Dear Stetson Community:

Much of the planning and evaluation necessary to improve the effectiveness of the University begins with an understanding of basic institutional facts. The *Stetson University Fact Book* is prepared annually by the Institutional Research Office to provide a better understanding of a variety of issues at Stetson. By sharing and discussing the information in this book, members of the Stetson community are able to more effectively contribute to the planning processes of the University.

Much of the information in this book can also be found on our website at www.stetson.edu/offices/iro. Generally, hardcopy editions of the *Fact Book* are published on a bi-annual basis while the information on the website is updated annually.

As you use this book, please let us know how future editions can be improved. On the last page is a short survey regarding the usefulness of this book. We would greatly appreciate you taking a few minutes to let us know what you think about this book.

Dr. H. Douglas Lee
President

Dr. John M. Tichenor
Director of Institutional Research
GENERAL INFORMATION

Statement of Institutional Purpose
Approved by the Board of Trustees, February 4, 2000

I. Educational Mission

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

II. Values and Vision

From its founding, Stetson University has affirmed the importance of spiritual life and the quest for truth in its educational mission. The University motto, Pro Deo et Veritate (“For God and Truth”), is a symbol of this commitment, and it expresses our determination to integrate the pursuit of a liberal education with the search for meaning in our lives and in our communities. Chartered as an independent and comprehensive university, Stetson has had an historical relationship with the Christian community and the Baptist denominations. That relationship has shaped our commitment to build an inclusive community. Today, the University includes persons from diverse religious, ethnic, cultural, economic, and intellectual backgrounds. It is thus from varying perspectives that members of the University community have joined together to affirm collectively:

- the centrality of knowledge, examined ideas, and independent judgment in the life of an educated person;
- the inherent dignity, worth, and equality of all persons;
- the importance of community in human life;
- the role of religious and spiritual quests for meaning in human experience;
- the value of diverse persons and differing ideas in an educational community;
- the responsibility we share to work toward social justice;
- the necessity for decisions to be guided by ethics and social responsibility; and
- the obligation of individuals and communities to act as responsible stewards of the natural environment.
In our curriculum and co-curricular activities, then, we aim to infuse traditional liberal education with the values of religious and spiritual life, ethical decision-making, human diversity and commonality, gender equity, community service, and environmental responsibility. We aspire to develop distinctive, innovative, and interdisciplinary undergraduate and graduate programs that are centered on vigorous intellectual inquiry, informed by these values, increasingly global in perspective, and worthy of local and national recognition.

III. Heritage and Character

Florida's first private university, Stetson University was founded in 1883 by Henry A. DeLand, a New York philanthropist, as DeLand Academy. In 1887, the Legislature of the State of Florida enacted the Charter of DeLand University as an independent institution of higher learning. The university's name was changed in 1889 to honor John B. Stetson, the nationally-known hat manufacturer who gave generously of his time and means to advance the quality and reputation of the institution, and who served, with Mr. DeLand and others, as a founding trustee of the University. The first charter stated that the objective of the University should be "to promote the general interests of education, and to qualify its students to engage in the learned professions or other employments of society, and to discharge honorably and usefully the various duties of life."

Stetson's first president, Dr. John F. Forbes, clearly described the commitment to teaching that has been a hallmark of the University throughout its history:

Buildings, libraries and apparatus are good and give added power, but the vital contact of students with a vigorous and stimulating mind and heart--this is the sine qua non of a successful education...The most important thing is to find men and women of large heart and mind, apt to teach and full of enthusiasm and stimulating power...to develop in the student the habit of independent judgment--of investigating statements and principles for oneself, and thus for oneself discover their truth or falsity.

Today, Stetson University is a non-sectarian, comprehensive, private university composed of individually strong undergraduate programs in various colleges and schools, and a selected group of academically distinctive graduate, professional, and continuing education programs. We seek academically talented individuals with leadership potential and records of personal growth and community service. We promote and support scholarly and creative activity among students, faculty, and staff as a means to enhance learning, teaching, and professional development, and as a contribution to the broader base of knowledge.
Accreditation

♦ Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone (404) 679-4501) to award the Bachelor’s, Master’s and Specialist in Education degrees in the College of Arts and Sciences; Bachelor’s degrees in the School of Music; Bachelor’s and Master’s degrees in the School of Business Administration; and the Juris Doctor degree in the College of Law.

♦ American Assembly of Collegiate Schools of Business - The International Association for Management Education
♦ American Bar Association
♦ American Chemical Society
♦ National Association of Schools of Music
♦ National Council for Accreditation of Teacher Education

Historical Timeline

1883 Henry A. DeLand founds the DeLand Academy, November 5, originally housed in the First Baptist Church.
1884 DeLand and Hall is completed, the first building in Florida to be continuously used for higher education.
1885 The institution becomes DeLand College, and John Franklin Forbes is named the first president. An affiliation with the Florida Baptist Convention is achieved.
1886 Stetson Hall (oldest residence hall in Florida) is occupied.
1887 The Florida legislature grants the charter to DeLand University defining a self-perpetuating Board of Trustees to be three-fourths Baptists with the president also to be a Baptist.
1889 The name is changed to John B. Stetson University, and Mr. Stetson becomes chairman of the Board of Trustees.
1892 Elizabeth Hall is built by Mr. Stetson--the north and south wings are completed in 1897.
1898 The Florida Times Union calls Presentation Day, February 10, "the most memorable day in...higher education" in Florida. President William R. Harper of the University of Chicago addresses the gathering leading to an affiliation (May 17) with Chicago until 1908. The University receives the wings of Elizabeth Hall, the Monroe Health Museum, and $100,000 endowment Forbes has collected. This latter makes the University no longer dependent upon the largess of any one person.
1900 College of Law is founded as first law school in Florida.
1902 Flagler Hall becomes home of Law and Technology.
1904 The colorful Lincoln Hulley becomes president.
1907 Efforts by Baptists to change charter fail; Florida Baptist Convention founds Columbia College.
1908  Sampson Hall is constructed as the University’s library.
1919  With the closing of Columbia College, a new agreement, the "Hulley-Rogers Agreement," is made with the Florida Baptist Convention giving it a voice in choosing trustees.
1932  Stetson joins Southern Association of Colleges and Schools. Hulley resists this action believing Stetson does not need this endorsement.
1934  President Hulley dies, January 20. Charles S. Farriss is named acting president. In August, William Sims Allen becomes the third president of Stetson.
1938  Most remembered football game, Stetson beats Florida, 16-14.
1943  Low point of enrollment during World War II, 362. With war's end, enrollment booms to 2,554 in 1947.
1947  President Allen's poor health causes him to resign in September; Dean Harry Garwood is named acting president.
1948  J. Ollie Edmunds assumes presidency, January 1, welcomed by William Hugh McEniry, Acting Dean, and Fred (Bud) Dickinson, President of Student Association.
1960  Stetson becomes first white college in Florida to admit a black student, Cornelius Hunter.
1963  Ford Foundation challenge grant of $1,500,000 is largest single grant to that date. Matching funds are secured.
1964  The duPont-Ball Library is dedicated.
1967  President Edmunds resigns and Paul F. Geren becomes president.
1969  President Geren resigns; the day before his resignation is to take effect, he is killed in an automobile accident.
1970  Vice President John Johns, after serving as acting president, following President Geren's death, becomes the sixth president.
1974  Edmunds Center is built as a field house and multi-purpose assembly hall.
1976  President Johns goes to Furman University as president, and George Borders becomes acting chief administrator.
1977  Pope A. Duncan becomes Stetson's seventh president.
1978  A program of renovation of older buildings is inaugurated. Acquisition of Gillespie Museum property begins a series of real estate purchases to redefine the south boundary of the campus. Position of provost is established.
1979  Ten-year $50 million campaign begins. The university's first $1 million gift is committed by Kenneth Kirchman, trustee alumnus. The campaign is successfully concluded in five years, 1984.
1982-83  Centennial of the University is celebrated with year-long activities. Gilbert Lycan's Stetson University: The First 100 Years is published. Phi Beta Kappa, Gamma of Florida, is installed as first chapter in a private university in Florida. Roland George Investments Program is begun. In 1989 the Roland and Sarah George Institute for Applied Investments is funded by a bequest in the will of Sarah George.


1985  Stetson joins Trans America Athletic Conference and is a founding member of the women's New South Conference. The John T. Rosa bequest funds purchase of apartments at the College of Law. New Community School of the Arts is inaugurated.

1986  A master campus plan is developed.

1987  H. Douglas Lee, Executive Vice President, succeeds President Duncan as president and Duncan becomes Chancellor. The sorority houses are dedicated. A $200 million fund campaign is approved. Hollis Leadership Development Program is funded. Major renovations begin at the College of Law.

1989  Griffith Hall, which houses admissions and financial aid, is completed. A master campus landscaping plan which begins the reforestation of Woodland Boulevard is approved.

1990  Law School team wins A.B.A. National Mock Trial Competition for second year in a row. The Lynn Center is purchased with a gift of $3 million from E. M. Lynn, an alumnus. For the sixth year U.S. News and World Report ranks Stetson among the best comprehensive universities in the South. A new agreement is made with the Florida Baptist Convention reducing its role in Trustee nominations and reducing its financial support but continuing an affiliation.


1992-93  In collaboration with Disney Development Company and the Osceola County School Board, Stetson plans a model school and teaching academy at Celebration. Former President Jimmy Carter gives the Stewart Lecture.

1993-94  The $200 Million Campaign passes the $106 million mark. A revised charter and by-laws reaffirm Stetson's identity as an independent institution. Baptist funding drops to $17,000.

1994-95  Trustee Mark Hollis and his wife, Lynn, provide $2.5 million toward the construction of a student activities center. The first School of Music Gala fills the 2,500-plus-seat Peabody Auditorium in Daytona Beach.
1995-96  In a message titled “On the Threshold of the 21st Century,” Holocaust survivor, Nobel Peace Prize laureate and author Elie Wiesel presents the James A. Stewart Lecture. The College of Law is ranked first in the nation for its trial and appellate programs in the 1995 U.S. News and World Report’s survey of graduate school programs. Stetson and the Florida Baptists terminate all formal and informal relationships. The endowment climbs to over $80 million. In a formal inaugural ceremony, the Howard Thurman Program is established to integrate the works of scholars and community leaders to seek solutions to social, religious and ethnic problems.

1997-98  Named for Mark and Lynn Hollis of Lakeland, the $4.3 million, 33,000-square-foot Hollis Center for fitness and recreation is dedicated.

1998-99  Celebrated author and observer of the national scene with more than 30 years in print and broadcast journalism, Bill Moyers delivers the 1998 James A. Stewart Lecture, addressing the topic “Ethics for a New Millennium.” Six task forces are established within the university’s newly formed Values Council as a means to develop strategic plans for implementing Stetson’s commitment to its core values. The council’s activities and plans underscore the university’s mission to be an inclusive community, recognizing the dignity, worth and equality of all people.

1999  Final phase of the $200 Million Campaign, the largest fund-raising effort in Stetson’s history, begins during Stetson Weekend. The $5.3 million expansion and renovation of the duPont-Ball Library is completed and dedicated. First annual Undergraduate Scholarship and Performance Day showcases students’ academic achievements in a campus-wide celebration open to the public.

2000  Author of the bestseller, Reason for Hope: A Spiritual Journey, and world-renowned primatologist Jane Goodall delivers the James A. Stewart Lecture. Christine Lynn of Boca Raton donates $10 million for extensive renovations to the Eugene M. and Christine Lynn Business Center, which houses the School of Business Administration. Construction begins on the permanent home for the Stetson University Center at Celebration. Stetson acquires $2.6 million Oscar Bluemner art collection.

2001  The $200 Million Campaign concludes with a victory Celebration during Stetson Weekend 2001 in January.
KEY INDICATORS

Two predictors of persistence and success in college are class rank and high school GPA. Stetson has consistently recruited high academic achievers, with approximately 30% of Stetson’s incoming freshman graduating in the top 10% of their high school class.

High School Class Rank of New Freshmen

<table>
<thead>
<tr>
<th>Percentile</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>
</tr>
</thead>
<tbody>
<tr>
<td>90th Percentile</td>
<td>36.0%</td>
<td>31.5%</td>
<td>33.0%</td>
<td>33.1%</td>
<td>31.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>80th Percentile</td>
<td>55.2%</td>
<td>52.4%</td>
<td>53.0%</td>
<td>57.1%</td>
<td>57.2%</td>
<td>50.6%</td>
</tr>
<tr>
<td>70th Percentile</td>
<td>70.1%</td>
<td>70.1%</td>
<td>67.0%</td>
<td>74.2%</td>
<td>72.4%</td>
<td>68.2%</td>
</tr>
<tr>
<td>60th Percentile</td>
<td>83.0%</td>
<td>79.9%</td>
<td>78.6%</td>
<td>86.2%</td>
<td>83.1%</td>
<td>78.4%</td>
</tr>
<tr>
<td>50th Percentile</td>
<td>90.5%</td>
<td>88.0%</td>
<td>88.0%</td>
<td>91.6%</td>
<td>92.5%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Bottom half</td>
<td>9.5%</td>
<td>12.0%</td>
<td>12.0%</td>
<td>8.4%</td>
<td>7.5%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Mean High School GPA

Mean High School GPA of entering freshmen

<table>
<thead>
<tr>
<th>GPA</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>
</tr>
</thead>
<tbody>
<tr>
<td>3.47</td>
<td>3.53</td>
<td>3.49</td>
<td>3.38</td>
<td>3.52</td>
<td>3.54</td>
<td>3.53</td>
<td></td>
</tr>
</tbody>
</table>
Decision to Attend Stetson

The Institutional Research Office surveys Stetson students at various points in their educational careers. The basic cycle of student surveys includes: 1) Admitted Student Survey (of attenders and non-attenders); 2) Student Satisfaction Survey of a random sample of Freshmen, Sophomore, and Juniors conducted each Spring; 3) Senior Survey of graduating students each Spring; and 4) bi-annual Alumni Survey of students who graduated five years prior to survey. From satisfaction with campus facilities to perspectives on university policies, these surveys examine a wide variety of issues. The graphs below present longitudinal results of the survey item, “Thinking back on your decision to attend Stetson, how would you describe that decision now?”

Student Satisfaction Survey

Senior Survey

Alumni Survey
Student Retention Analysis

In the Fall of 1999, Stetson enrolled 549 new, first-time-in-college students. Seventy-eight percent (n = 427) of these students re-enrolled for classes in the Fall of 2000. The tables and graphs on this page describe longitudinal retention rates and characteristics of returners & non-returners.

Percent of New Students Returning for Second Year

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>75%</td>
<td>76%</td>
<td>74%</td>
<td>78%</td>
<td>83%</td>
<td>81%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Characteristics of Returning Students

<table>
<thead>
<tr>
<th>Category</th>
<th>% returned Fall ‘99 (New - Fall 1998)</th>
<th>% returned Fall ‘00 (New - Fall 1999)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial cohort</td>
<td># returning</td>
</tr>
<tr>
<td>TOTAL</td>
<td>543</td>
<td>438</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>314</td>
<td>252</td>
</tr>
<tr>
<td>Male</td>
<td>229</td>
<td>186</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Latino/a</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Asian American</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>466</td>
<td>380</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>324</td>
<td>259</td>
</tr>
<tr>
<td>Business</td>
<td>159</td>
<td>131</td>
</tr>
<tr>
<td>Music</td>
<td>60</td>
<td>48</td>
</tr>
</tbody>
</table>

Cumulative GPA of returner and non-returners (Fall 1999 new students)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returners</td>
<td>2.90</td>
<td>2.99</td>
<td>.64</td>
</tr>
<tr>
<td>Non-Returners</td>
<td>2.18</td>
<td>2.26</td>
<td>1.01</td>
</tr>
</tbody>
</table>
Graduation Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>New Freshmen</th>
<th>4-year</th>
<th>5-year</th>
<th>6-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>493</td>
<td>51%</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>1988</td>
<td>548</td>
<td>47%</td>
<td>59%</td>
<td>62%</td>
</tr>
<tr>
<td>1989</td>
<td>492</td>
<td>53%</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>1990</td>
<td>408</td>
<td>55%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>1991</td>
<td>460</td>
<td>52%</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>1992</td>
<td>501</td>
<td>46%</td>
<td>57%</td>
<td>59%</td>
</tr>
<tr>
<td>1993</td>
<td>483</td>
<td>49%</td>
<td>58%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Senior Survey Statistics - Postgraduate Plans

The following statistics are from the HEDS Spring 2000 Senior Survey of 260 May 2000 graduates; 112 surveys were returned for a response rate of 43%.

Primary Activity After Graduation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Full-Time</td>
<td>51%</td>
</tr>
<tr>
<td>Employment Part-Time</td>
<td>3%</td>
</tr>
<tr>
<td>Grad School Full-Time</td>
<td>41%</td>
</tr>
<tr>
<td>Grad School Part-Time</td>
<td>1%</td>
</tr>
<tr>
<td>Additional Undergraduate Coursework</td>
<td>2%</td>
</tr>
<tr>
<td>Military Service</td>
<td>1%</td>
</tr>
<tr>
<td>Traveling</td>
<td>2%</td>
</tr>
</tbody>
</table>
Senior Survey Statistics - Postgraduate Plans, continued

Highest Degree Planned

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Fall 2000 Plans</th>
<th>Future Plans*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's Arts and Science - M.A./M.S.</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Master's Business - M.B.A.</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>Master's Professional - M.S.W./M.S.E./M.S.N./M.A.T.</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Law Degree - J.D./L.L.B.</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Medical Degree - M.D./D.O./D.D.S./D.V.M.</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>7%</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Multiple Responses Allowed

Academic Field of Highest Planned Degree

<table>
<thead>
<tr>
<th>Field Type</th>
<th>Fall 2000</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>Law</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Fine/Performing Arts</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Education</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Health Related Field</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Theology</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Biological/Life Sciences</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Political Science/Govt.</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Psychology</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Medicine</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Communications, Media</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Long Term Career Plans

<table>
<thead>
<tr>
<th>Career Type</th>
<th>Fall 2000</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Owner, Proprietor, Entrepreneur</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Education, Teaching/Admin</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Marketing, Sales</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Medicine, Health Care, Other</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Arts/Entertainment</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Medical Doctor</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Advertising, Public Relations</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Biology/Life Science</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

Computer Programming, Science, or Technology | 3%  |
Envir. Science, Natural Resources | 3%  |
Finance | 3%  |
Management | 3%  |
College/Univ Teaching or Research | 2%  |
Government, Politics, Public Policy | 2%  |
Religious Ministry or Service | 2%  |
Social Science or Services | 2%  |
Sports, Recreation | 2%  |
Architecture, Design, or Planning | 1%  |
Hospitality, Travel/Tourism | 1%  |
## Results from Alumni/ae Surveys

The HEDS Alumni/ae Survey conducted by the Institutional Research Office every two years offers insights into a variety of issues, including the outcomes of our general education program. The following table presents results from two cohorts of Stetson graduates (1991 and 1993) as well as graduates from peer institutions. The abilities/types of knowledge (e.g., write effectively, communicate well orally, etc.) are examined from two perspectives: 1) How essential are the abilities/type of knowledge in current personal and professional activities?, and 2) How did the undergraduate experience enhance the abilities/type of knowledge?

<table>
<thead>
<tr>
<th>Abilities/type of knowledge developed in Bach. Program</th>
<th>Essential in current personal and professional activities</th>
<th>Enhanced Greatly by undergraduate experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write effectively</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td>Communicate well orally</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Acquire new skills / knowledge on my own</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Think analytically and logically</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>Formulate creative/original ideas &amp; solutions</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Lead &amp; supervise tasks &amp; groups of people</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>Relate well to people of different races, nations, &amp; religions</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Function effectively as a team member</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>Use quantitative tools (e.g., statistics, graphs)</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Use computers</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Identify moral and ethical issues</td>
<td>34%</td>
<td>32%</td>
</tr>
</tbody>
</table>

1991 peer group contains results from Hamline, Oberlin, and Univ. of Puget Sound. 1993 peer group contains results from Rollins College, Univ. of Puget Sound, Wake Forest, and Hamline.

Source: HEDS Alumni/ae Surveys conducted in 1996 and 1998
Tuition and Fees

Stetson - Historical

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Total</th>
<th>Per Credit Hour Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition Fees</td>
<td>U-Grad Graduate</td>
</tr>
<tr>
<td>1990 - 1991</td>
<td>$8,900 $385</td>
<td>$9,285 $200</td>
</tr>
<tr>
<td>1994 - 1995</td>
<td>$12,315 $555</td>
<td>$12,870 $410 $275</td>
</tr>
<tr>
<td>1995 - 1996</td>
<td>$13,110 $590</td>
<td>$13,700 $440 $295</td>
</tr>
<tr>
<td>1996 - 1997</td>
<td>$14,100 $635</td>
<td>$14,735 $470 $315</td>
</tr>
<tr>
<td>1997 - 1998</td>
<td>$15,100 $665</td>
<td>$15,765 $500 $350</td>
</tr>
<tr>
<td>1998 - 1999</td>
<td>$15,850 $800</td>
<td>$16,650 $525 $370</td>
</tr>
<tr>
<td>1999 - 2000</td>
<td>$16,640 $870</td>
<td>$17,510 $550 $390</td>
</tr>
<tr>
<td>2000 - 2001</td>
<td>$17,475 $910</td>
<td>$18,385 $580 $410</td>
</tr>
</tbody>
</table>

2000 - 01 Reference Schools Comparison - Tuition and Fees

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition</th>
<th>Trinity Univ</th>
<th>Univ of Puget Sound</th>
<th>Univ of Richmond</th>
<th>Washington &amp; Lee Univ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furman Univ</td>
<td>$19,156</td>
<td>15,804</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rollins College</td>
<td>22,868</td>
<td>21,425</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Lawrence Univ</td>
<td>23,955</td>
<td>20,140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stetson</td>
<td>18,385</td>
<td></td>
<td></td>
<td></td>
<td>17,965</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition</th>
<th>Eckerd College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ of Miami</td>
<td>22,526</td>
<td>18,785</td>
</tr>
</tbody>
</table>

Source: U.S. News & World Report
Faculty Compensation

Under the direction of the board of trustees, President Lee appointed a faculty compensation task force during the 1996-97 academic year. Now a standing committee, this group is charged with making recommendations to the President’s Staff regarding faculty compensation issues. A major component of this committee’s responsibility was establishing reference school salary comparisons and monitoring the progress toward meeting the benchmarks. 1999-00 faculty compensation task force members: Grady Ballenger, Jane Bradford, Paul Dascher, Diane Everett, Karen Kaivola, Leonard Nance, Michael Rickman, Betty Thorne, John Tichenor (ex officio), and Jim Woodward.

The graphs below present the progress made toward matching the average salaries by rank at the reference schools. The reference schools are: Furman University, Rollins College, St. Lawrence University, Trinity University, University of Puget Sound, University of Richmond, and Washington & Lee University. The average salaries at these schools are adjusted for cost of living differences between their locations and the Daytona Beach Metropolitan Statistical Area (MSA). The salaries are also adjusted for state income taxation.
Financial Information

Endowment - Market Value

<table>
<thead>
<tr>
<th>Date</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/31/94</td>
<td>$57,119,978</td>
</tr>
<tr>
<td>5/31/95</td>
<td>$65,364,000</td>
</tr>
<tr>
<td>5/31/96</td>
<td>$76,820,000</td>
</tr>
<tr>
<td>5/31/97</td>
<td>$102,012,000</td>
</tr>
<tr>
<td>5/31/98</td>
<td>$127,858,000</td>
</tr>
<tr>
<td>12/31/99</td>
<td>$125,930,588</td>
</tr>
<tr>
<td>5/31/00</td>
<td>$130,066,800</td>
</tr>
</tbody>
</table>

Source: NACUBO Business Officer magazine - February 2000

Endowment - Reference Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Market Value End FY 99</th>
<th>National Rank in Endowment Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Richmond</td>
<td>$803,252,000</td>
<td>47th</td>
</tr>
<tr>
<td>Washington &amp; Lee University</td>
<td>$683,123,000</td>
<td>60th</td>
</tr>
<tr>
<td>Trinity University</td>
<td>$584,445,000</td>
<td>74th</td>
</tr>
<tr>
<td>St. Lawrence University</td>
<td>$226,839,000</td>
<td>158th</td>
</tr>
<tr>
<td>Furman University</td>
<td>$216,137,000</td>
<td>165th</td>
</tr>
<tr>
<td>University of Puget Sound</td>
<td>$190,425,000</td>
<td>181st</td>
</tr>
<tr>
<td>Rollins College</td>
<td>$132,468,000</td>
<td>238th</td>
</tr>
<tr>
<td>Stetson</td>
<td>$118,665,000</td>
<td>255th</td>
</tr>
</tbody>
</table>
### Annual Budget

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DeLand</td>
<td>$37,100,000</td>
<td>$45,000,000</td>
<td>$48,200,000</td>
<td>$56,200,000</td>
<td>$59,073,000</td>
<td>$63,377,000</td>
</tr>
<tr>
<td>Law</td>
<td>$15,400,000</td>
<td>$15,400,000</td>
<td>$16,000,000</td>
<td>$17,000,000</td>
<td>$17,616,000</td>
<td>$17,285,000</td>
</tr>
</tbody>
</table>

### Expenditures - Fiscal Year 1999

- **Instruction**
- **Student Services**
- **Institutional Support**
- **Auxiliary Enterprises**
- **Academic Support**
- **Research**
- **Public Service**

**Source:** IPEDS Finance Survey

**Library holdings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Books &amp; Bound Journals</th>
<th>Federal Documents</th>
<th>Remote Databases*</th>
<th>Journal Subscriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Current Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/31/93</td>
<td>298,207</td>
<td>220,468</td>
<td>0</td>
<td>1,303</td>
</tr>
<tr>
<td>5/31/94</td>
<td>305,085</td>
<td>225,871</td>
<td>0</td>
<td>1,339</td>
</tr>
<tr>
<td>5/31/95</td>
<td>313,261</td>
<td>229,852</td>
<td>0</td>
<td>1,351</td>
</tr>
<tr>
<td>5/31/96</td>
<td>316,738</td>
<td>234,110</td>
<td>0</td>
<td>1,369</td>
</tr>
<tr>
<td>5/31/97</td>
<td>320,011</td>
<td>236,598</td>
<td>0</td>
<td>1,415</td>
</tr>
<tr>
<td>5/31/98</td>
<td>323,576</td>
<td>238,569</td>
<td>1,315</td>
<td>1,392</td>
</tr>
<tr>
<td>5/31/99</td>
<td>330,109</td>
<td>241,564</td>
<td>1,335</td>
<td>1,389</td>
</tr>
<tr>
<td>5/31/00</td>
<td>333,447</td>
<td>245,834</td>
<td>1,320</td>
<td>1,388</td>
</tr>
</tbody>
</table>

* Periodicals and subscriptions accessible through WebCat  
** Not held in paper
Alumni Giving Profile

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni of record</td>
<td>18,742</td>
<td>19,312</td>
<td>19,278</td>
<td>18,940</td>
<td>18,240</td>
<td>20,418</td>
</tr>
<tr>
<td>Alumni solicited</td>
<td>11,996</td>
<td>10,872</td>
<td>11,098</td>
<td>14,526</td>
<td>16,040</td>
<td>15,501</td>
</tr>
<tr>
<td>Alumni donors</td>
<td>5,150</td>
<td>4,807</td>
<td>4,402</td>
<td>5,723</td>
<td>4,273</td>
<td>5,759</td>
</tr>
<tr>
<td>Giving percent of record</td>
<td>27.48%</td>
<td>24.89%</td>
<td>22.83%</td>
<td>30.22%</td>
<td>23.43%</td>
<td>28.2%</td>
</tr>
</tbody>
</table>

*Preliminary data

% of Alumni who made donations (Alumni donors / Alumni of record)

Student Financial Aid


<table>
<thead>
<tr>
<th></th>
<th>Need-Based</th>
<th>Non-Need-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$1,484,396</td>
<td>0</td>
</tr>
<tr>
<td>State</td>
<td>$456,183</td>
<td>$4,714,037</td>
</tr>
<tr>
<td>Institutional*</td>
<td>$6,210,857</td>
<td>$4,122,067</td>
</tr>
<tr>
<td>External</td>
<td>0</td>
<td>$889,551</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$8,151,436</td>
<td>$9,725,655</td>
</tr>
</tbody>
</table>

*excludes athletic aid and tuition waivers

<table>
<thead>
<tr>
<th></th>
<th>New Full-time Freshman</th>
<th>Full-time Undergrads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average need-based gift award</td>
<td>$12,355</td>
<td>$11,395</td>
</tr>
<tr>
<td>Average need-based financial aid package</td>
<td>$17,163</td>
<td>$17,540</td>
</tr>
<tr>
<td>Students receiving non-need based aid</td>
<td>158</td>
<td>563</td>
</tr>
<tr>
<td>Average non-need based award</td>
<td>$6,216</td>
<td>$5,653</td>
</tr>
</tbody>
</table>
## ACADEMIC PROGRAMS

### Degrees and Programs Offered (2000-01)

#### College of Arts and Sciences

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>B.A.</td>
<td>Mathematics</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Aquatic &amp; Marine Biology*</td>
<td>B.S.</td>
<td>Molecular Biology*</td>
<td>B.S.</td>
</tr>
<tr>
<td>Art</td>
<td>B.A.</td>
<td>Music</td>
<td>B.A.</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A., B.S.</td>
<td>Philosophy</td>
<td>B.A.</td>
</tr>
<tr>
<td>Biochemistry*</td>
<td>B.S.</td>
<td>Physics</td>
<td>B.S.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B.S.</td>
<td>Political Science</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>B.A.</td>
<td>Psychology</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>B.A., B.S.</td>
<td>Russian Studies</td>
<td>B.A.</td>
</tr>
<tr>
<td>Digital Arts</td>
<td>B.A.</td>
<td>Secondary Education*</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Economics</td>
<td>B.A., B.S.</td>
<td>Social Science*</td>
<td>B.A.</td>
</tr>
<tr>
<td>Elementary Education*</td>
<td>B.A., B.S.</td>
<td>Social Science - Education*</td>
<td>B.A.</td>
</tr>
<tr>
<td>English</td>
<td>B.A.</td>
<td>Sociology</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>B.A., B.S.</td>
<td>Spanish</td>
<td>B.A.</td>
</tr>
<tr>
<td>French</td>
<td>B.A.</td>
<td>Sport and Exercise Science</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>B.A.</td>
<td>Athletic Training*</td>
<td>B.S.</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A., B.S.</td>
<td>Exercise Science</td>
<td>B.S.</td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
<td>Rehabilitative Studies*</td>
<td>B.S.</td>
</tr>
<tr>
<td>Humanities*</td>
<td>B.A.</td>
<td>Sports Administration</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>International Studies</td>
<td>B.A.</td>
<td>Theatre Arts</td>
<td>B.A.</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>B.A.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Minor NOT available

#### Minors only

<table>
<thead>
<tr>
<th>Minor</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>Health Care Issues</td>
</tr>
<tr>
<td>Applied Ethics</td>
<td>Journalism</td>
</tr>
<tr>
<td>Art History</td>
<td>Russian</td>
</tr>
<tr>
<td>Art History</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>Art History</td>
<td>Women and Gender Studies</td>
</tr>
</tbody>
</table>

#### Cooperative Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Pre-Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Forestry and Environmental Studies</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>Pre-Law</td>
</tr>
</tbody>
</table>

#### School of Business Administration

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>B.B.A.</td>
<td>General Business Administration</td>
</tr>
<tr>
<td>Computer Information Systems*</td>
<td>B.B.A.</td>
<td>International Business*</td>
</tr>
<tr>
<td>Economics*</td>
<td>B.B.A.</td>
<td>Management*</td>
</tr>
<tr>
<td>Finance</td>
<td>B.B.A.</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

* Minor NOT available

#### Minors only

<table>
<thead>
<tr>
<th>Minor</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Statistics</td>
<td>Business Law</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>
School of Music

B.A. Music
B.A. Digital Arts - Music Track
B.M. Performance
  Piano/Organ
  Voice
  Guitar
  Orchestral Instrument

B.M.E. Instrumental/General
B.M.E. Vocal/General
B.M. Theory and Composition
B.M. Elective Studies in a Specific Outside Field
  Digital Arts
  Business
  Other

Minors
General Music
Church Music (must be attached to a music degree)

Graduate
Counseling - Mental Health
  Counseling - Marriage & Family
  School Counseling & Family Consultation
  Education
  Elementary Education
  Exceptional Student Education

M.S. Career Teacher
M.S. English
M.S. Educational Leadership
M.A.
M.Ed.
M.Ed.

M.A.
M.Ed.
M.A.
M.Ed.
M.Ed.
M.Ed.

M.S.
M.S.
M.S.
M.S.
M.S.

M.A., M.A.T.
M.Ed., Ed.S.
M.B.A./M.Ed.
M.B.A./Ed.S.
M.B.A.

M.B.A.

M.Acc.
Enrollment by Major - Undergraduate (Fall 2000)

Includes Double Majors

### College of Arts and Sciences

<table>
<thead>
<tr>
<th>Major</th>
<th>Frequency</th>
<th>% of A&amp;S Majors</th>
<th>Major</th>
<th>Frequency</th>
<th>% of A&amp;S Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>6</td>
<td>0.5%</td>
<td>International Studies</td>
<td>6</td>
<td>0.5%</td>
</tr>
<tr>
<td>Art</td>
<td>42</td>
<td>3.5%</td>
<td>Latin American Studies</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Biochemistry, B.A.</td>
<td>31</td>
<td>2.6%</td>
<td>Mathematics</td>
<td>13</td>
<td>1.1%</td>
</tr>
<tr>
<td>Biology - B.A.</td>
<td>3</td>
<td>0.3%</td>
<td>Mathematics-Secondary Educ</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Biology - B.S.</td>
<td>107</td>
<td>9.0%</td>
<td>Med Tech</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Biology - Sec Educ</td>
<td>2</td>
<td>0.2%</td>
<td>Music - Liberal Arts</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>Biology - Molecular</td>
<td>3</td>
<td>0.3%</td>
<td>Philosophy</td>
<td>13</td>
<td>1.1%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>14</td>
<td>1.2%</td>
<td>Physics</td>
<td>21</td>
<td>1.8%</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>73</td>
<td>6.2%</td>
<td>Political Sci - B.A.</td>
<td>95</td>
<td>8.0%</td>
</tr>
<tr>
<td>Computer Info Systems-B.S.</td>
<td>10</td>
<td>0.8%</td>
<td>Political Sci - B.S.</td>
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**Total A&S Majors** 1185 100.0%

### School of Business

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<th>Major</th>
<th>Frequency</th>
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**Total Business Majors** 705 100.0%

### School of Music

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**Total A&S Majors** 1185 100.0%
### Enrollment by Minor - Undergraduate (Fall 2000)

Includes Double Minors

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#### School of Business

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**Total Business Minors** 275

#### School of Music

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### Enrollment by Major - Graduate (Fall 2000)

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**TOTAL** 336
## Enrollment by Major - Undergraduate (Historical)*

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| UNDERGRADUATE TOTAL       | 455     | 464     | 425     | 424     | 416     | 362     |         |

Source: IPEDS Completion Reports (classified by CIP codes)

Degrees Awarded - by Degree Type (Historical)

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Degrees awarded

- Bachelor
- Graduate
- Law

# of degrees on the y-axis, 1993-94 to 1999-00 on the x-axis.
College of Law

The Stetson University College of Law, founded in 1900, is Florida's first law school. Originally located on the campus of Stetson University in DeLand, Florida, the College of Law is an integral part of this private and highly selective University. The College moved to St. Petersburg on Florida's West Coast in 1954, but has maintained close ties and parallel goals and objectives with the rest of the University.

The College of Law is set on a 21-acre Spanish Revival campus in South St. Petersburg and has the entire Tampa Bay region—one of the nation's top 25 metropolitan areas and the only one with a single law school—as a learning and recreational resource. The close relationships between the members of all the various communities of the college become a learning tool for students who choose Stetson for their legal education. The College is approved by the American Bar Association and has been a member of the Association of American Law Schools since 1931.

Stetson owes much of its reputation for excellence to its almost 5,000 alumni, who hold positions of prominence in all facets of the law, in both the public and private sectors. Each new Stetson student benefits from this tradition and becomes a shareholder in enhancing the College's place in legal education.

Alumni of the College are mainly concentrated in Florida, but also are scattered around the nation and the world. Seven justices of the Florida Supreme Court have been alumni of the College, and many of its graduates have served as judges of state trial and intermediate appellate courts. Many Stetson alumni also serve in the legislative and executive branches of government. In addition, Stetson graduates have held or still hold posts in the United States Congress, on the U.S. District Court and the U.S. Court of Appeals, and as Assistant U.S. Attorney General, U.S. Attorney General and Attorney General of Florida.

A majority of Stetson alumni are active members of law firms in the state, nation and world. But they also are CEOs and work as corporate legal counsel for major firms. Stetson graduates also can be found holding prominent positions in education as teachers, professors and college presidents. This track record of strong performance means that Stetson is a "brandname" among the nation's law schools, and attracts recruiters from many of the state's and the nation's top law firms and other business enterprises. The College of Law's firm commitment to helping students achieve their ultimate goals, either as practicing attorneys or in other lifetime positions, is reflected in its strong Career Services and Placement programs.

The Career Services Office assists students and graduates in securing all types of legal employment and provides group seminars and individual counseling on subjects ranging from interviewing techniques and placement strategies to letter and resume writing help. Career Services, a liaison between students and legal employers, brings many legal organizations to the campus each year to interview second and third year students. This office posts many other legal employment opportunities for legal associate, part-time and summer positions through-out the year. The Office maintains an up-to-date reference library including materials and information on graduate programs, government agencies, law firms, judicial clerkships, career options and teaching opportunities. Stetson also participates in regional job fairs, where a diverse pool of legal employers grant on-the-spot interviews. These fairs have produced impressive employment success rates for Stetson students over the years.
**Law School Tuition**

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**Law School Tuition for Summer Session**

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<td>$4,750</td>
<td>$4,950</td>
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<td>$5,305</td>
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**Law School Key Facts**

- Florida's First Law School (est. 1900)
- Outstanding intercollegiate competition opportunities. First law school in the nation to win all five national-level law school trial championships in one academic year
- Practice-based clinics, internships, and externships
- State-of-the-art Library and Legal Information Center
- Superb facilities, with advanced computer/Internet technology
- Centers of Excellence in Elder Law, Dispute Resolution, Health Law, and Litigation Ethics
- Award-winning advocacy programs
- Concentration programs in Advocacy and Elder Law
- Accomplished faculty who are experts in their fields
- Specialized placement services
- Joint J.D./M.B.A. program
- LL.M. in International Law and Business
- Scandinavian/Baltic Summer Institute
- International, national, and regional continuing legal education programs (CLE)
- One of the first law schools in the nation to establish a pro bono graduation requirement
- Small classes and individual attention to student needs
- Solid, skill-based curriculum
- Excellent job placement and bar passage rates

For more information on the College of Law, see www.law.stetson.edu.
Stetson Center at Celebration

Background to the University’s Commitment to a Presence in Celebration
Since 1992, Stetson has actively involved itself in the evolution of the new town of Celebration, Florida, a community built upon American tradition. Celebration’s hi-tech comprehensive K-12 school represents a potential model for educational reform through its inclusion of multiple “best practices” in a uniquely designed architectural configuration for multi-graded neighborhoods. Celebration reflects a modern, planned community built upon compatible values, esthetics and lifelong learning. It offers opportunities for varied dimensions of learning and a living laboratory for innovation and research. It, like the University itself, communicates optimism and hope through an open environment which encourages inquiry and involvement.

The Stetson University Center proposed for Celebration will make a significant statement about and provide a tangible example of the University’s strong, continuing commitment to quality, multifaceted, lifelong community focused learning. It will firmly establish the University in the heart of Florida in the most important economic and population growth area in the Southeast, after Atlanta. It will offer student and revenue growth potential in areas of the University’s proven strength. It will signal a progressive vision from the University for its progress in the new millennium.

Objectives and Vision
We want to benefit from the national spotlight that shines brightly on Celebration. The core vision of the University is to establish a nationally recognized center for educational development and community growth. The Stetson University Center will become the preferred provider of lifelong learning in Celebration and an important center for teaching training and educational reform. A significant objective is to provide a new venue for selective growth of university courses and degree programs as well as for continuing education.

The University’s presence in Celebration is expected to promote better awareness of the University by capitalizing on the image of Celebration, by extending its national public exposure of educational initiatives and by enhancing access to corporate and foundation sponsorships.

Specific local objectives include the addition of value to the quality of life in Celebration itself and to improving teaching and learning at Celebration school. In Celebration, the University will be able to model nationally and internationally best practices in education and re-invent approaches to learning and wellness by bridging higher education with individual needs and interests.

Building Project Team/Planning Process
The University, the Celebration Company, the Architects and the Contractor are interacting throughout the design and building process to assure a flexible, practical purpose-built building conducive to the vision and objectives. The V.P. for Facilities Management is responsible for liaison with architects, contractors and others directly involved in construction. The University’s Associate V.P. for Celebration is charged with coordinating relationships with The Celebration Company and with the University Deans and faculty involved in the development of Celebration activities. A Design Review Team will be used to include faculty representing the major program components to be contained in the University Center. This team will meet at regular intervals after the strategic design is ready under the chairmanship of the Celebration A.V.P. to review and comment on plans and progress. Such comments and suggestions will be shared as appropriate by
the V.P. for Facilities Management with the architects and contractors. The University’s Master
Campus Planner will be involved directly with the V.P. and the A.V.P. and others as long as needed
and as is appropriate to the success of the building project. The targeted completion date for the
building program is May 2001.

Celebration Program Components

1. **K-12 Education Improvement and Reform**
   Celebration School/Renaissance Initiatives
   1550 Osceola Educator Programs
   National Educator Programs on Best Practices in Education
   Technology Enhancement and Infusion

   **Funding Sources**
   Stetson/Renaissance Funds
   Tuition and Tuition Support Sponsors
   Foundations, Corporations, Private Partners, State and Federal Grants

2. **Degree Programs**
   Undergraduate/Degree Completion Programs
   Graduate Programs
   Business (Executive MBA)
   Education
   Counseling
   Health (Florida Hospital)
   Environmental Studies (Walker Ranch)

   **Funding Sources**
   Tuition
   Tuition Support Sponsors

3. **Community School of the Arts**
   Courses
   Training
   Community Performance

   **Funding Sources**
   Tuition/Fees
   Private/Public Grants

4. **Others**
   Professional Development School Initiatives
   Special Projects and Workshops
   Community Educational Activities
   Continuing Legal education
   Technology Certification Courses
STUDENT INFORMATION

Admissions

High School Class Rank - New Freshman

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<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
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<tbody>
<tr>
<td>Top 10% of high school graduating class</td>
<td>33.1%</td>
<td>31.7%</td>
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<tr>
<td>Top 20% of high school graduating class</td>
<td>57.1%</td>
<td>57.2%</td>
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<tr>
<td>Top 25% of high school graduating class</td>
<td>68.0%</td>
<td>65.1%</td>
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<td>Top 50% of high school graduating class</td>
<td>91.6%</td>
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<td>89.1%</td>
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1998 - 83% of new freshmen submitted class rank
1999 - 85% of new freshmen submitted class rank
2000 - 81% of new freshmen submitted class rank

SAT / ACT Scores

Fall 2000 New Freshmen

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<th>25th Percentile</th>
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<td>503</td>
<td>560</td>
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<tr>
<td>SAT - Verbal</td>
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<td>SAT - Total</td>
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92% of new freshman submitted SAT scores (n = 480)
48% of new freshman submitted ACT scores (n = 249)
93% of new freshman submitted High School GPA (n = 488)

Range of SAT / ACT Scores

Fall 2000 New Freshmen

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<th></th>
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<td>30 - 36</td>
<td>8.4%</td>
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<td>600 - 699</td>
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<td>24 - 29</td>
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<td>500 - 599</td>
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First-time Freshmen & Transfers - Entering Class Profile

### Freshmen

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Yield rate for accepted students: 37.5% - 36.3%

### Transfers

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<td>2000</td>
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<tr>
<td>2000</td>
<td>51</td>
<td>79</td>
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Yield rate: 61.3% - 61.6%

### Special

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* “Inquired” includes mailing lists purchased from College Board and other sources.
## Enrollment

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#### Undergraduate Students

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### Graduate Students (excluding College of Law)

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Headcount, Fall Semester (Historical - 1954 to 1999)

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Source: HEGIS and IPEDS Enrollment Reports
# College or School & Gender (Fall 2000)

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### Diagrams

- **Arts & Sciences - Undergraduates**: 63% Male, 37% Female
- **Business - Undergraduates**: 53% Male, 47% Female
- **Music - Undergraduates**: 55% Male, 45% Female
- **DeLand Total - Undergraduates**: 57% Male, 43% Female
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### Class Standings - Undergraduate (Historical)

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### Enrollment by Class Standing

- **Senior**
- **Junior**
- **Sophomore**
- **Freshman**

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Ethnicity (Fall 2000)

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Enrollment By Ethnicity - Undergraduate (Historical)

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*Some International/Alien students were classified into specific ethnic groups
International / Non-Resident Students Home country - Undergraduate (Fall 2000)

Canada  15  India  2  Republic of Georgia  1
Uzbekistan  10  Yugoslavia  2  Laos  1
Cayman Islands  8  Bulgaria  2  Peru  1
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Russia  7  France  2  Australia  1
Venezuela  7  Sweden  2  Iran  1
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Germany  6  Mexico  2  Kazakhstan  1
British West Indies  5  Thailand  2  Honduras  1
Dominican Republic  4  Bangladesh  1  Netherlands  1
Jamaica  4  Kyrgyzstan  1  Bolivia  1
Colombia  4  Pakistan  1  Nigeria  1
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Finland  3  Hungary  1  Cyprus  1
Republic of Korea  3  Italy  1  Bosnia-Herzegovina  1
Trinidad & Tobago  3  Hong Kong  1  Romania  1
Poland  3  China (p.r.o.c.)  1  Republic of Panama  1
Brazil  3  Barbados  1  Czech Republic  1
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 Albania  1

Number of Foreign Countries represented (Historical)

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<td><strong>TOTAL</strong></td>
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</table>
Age Distribution (Fall 2000)

Full-time Undergraduates

Part-time Undergraduates

Full-time Graduates

Part-time Graduates

Stetson University Fact Book 2000-01
Page 45
## Average Senior GPA's (Historical)

<table>
<thead>
<tr>
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<th>75th</th>
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### Graphs

- [Average Senior GPA's (Historical) Graph](#)
- [Average Senior GPA's (Historical) Graph](#)
Class Statistics

Average Class Size - Undergraduate (Fall 2000)

<table>
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<tr>
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<th>Lower Level</th>
<th>Upper Level</th>
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</tr>
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<td>12</td>
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<td>Music Ensembles</td>
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Independent Study is excluded from the above. The number of Independent Study sections across all schools = 136. Average class size = 1.2

Average Class Size - Undergraduate (Historical)

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<td>16</td>
<td>15</td>
<td>17</td>
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<td>16</td>
<td>17</td>
<td>18</td>
<td>18</td>
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<tr>
<td>Social Sciences</td>
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<td>18</td>
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<td>15</td>
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<tr>
<td>Music Ensembles</td>
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<td>12</td>
<td>14</td>
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</tr>
<tr>
<td>Applied Music</td>
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<td>3</td>
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</table>

*Data not available

![Graph showing # of students over years](image-url)
STUDENT LIFE

Athletics

Intercollegiate Athletics

Stetson is a member of the National Collegiate Athletic Association, and both men’s and women’s teams compete on a Division I level. Hatter basketball and baseball teams play national schedules and have achieved ranking as major powers.

<table>
<thead>
<tr>
<th>Men’s Teams</th>
<th>Women’s Teams</th>
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</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Basketball</td>
<td>Crew</td>
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<tr>
<td>Cross Country</td>
<td>Golf</td>
</tr>
<tr>
<td>Golf</td>
<td>Soccer</td>
</tr>
<tr>
<td>Soccer</td>
<td>Softball</td>
</tr>
<tr>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
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</table>

Intramural Program

The Intramural Program offers young men and women the opportunity to manage, officiate, direct and participate in physical activities with the conviction that this participation will promote stability, coordination, sportsmanship, and a sense of leadership which will touch all aspects of their lives. The following sports are available to both men and women:

- Basketball
- Bowling
- Dodgeball
- Flag Football
- Indoor Soccer
- Indoor Volleyball
- Outdoor Soccer
- Sand Volleyball
- Softball
- Swimming
- Tennis
- Table Tennis
- Ultimate Frisbee

Organizations and Clubs

Stetson has many organizations open to all students, affording a variety of activity. Membership in some organizations is based upon special interests or academic achievement; others are primarily social.

Social Organizations

<table>
<thead>
<tr>
<th>Social Sororities</th>
<th>Social Fraternities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Chi Omega</td>
<td>Alpha Phi Alpha</td>
</tr>
<tr>
<td>Alpha Kappa Alpha</td>
<td>Alpha Tau Omega</td>
</tr>
<tr>
<td>Alpha Xi Delta</td>
<td>Lambda Chi Alpha</td>
</tr>
<tr>
<td>Delta Delta Delta</td>
<td>Phi Sigma Kappa</td>
</tr>
<tr>
<td>Pi Beta Phi</td>
<td>Pi Kappa Phi</td>
</tr>
<tr>
<td>Zeta Tau Alpha</td>
<td>Sigma Nu</td>
</tr>
<tr>
<td></td>
<td>Sigma Phi Epsilon</td>
</tr>
</tbody>
</table>
Honorary Organizations

- Beta Beta Beta (Biology)
- Gamma Sigma Epsilon (Chemistry)
- Gamma Theta Upsilon (Geology)
- Mortar Board
- Omicron Delta Kappa (Leadership)
- Order of Omega
- Phi Alpha Delta (Pre-Law)
- Phi Alpha Theta
- Phi Beta Kappa (General)
- Phi Eta Sigma (Freshman)
- Rho Lambda
- Sigma Pi Sigma (Physics)

Academically Related Organizations

- College of Arts & Sciences
- American Chemical Society
- American Medical Student Association
- Deutsch Club (German)
- Society of Physics Students
- Russian Club
- Theta Alpha Phi (Theatre)
- Education Program
- Chi Sigma Iota (Counseling)
- Florida Future Educators of America
- Kappa Delta Pi
- School of Business
- Alpha Kappa Psi
- American Marketing Association
- Roland George Investment Program
- Stetson Accounting Association
- School of Music
- Collegiate Music Educators Convention
- Phi Mu Alpha Sinfonia
- Sigma Alpha Iota
- Society of Composers, Inc.

Religious Organizations

- Baptist Collegiate Ministry
- Canterbury House
- Catholic Campus Ministry
- Fellowship of Christian Athletes
- Intervarsity Christian Fellowship
- Jewish Student Association
- Student Religious Life Council
- Wesley House
- Young Life

Special Interest Organizations

- Art Club
- Best Buddies
- Black Students Association
- Caribbean Club
- Chess Club
- College Bowl
- College Republicans
- Common Ground
- Green Hat Media
- HOLA (Latin American)
- Indian Student Association
- Model Senate
- Stetson Gerontological
- Stetson Karate Club
- Stetson Surf Club
- Stetson Young Democrats
- Synchronicity Dance Team

Service Organizations

- Circle K International
- Epsilon Sigma Alpha
- Habitat for Humanity
- Roots & Shoots
- Into the Streets
Campus Life Organizations

Alcohol Advisory Board
Council for Student Activities (CSA)
Family Weekend
FOCUS
Greenfeather
Hatter Yearbook
Interfraternity Council (IFC)

Multicultural Student Council (MSC)
Panhellenic Council (PH)
Student Judicial Council
Student Government Association (SGA)
The Reporter (Newspaper)
Touchstone Literary Magazine / Poetry
At An Uncouth Hour
## Faculty

### Full-time Faculty - by Rank, Gender, Ethnicity

<table>
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<tr>
<th>Rank</th>
<th>NR/ Alien</th>
<th>Black, non-Hispanic</th>
<th>Asian / Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
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</tr>
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<td>8</td>
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<td>1</td>
<td>2</td>
<td>34</td>
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<td>1</td>
<td>32</td>
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<td>34</td>
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</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>NR/ Alien</th>
<th>Black, non-Hispanic</th>
<th>Asian / Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Total</th>
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<tbody>
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<td>Women</td>
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<td>Women</td>
<td>Men</td>
<td>Women</td>
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<table>
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<th>Asian / Pacific Islander</th>
<th>Hispanic</th>
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Source: IPEDS Fall Staff Survey

### Percent of Full-Time teaching Faculty with Terminal Degrees - Historical

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<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors/Lecturers/Visiting</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
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<td>95%</td>
<td>83%</td>
<td>38%</td>
<td>88%</td>
</tr>
<tr>
<td>1994</td>
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<td>100%</td>
<td>84%</td>
<td>38%</td>
<td>89%</td>
</tr>
<tr>
<td>1995</td>
<td>*</td>
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<td>50%</td>
<td>93%</td>
</tr>
<tr>
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<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>38%</td>
<td>96%</td>
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<td>1997</td>
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<td>100%</td>
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<td>38%</td>
<td>90%</td>
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<tr>
<td>1998</td>
<td>100%</td>
<td>98%</td>
<td>80%</td>
<td>44%</td>
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<td>50%</td>
<td>87%</td>
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<td>88%</td>
<td>51%</td>
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*Not available
### Full-time Faculty By School and Gender (2000-01)
(includes Sabbaticals/Leaves)

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<tr>
<th>Art &amp; Science</th>
<th>Business</th>
<th>Music</th>
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<th>Law</th>
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<td>Female</td>
<td>Male</td>
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<tr>
<td>Instructor</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Visiting</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>75</td>
<td>60</td>
<td>24</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Arts & Sciences
![Chart](chart_arts_sciences.png)

#### Business
![Chart](chart_business.png)

#### Music
![Chart](chart_music.png)
Full-time Faculty By School and Gender (2000-01), continued
(includes Sabbaticals/Leave)

**Library**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Assistant</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Law**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Assistant</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Visiting</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**DeLand Faculty by Gender - Historical**

<table>
<thead>
<tr>
<th></th>
<th>Instructors/Lecturers</th>
<th>Assistant professors</th>
<th>Associate professors</th>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 93</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Nov 95</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Nov 97</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Nov 99</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Faculty-Student Ratio

The table below shows the ratio of full-time equivalent undergraduate students to full-time equivalent instructional faculty for the fall semester.

<table>
<thead>
<tr>
<th></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>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio</td>
<td>11 to 1</td>
<td>11 to 1</td>
<td>10.7 to 1</td>
<td>10.6 to 1</td>
<td>10.5 to 1</td>
<td>10.5 to 1</td>
<td>10.4 to 1</td>
</tr>
</tbody>
</table>

DeLand and Full-time Faculty Growth (1987-88 to 1999-00)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>90</td>
<td>108</td>
<td>118</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Business</td>
<td>24</td>
<td>32</td>
<td>33</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>17.5</td>
<td>18</td>
<td>21</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>131.5</td>
<td>158</td>
<td>172</td>
<td>40.5</td>
<td>14</td>
</tr>
</tbody>
</table>
Presidents of Stetson University

H. Douglas Lee 1987- Present
Pope A. Duncan 1977 - 1987
Paul F. Geren 1967 - 1969
J. Ollie Edmunds 1948 - 1967
Harry C. Garwood (acting) September to December, 1947
William Sims Allen 1934 - 1947
Charles S. Farriss (acting) January to August, 1934
Lincoln Hulley 1904 - 1934
Charles S. Farriss (acting) September 1903 to September 1904
Warren S. Gordis (acting) September, 1895 to June, 1896
John F. Forbes 1885 - 1903

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Belle Glade, Florida         Palm Coast, Florida
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Chancellor

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Mathematics and Computer Science
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Sport and Exercise Science

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Rob Brady
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Michele Skelton

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Decision and Information Sciences
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Management
Marketing

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Digital Arts
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Family Business Center
Health Care Issues
Honors Program
Humanities
International Studies
Journalism
Latin American Studies
Russian Studies
Stetson Institute for Social Research
Urban Studies
Women and Gender Studies

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D. Dixon Sutherland
Michael G. Branton
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William Wayne Dickson
T. Wayne Bailey
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