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.
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 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.

Terresa 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.

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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.
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. Totaling 459 beds, each building will contain 55,395 square feet.
# Gordon Student Facts at a Glance

## Fall Semester, 2003

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1203</td>
<td>35.2%</td>
</tr>
<tr>
<td>Female</td>
<td>2212</td>
<td>64.8%</td>
</tr>
<tr>
<td>Age under 21</td>
<td>2226</td>
<td>65.2%</td>
</tr>
<tr>
<td>Age 21-25</td>
<td>589</td>
<td>17.2%</td>
</tr>
<tr>
<td>Age 26-40</td>
<td>453</td>
<td>13.3%</td>
</tr>
<tr>
<td>Age over 40</td>
<td>147</td>
<td>4.3%</td>
</tr>
<tr>
<td>White</td>
<td>2434</td>
<td>71.3%</td>
</tr>
<tr>
<td>Black</td>
<td>806</td>
<td>23.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other</td>
<td>110</td>
<td>3.2%</td>
</tr>
<tr>
<td>Freshman</td>
<td>2298</td>
<td>67.3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1015</td>
<td>29.7%</td>
</tr>
<tr>
<td>Other</td>
<td>102</td>
<td>3.0%</td>
</tr>
<tr>
<td>Full Time</td>
<td>2228</td>
<td>65.2%</td>
</tr>
<tr>
<td>Part Time</td>
<td>1187</td>
<td>34.8%</td>
</tr>
<tr>
<td>Atlanta Metro</td>
<td>2796</td>
<td>81.9%</td>
</tr>
<tr>
<td>Other Georgia</td>
<td>611</td>
<td>17.9%</td>
</tr>
<tr>
<td>Out of State</td>
<td>8</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS</strong></td>
<td><strong>3415</strong></td>
<td></td>
</tr>
</tbody>
</table>
Ten Year Enrollments

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

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

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.

Source: University System of Georgia Semester Enrollment Reports
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.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>1705</td>
<td>1785</td>
<td>1870</td>
<td>1971</td>
<td>2212</td>
</tr>
<tr>
<td>% Women</td>
<td>61.8%</td>
<td>61.8%</td>
<td>60.8%</td>
<td>63.3%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Men</td>
<td>1053</td>
<td>1105</td>
<td>1204</td>
<td>1144</td>
<td>1203</td>
</tr>
<tr>
<td>% Men</td>
<td>38.2%</td>
<td>38.2%</td>
<td>39.2%</td>
<td>36.7%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Total</td>
<td>2758</td>
<td>2890</td>
<td>3074</td>
<td>3116</td>
<td>3415</td>
</tr>
</tbody>
</table>

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.

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.

<table>
<thead>
<tr>
<th>Self-reported Ethnic Category</th>
<th>Asian/Pacific Island</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Multiracial</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>78</td>
<td>806</td>
<td>65</td>
<td>2</td>
<td>30</td>
<td>2434</td>
</tr>
<tr>
<td>Per Cent of Total</td>
<td>2.28%</td>
<td>23.6%</td>
<td>1.90%</td>
<td>0.06%</td>
<td>0.88%</td>
<td>71.27%</td>
</tr>
</tbody>
</table>
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.

### Growth in Black Student Enrollment

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Black Students</td>
<td>381</td>
<td>350</td>
<td>375</td>
<td>418</td>
<td>494</td>
<td>566</td>
<td>624</td>
<td>712</td>
<td>709</td>
<td>803</td>
</tr>
<tr>
<td>Per Cent of Total</td>
<td>17.6%</td>
<td>15.9%</td>
<td>16.8%</td>
<td>17.8%</td>
<td>20.0%</td>
<td>20.5%</td>
<td>21.6%</td>
<td>23.2%</td>
<td>22.8%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

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.

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

Source: Gordon College Office of Institutional Research
Two thirds of Gordon’s students are freshmen.

### Classification of Students

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

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.

Learning Support Enrollment, 1994-2003

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>158</td>
<td>152</td>
<td>192</td>
<td>235</td>
<td>205</td>
<td>220</td>
<td>165</td>
<td>220</td>
<td>208</td>
<td>213</td>
</tr>
<tr>
<td>English</td>
<td>183</td>
<td>178</td>
<td>208</td>
<td>264</td>
<td>255</td>
<td>314</td>
<td>267</td>
<td>325</td>
<td>354</td>
<td>323</td>
</tr>
<tr>
<td>Math</td>
<td>270</td>
<td>293</td>
<td>329</td>
<td>302</td>
<td>365</td>
<td>501</td>
<td>423</td>
<td>452</td>
<td>569</td>
<td>602</td>
</tr>
<tr>
<td>Unduplicated Count</td>
<td>373</td>
<td>392</td>
<td>470</td>
<td>500</td>
<td>518</td>
<td>661</td>
<td>565</td>
<td>642</td>
<td>753</td>
<td>778</td>
</tr>
<tr>
<td>% of All Students</td>
<td>17.3%</td>
<td>17.8%</td>
<td>21.1%</td>
<td>21.3%</td>
<td>20.9%</td>
<td>24.0%</td>
<td>19.6%</td>
<td>20.9%</td>
<td>24.2%</td>
<td>22.78%</td>
</tr>
</tbody>
</table>

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.

### One Year Retention of Full Time First Time Freshmen

![Graph showing retention rates over years]

**Start Term For Cohort**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>582</td>
<td>659</td>
<td>570</td>
<td>629</td>
<td>641</td>
<td>827</td>
<td>771</td>
<td>876</td>
<td>844</td>
<td>990</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Source: University System of Georgia Transfer and Retention Reports
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.

![Graph showing sources and recipients of financial aid]

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

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.

<table>
<thead>
<tr>
<th>Counties with 30 Students or More, Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>649</td>
</tr>
<tr>
<td>Monroe</td>
</tr>
<tr>
<td>125</td>
</tr>
</tbody>
</table>

In 2003, the Atlanta metropolitan area was redefined to include Lamar County, Gordon Colleges 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

<table>
<thead>
<tr>
<th>Art</th>
<th>English</th>
<th>Foreign Language</th>
<th>General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Music</td>
<td>Political Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>Social Work</td>
<td>Sociology</td>
<td>Teacher Education</td>
<td>Theatre (Drama)</td>
</tr>
</tbody>
</table>

### Associate of Science

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

## 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.

<table>
<thead>
<tr>
<th>Date of Award</th>
<th>Assoc. of Applied Science (Co-operative)</th>
<th>Assoc. of Arts</th>
<th>Assoc. of Science</th>
<th>Assoc. of Science in Nursing</th>
<th>Assoc. of Applied Science (General Business)</th>
<th>Total Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/10/03</td>
<td>4</td>
<td>162</td>
<td>163</td>
<td>41</td>
<td>1</td>
<td>371</td>
</tr>
<tr>
<td>5/8/04</td>
<td>1</td>
<td>160</td>
<td>172</td>
<td>57</td>
<td></td>
<td>390</td>
</tr>
</tbody>
</table>

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
✓ 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.
Smith Hall, built in 1939 as a 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Full Time Faculty</td>
<td>62</td>
<td>66</td>
<td>70</td>
<td>76</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>Faculty in Administration</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Full Time Instructional Faculty</td>
<td>56</td>
<td>61</td>
<td>64</td>
<td>70</td>
<td>78</td>
<td>80</td>
</tr>
</tbody>
</table>

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.

Source: University System of Georgia Information Digests, Gordon College Catalogs
Rank and Gender

✔ Nearly half of Gordon’s faculty are women, with approximately proportionate representation at each academic rank.

<table>
<thead>
<tr>
<th></th>
<th>Per Cent of Total</th>
<th>Assistant Professors</th>
<th>Associate Professors</th>
<th>Professors</th>
<th>All Full Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>45.0%</td>
<td>26</td>
<td>4</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Per Cent of Women</td>
<td></td>
<td>72.2%</td>
<td>11.1%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Men</td>
<td>55.0%</td>
<td>25</td>
<td>10</td>
<td>9</td>
<td>44</td>
</tr>
<tr>
<td>Per Cent of Men</td>
<td></td>
<td>56.8%</td>
<td>22.7%</td>
<td>20.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>51</td>
<td>14</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>Pre Cent of Total</td>
<td></td>
<td>63.8%</td>
<td>17.5%</td>
<td>18.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
The faculty is evenly divided among the four divisions of Nursing and Health Sciences, Business and Social Science, Mathematics and Natural Science, and Humanities.
Full Time Employees

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

Full Time Employees by Occupational Class, November 2003

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
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

### Educational and General Revenue by Source FY 2002-2003

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>$3,570,266</td>
<td>$3,763,826</td>
<td>$2,627,866</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$20,581</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvements</td>
<td></td>
<td>$184,268</td>
<td></td>
</tr>
<tr>
<td>Equip/Tech/Construction Fund</td>
<td>$133,056</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Services</td>
<td>$4,673</td>
<td>$60</td>
<td>$63,718</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$235,071</td>
<td>$183,909</td>
<td>$315,032</td>
</tr>
<tr>
<td>Sub-Total Internal Revenue</td>
<td>$3,943,066</td>
<td>$4,132,063</td>
<td></td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$8,724,571</td>
<td>$10,505,314</td>
<td>$10,508,800</td>
</tr>
<tr>
<td><strong>Total Educational &amp; General Revenues</strong></td>
<td>$12,667,637</td>
<td>$14,637,377</td>
<td>$13,535,997</td>
</tr>
</tbody>
</table>

Source: Gordon College Business Office
Educational and General Expenditure

Educational & General Expenditures by Function FY 2002-2003

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Academic Instruction</td>
<td>$ 5,632,905</td>
<td>$ 5,093,336</td>
<td>$ 7,333,626</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$ 1,375,814</td>
<td>$ 979,423</td>
<td>$ 1,347,973</td>
</tr>
<tr>
<td>Student Services</td>
<td>$ 1,213,054</td>
<td>$ 1,385,755</td>
<td>$ 1,374,395</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$ 2,041,740</td>
<td>$ 1,805,666</td>
<td>$ 667,362</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>$ 2,306,175</td>
<td>$ 2,860,052</td>
<td>$ 2,107,974</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$ 165,012</td>
<td>$ 2,518,211</td>
<td>$ 3,025,914</td>
</tr>
<tr>
<td>Total Educational &amp; Gen. Expenditures</td>
<td>$12,734,699</td>
<td>$14,642,443</td>
<td>$15,857247</td>
</tr>
</tbody>
</table>

Source: Gordon College Business Office
Auxiliary Enterprises Net Revenues

Distribution of Auxiliary Enterprises Net Revenue by Source

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Housing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Halls</td>
<td>$688,869</td>
<td>$719,215</td>
<td>$713,978</td>
</tr>
<tr>
<td><strong>Food Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>$794,299</td>
<td>$826,714</td>
<td>$921,942</td>
</tr>
<tr>
<td><strong>Stores and Shops</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Store</td>
<td>$1,100,679</td>
<td>$1,214,222</td>
<td>$1,352,760</td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>$178,176</td>
<td>$192,922</td>
<td>$233,067</td>
</tr>
<tr>
<td><strong>Other Service Units</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$59,302</td>
<td>$43,021</td>
<td>$50,640</td>
</tr>
<tr>
<td><strong>Total Auxiliary Enterprise Net Revenues</strong></td>
<td>$2,821,324</td>
<td>$2,996,094</td>
<td>$3,272,387</td>
</tr>
</tbody>
</table>

* Net Total Revenues less total Expenditures

Source: Gordon College Business Office
## Buildings

### Space Usage by Building

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