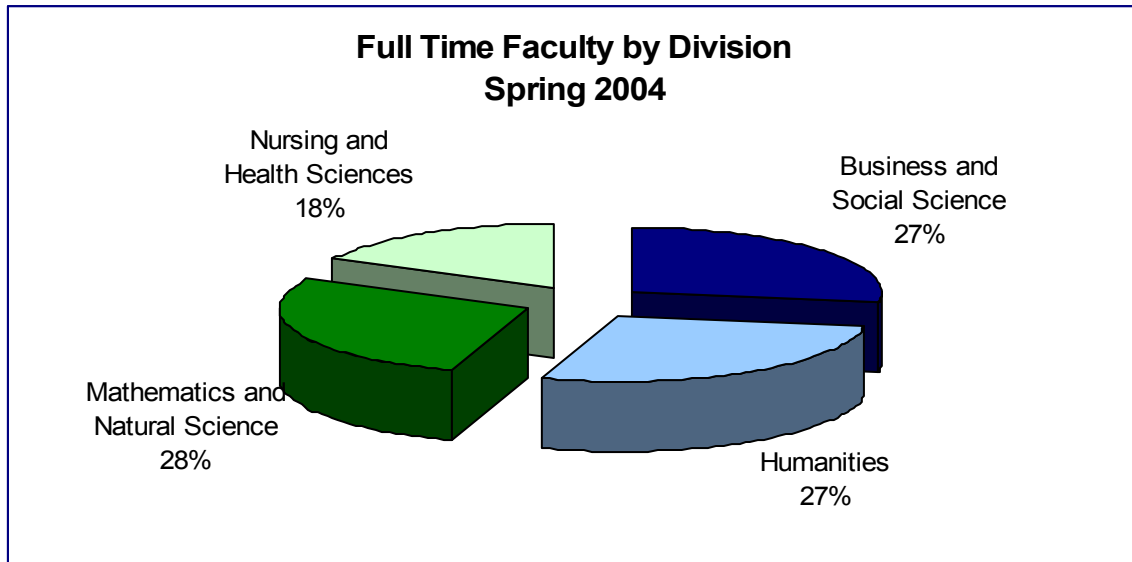


	Per Cent of Total	Assistant Professors	Associate Professors	Professors	All Full Time Faculty
Women	45.0%	26	4	6	36
Per Cent of Women		72.2%	11.1%	16.7%	100.0%
Men	55.0%	25	10	9	44
Per Cent of Men		56.8%	22.7%	20.5%	100.0%
Total	100.00%	51	14	15	80
Pre Cent of Total		63.8%	17.5%	18.8%	100.0%

Source: Gordon College Office of Academic Affairs

Division and Discipline

- ✓ The faculty is evenly divided among the four divisions of Nursing and Health Sciences, Business and Social Science, Mathematics and Natural Science, and Humanities.

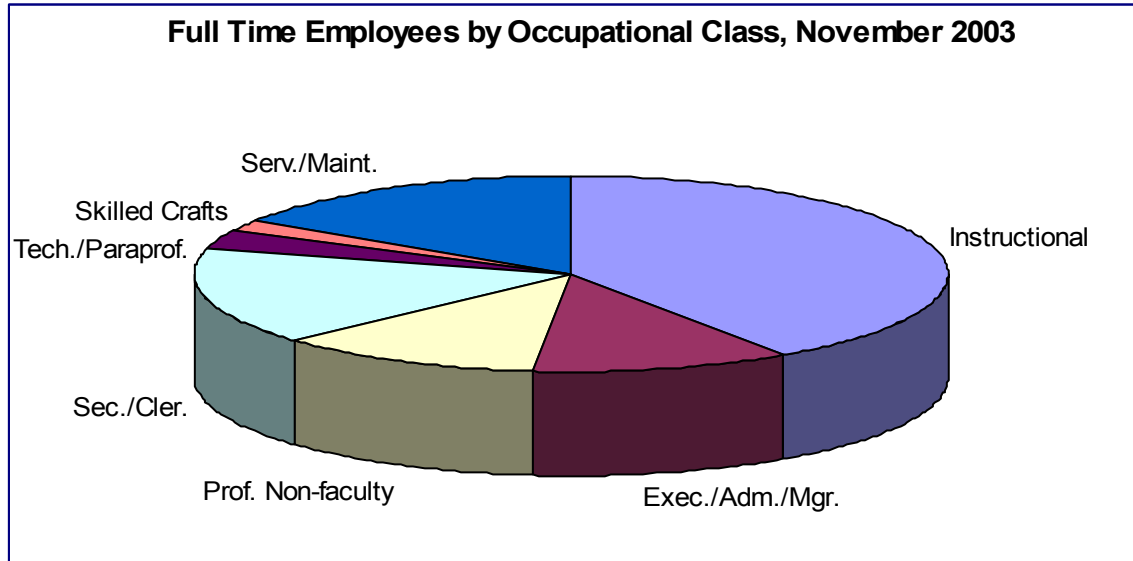


Faculty by Discipline, Spring 2004						
Accounting	Art	Biology	Business	Chemistry	Computer Science	Economics
2	2	6	2	4	1	2
English	History	Instr. Tech.	Learning Support	Mathematics	Music	Nursing
10	7	1	6	6	1	10
Physical Education	Physics	Political Science	Psychology	Reading	Sociology	Spanish
4	1	2	6	1	1	2
Speech	Theater					
1	2					

Source: Gordon College Office of Academic Affairs

Full Time Employees

- ✓ Over half of Gordon's employees are non-instructional administrative and support staff.



Full Time Employees, November, 2003			
Occupational Class		Gender	
Instructional	80	Men	86
Exec./Adm./Mgr.	22	Women	111
Prof./Non Fac.	22	Race	
Sec./Cler.	32	Black	41
Tech./Paraprof.	6	White	153
Skilled/Crafts	4	Other	3
Serv./Maint.	31		
Total Full Time Employees: 197			

Instructional Personnel are those persons whose primary assignments are instruction. Executive/Administrative/Managerial are those whose primary responsibility is management of the institution. Professional, non-faculty are those with specialized training who cannot be placed in any of the other classifications. Secretaries/clerical include secretaries, bookkeepers, sales clerks, and data entry clerks. Technical/paraprofessional include persons with technical skills such as computer programmers. Skilled Crafts include persons with special manual skills, and Service/Maintenance include persons with service or maintenance skills.

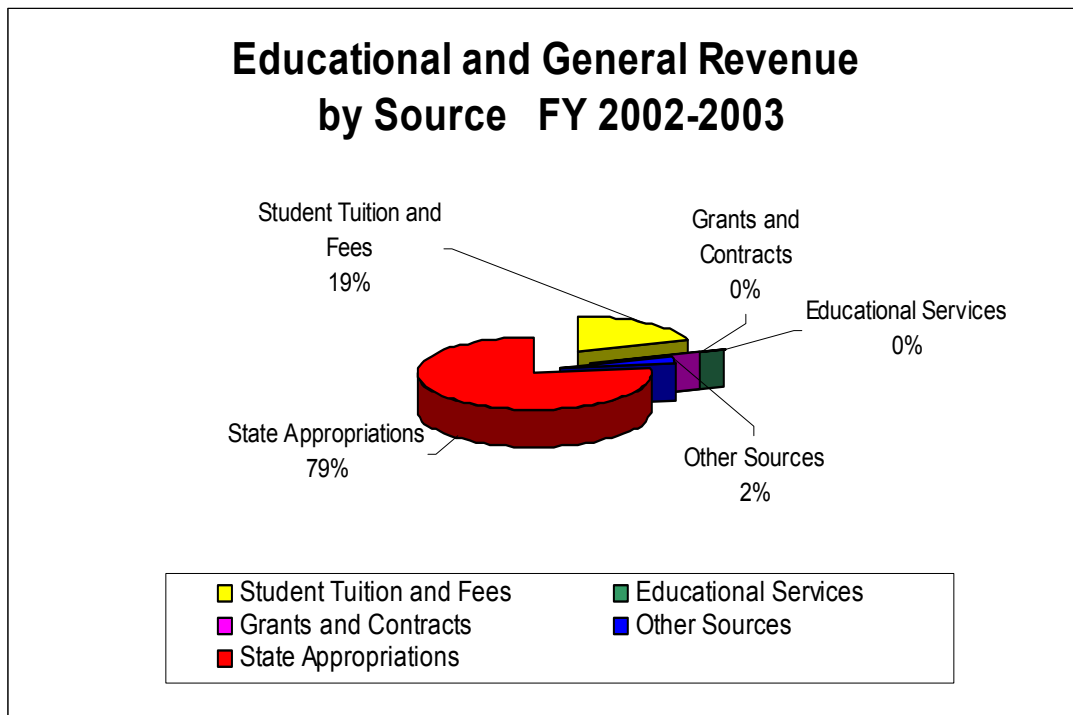
Source: Gordon College Personnel Office

Finances and Facilities



Alumni Memorial Hall was officially dedicated in 1963 to honor those that passed through the halls of Gordon. The building underwent a restoration project in 2002 and is now a multidimensional athletics facility, housing a full weight/exercise room, a game room, and the gymnasium.

Educational and General Revenues

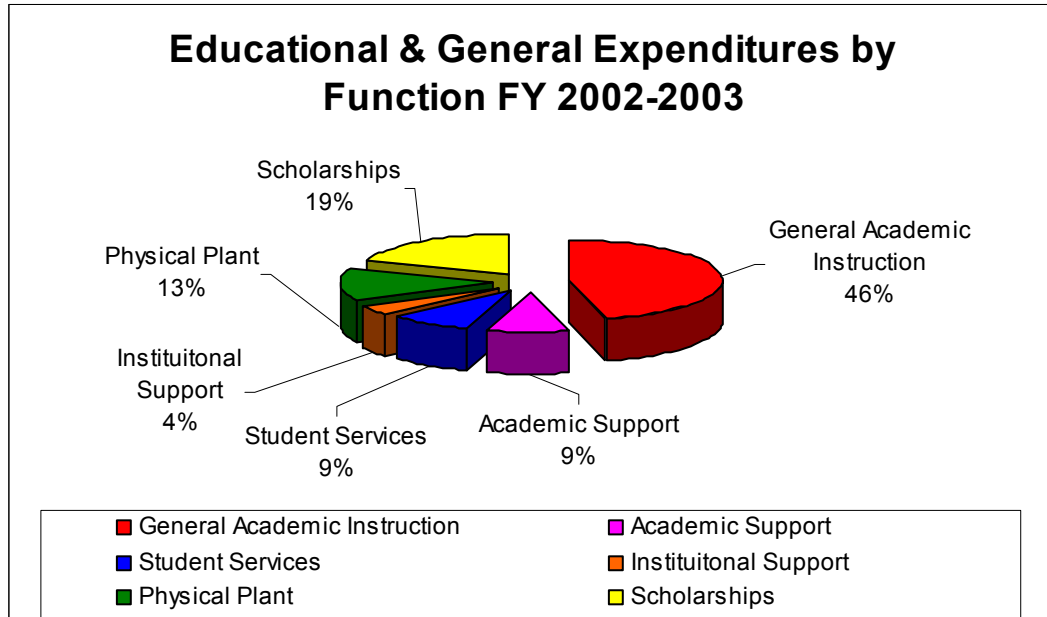


Distribution of Educational and General Revenues by Source

Source of Funds	<u>Fiscal Year</u>		
	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Internal Revenue			
Student Tuition and Fees	\$ 3,570,266	\$ 3,763,826	\$ 2,627,866
Grants and Contracts			\$ 20,581
Quality Improvements		\$ 184,268	
Equip/Tech/Construction Fund	\$ 133,056	\$ -	
Educational Services	\$ 4,673	\$ 60	\$ 63,718
Other Sources	\$ 235,071	\$ 183,909	\$ 315,032
Sub-Total Internal Revenue	\$ 3,943,066	\$ 4,132,063	
State Appropriations	\$ 8,724,571	\$ 10,505,314	\$ 10,508,800
Total Educational & General Revenues	<u>\$ 12,667,637</u>	<u>\$ 14,637,377</u>	<u>\$ 13,535,997</u>

Source: Gordon College Business Office

Educational and General Expenditure

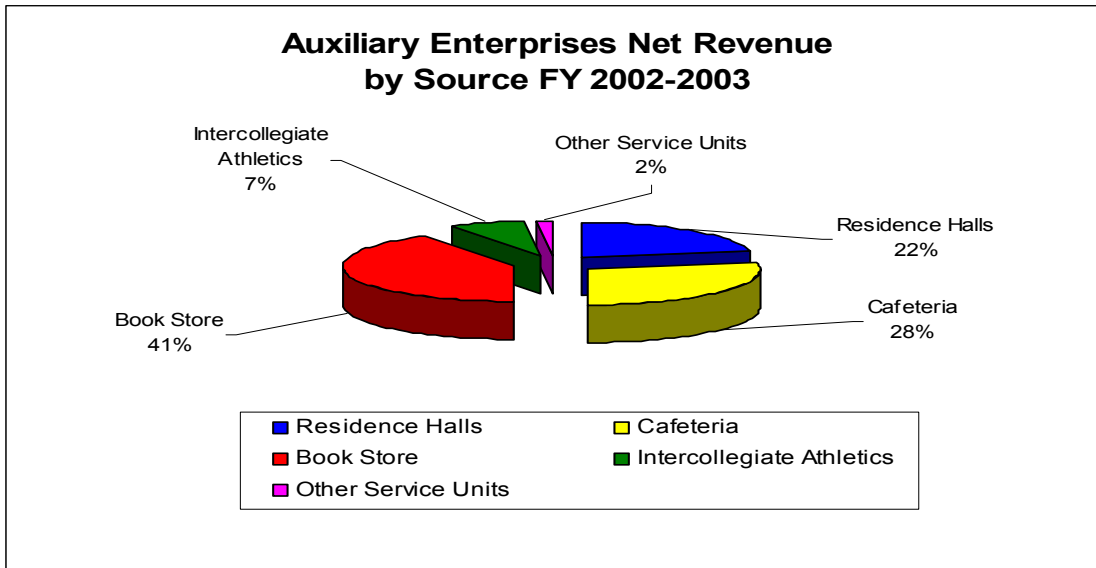


Distribution of Educational and General Expenditures by Function

Function	Fiscal Year		
	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
General Academic Instruction	\$ 5,632,905	\$ 5,093,336	\$ 7,333,626
Academic Support	\$ 1,375,814	\$ 979,423	\$ 1,347,973
Student Services	\$ 1,213,054	\$ 1,385,755	\$ 1,374,395
Institutional Support	\$ 2,041,740	\$ 1,805,666	\$ 667,362
Physical Plant	\$ 2,306,175	\$ 2,860,052	\$ 2,107,974
Scholarships	\$ 165,012	\$ 2,518,211	\$ 3,025,914
Total Educational & Gen. Expenditures	<u>\$12,734,699</u>	<u>\$ 14,642,443</u>	<u>\$15,857,247</u>

Source: Gordon College Business Office

Auxiliary Enterprises Net Revenues



Distribution of Auxiliary Enterprises Net Revenue by Source

<u>Source of Net Revenue</u>	<u>Fiscal Year</u>		
	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Student Housing			
Residence Halls	\$ 688,869	\$ 719,215	\$ 713,978
Food Services			
Cafeteria	\$ 794,299	\$ 826,714	\$ 921,942
Stores and Shops			
Book Store	\$1,100,679	\$1,214,222	\$1,352,760
Athletics			
Intercollegiate Athletics	\$ 178,176	\$ 192,922	\$ 233,067
Other Service Units			
Other	\$ 59,302	\$ 43,021	\$ 50,640
Total Auxiliary Enterprise Net Revenues	\$2,821,324	\$2,996,094	\$ 3,272,387

* Net Total Revenues less total Expenditures

Source: Gordon College Business Office

Buildings

Space Usage by Building

	Square Footage	Year Built	Assigned Usage
Academic Building	28,545	1982	Classrooms, offices, laboratories
Activities Annex	22,888	1935	Dormitory
Alumni Memorial Hall	29,407	1963	Gym, fitness center, shower/dressing room (currently under renovation)
Connell Hall	25,313	1961	Dormitory
Fine Arts	37,950	1994	Auditorium, classrooms, offices, dressing rooms, costume shop, costume storage, shop area, music rehearsal rooms, art studios, and gallery
Georgia House	2,508	1956	Dormitory
Gordon Hall	10,520	1951	Student Residence
Hightower Library	34,866	1978	Conference room, reference and reading areas
Instructional Complex	102,428	2003	Classrooms, computer and science laboratories, multimedia, offices
Lambdin Hall	25,471	1908	Administrative offices
Plant Operations	11,722	1985	Central stores, maintenance storage, offices.
Melton Hall	29,641	1995	Dormitory
Russell Hall	27,068	1966	Classrooms, offices
Smith Hall	13,146	1938	Classrooms, offices
Spencer House I	1,768	1942	Student Residence
Spencer House II	1,768	1942	Institutional Advancement, Community Education o
Storage A	1,852	1985	Storage
Storage B	1,152	1985	Storage
Student Center	36,744	1977	Auditorium, cafeteria, atrium area, offices, Conference rooms, student lounge
Watson Hall	18,715	1966	Dormitory
Sub Total	463,472		
Athletic Complex	2,886	1993	Concessions, offices, restrooms, ticket office
Aquatic Complex	11,004	1995	Swimming pool, showers/dressing area
Sub Total	13,890		
Grand Total	477,362		

Dorothy W. Hightower Library

The mission of Gordon College's Dorothy W. Hightower Library is to support and enhance the educational programs of the college community by providing appropriate materials and services in a professionally organized learning environment. Hightower Library presently houses approximately 91,804 books, 38,142 microforms, and 4,500 audio-visual materials, as well as numerous maps, charts, and archival materials. The library currently subscribes to 150 print magazines and newspapers. With its 2,933 average weekly attendance and over 13,776 circulation transactions during the year 2003/2004, Hightower Library is an integral part of Gordon College life.

The modern, two-story library facility was built in 1978 with 32,190 square feet of usable/research/storage areas and over 450 seating spaced for students and faculty. New mission style furniture was purchased during the 2001/2002 year, giving the library an even more modern look.

The first floor of the library presently contains the reference stacks, sizable reading and studying areas, a room for photocopying and microfilm use, bound and current periodical materials, and a computer lab. The Alumni Room houses Gordon memorabilia and the Georgia Collection, a special collection of materials relevant to the state of Georgia. Projected renovations to this floor include a computer-equipped bibliographic instruction room.

The second floor contains the circulating book collection, an audio-visual viewing room, small sound-proofed rooms for group study, and numerous carrels and tables for individual reading and study. The ADA room, also located on this floor, provides computer hardware and software for scanning and viewing text.

To facilitate Interlibrary Loan, Hightower Library joined with other Georgia Libraries in 1989 to create the Georgia Libraries Journal List (GOLD), a comprehensive database of each library's periodical holdings. When GALILEO was introduced in the University System Libraries in 1995, Gordon students gained immediate access to hundreds of journal titles, including secured access to licensed products. Journal titles available through GALILEO now number in the thousands. The second phase of GALILEO came in 1999, with the implementation of GIL, (GALILEO Interconnected Libraries). Currently this statewide library management system has made the processing of materials more efficient and timely. Once GIL is fully implemented, the Gordon College community will gain swift access to University System of Georgia resources through the Universal Catalog (a comprehensive catalog of the University System libraries' holdings) and GIL Express (a cooperative resource-sharing system among libraries in the University System).

Source: Hightower Head Librarian

Fine Arts Facilities

The Art, Music and Theatre areas are listed under the Division of Humanities and housed in the Fine Arts Building.

Art

The Art Department has specialized workspaces; ceramics studio, drawing studio, a painting studio, and a dark room for film developing, with storage for supplies and equipment.

For display of completed works there are secured display cases in the stairwells of the Fine Arts Building as well as an open gallery area in the Fine Arts Building rotunda. Additionally, art displays are occasionally set up in the Hightower Library and the student cafeteria.

Music

The Music Department's emphasis is vocals, but also offers classes in piano, guitar. Within the Fine Arts Building the Music Department has, a large choral room (seats about 70), 4 piano practice rooms, an Office/Choral Library, piano lab/theory room, storage space for concert attire, piano storage, and uses the auditorium for performances.

The Music Department makes use of 4 Kawai upright pianos, 2 Baldwin upright pianos, 1 Mason & Hamlin grand piano, 2 Steinway grand pianos, 9 Korg electronic pianos, 2 Computer/MIDI stations, Korg piano lab system, Rogers, (vintage) drum kit, pair of professional conga drums, stereo system with Onkyo, Technics and Harman/Kardon components, and a Wenger stereo cabinet. There is also an organ practice room containing an Allen Digital Computer organ, which has 3 manuals and full pedalboard.

The Music Library contains Wenger music storage equipment, Gamble storage boxes, and 800 choral Octavo Titles.

Theatre

The Theatre Department holds its performances in a state-of-the-art full proscenium theatre, with reserve seating for 483. The Theatre is handicap accessible and equipped with *SoundMate* Hearing System to assist the hearing impaired. The costume shop is equipped with 4 deluxe sewing machines, 2 sergers, 12 dress forms (male and female), and a washer and dryer, and has a large separate costume storage room. The dressing rooms (male and female) are equipped with showers, 34

separate make-up stations (20 in woman's area and 14 in the men's area) with mirrors, electrical connections, and vanity lighting at each station. A Ticket Box Office is available for advance ticket reservations and sales.

The scene shop adjacent to the stage is fitted with table saw, band saw, radial arm saw, compound miter saw, air compressor and complete line pneumatic tools, cordless drills, and a bench grinder. Also in the shop is a secured tool storage complete with a full line of hand tools and accessories. The loading dock is easily accessed from the shop.

The stage area is approximately 1320 sq. ft., with 280 sq. ft. of wing space, complete with flies, drops, and an orchestra pit, which can be covered when not in use, increasing the stage area.

The Theatre's newly upgraded sound system is composed of a Mackie 32-8 mixing console, QSC power amplifiers, 6 EV house speakers, 2 Mackie house subwoofers, 10 Sennheiser wireless mics, 10 Shure wireless mics, Aphex compression units, Telex headset system, and Audio-technica, Sennheiser, and Telex microphones. The lighting system includes ETC Idea 48 lighting console, 96 ETC dimmers, Altman, Colortran, and ETC instruments.

Athletic and Recreational Facilities

Gordon College has a wide range of Athletic and Recreational Facilities open to students, faculty and staff. The Alumni Hall (gymnasium) is currently under renovation. Alumni Hall has a 1000 seating capacity, basket ball court, pool hall, fitness room, weight room, locker rooms and showers. The Pool Hall contains 3 pool tables, 2 ping-pong table, and will feature an arcade after the renovations are complete. The fitness room contains 7 Cybex stationary bikes, 6 Cybex treadmills, 6 Cybex steppers, and after the renovations full body workout machines. The weight room is equipped with benches, free weights, and dumbbells.

The Athletic Complex contains a soccer field* (120X80 yds) with 2 permanent goals, a Intramural soccer field (120X80 yds) with 4 moveable goals. Also located in the complex are a softball field*, baseball field*, 6 tennis courts*, 4 open air (3 walls) racquetball courts, sand volleyball court, the Wolf Walk walking track with 3 trails of varying lengths; .67 miles, .88 miles, and 1.27 miles. Athletic offices, and concessions, ticket office and restrooms are contained within the main complex building.

Completed in March 2002 is the Sherman Day Teambuilding Ropes Courses. This course offers both low and high elements. As part of the low elements are 7 separate elements. There are 6 separate high elements. Each designed to improve team efficiency and confidence.

The Aquatic Center contains an enclosed 25 meter pool with 6 lanes. The pool may be used for various activities by using any of the following; volleyball net, basketball goal, or 2 water polo goals. There are locker rooms and showers located within the facility.

There are an additional 3 basketball courts* and 3 tennis courts* located near the parking lot behind the Academic Building.

*Denotes lighted facilities.