

INTRODUCTION

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 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.
- 1954 The beautiful Commons Building burns at Christmas. Carlton Union Building succeeds it (1957). College of Law moves to St. Petersburg.
- 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.
- 1984 Chancellor J. Ollie Edmunds dies. Master of Accountancy added. College of Liberal Arts becomes College of Arts & Sciences. School of Music adds Bachelor's degree in Musical Theatre.
- 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.
- 1991 South African Archbishop Desmond Tutu, winner of the 1984 Nobel Peace prize, speaks out on global conflicts as the inaugural speaker of the James A. Stewart Lecture Series presented by Stetson's Institute for Christian Ethics. William M. and Nina B. Hollis Foundation Inc., makes a gift of \$4.5 million, \$4 million of which establishes a scholarship fund.
- 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.

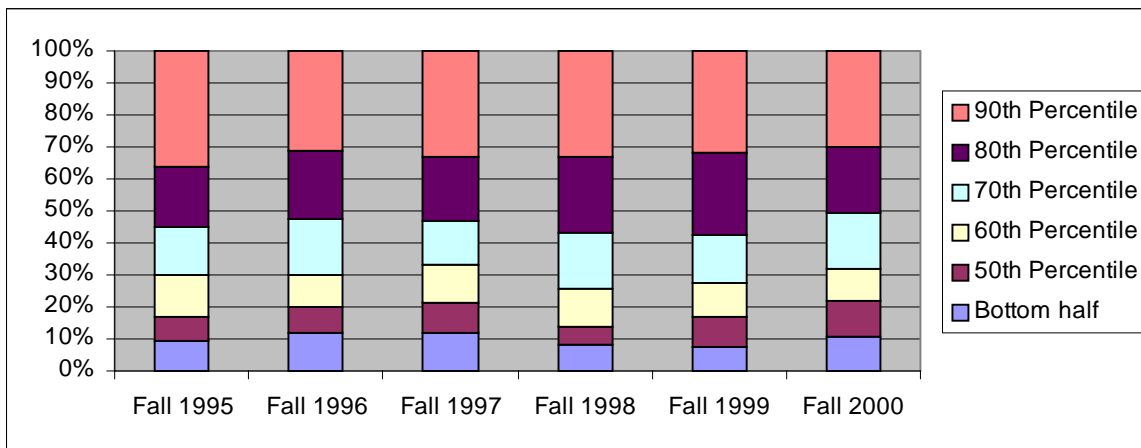
- 1995-96 In a message titled “On the Threshold of the 21st Century,” Holocaust survivor, Nobel Peace Prize laureate and author Elie Wiesel presents the James A. Stewart Lecture. The College of Law is ranked first in the nation for its trial and appellate programs in the 1995 *U.S. News and World Report’s* 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

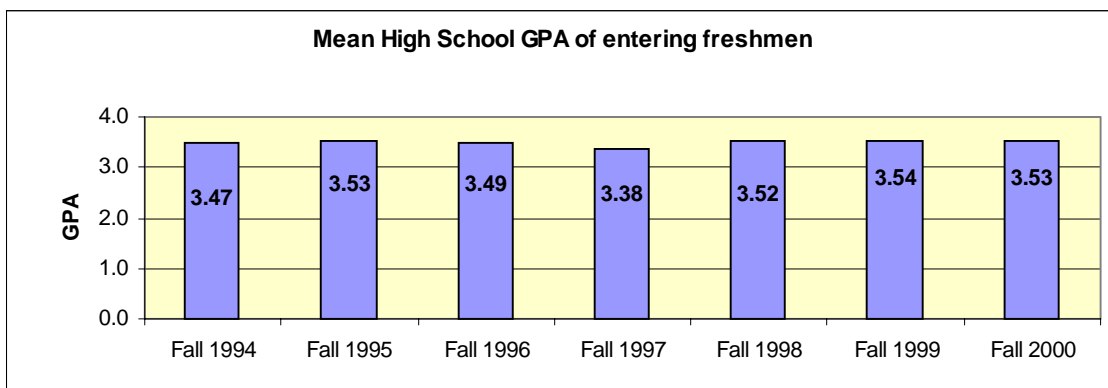
Two predictors of persistence and success in college are class rank and high school GPA. Stetson has consistently recruited high academic achievers, with approximately 30% of Stetson's incoming freshman graduating in the top 10% of their high school class.

High School Class Rank of New Freshmen

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
90th Percentile	36.0%	31.5%	33.0%	33.1%	31.7%	29.9%
80th Percentile	55.2%	52.4%	53.0%	57.1%	57.2%	50.6%
70th Percentile	70.1%	70.1%	67.0%	74.2%	72.4%	68.2%
60th Percentile	83.0%	79.9%	78.6%	86.2%	83.1%	78.4%
50th Percentile	90.5%	88.0%	88.0%	91.6%	92.5%	89.1%
Bottom half	9.5%	12.0%	12.0%	8.4%	7.5%	10.9%



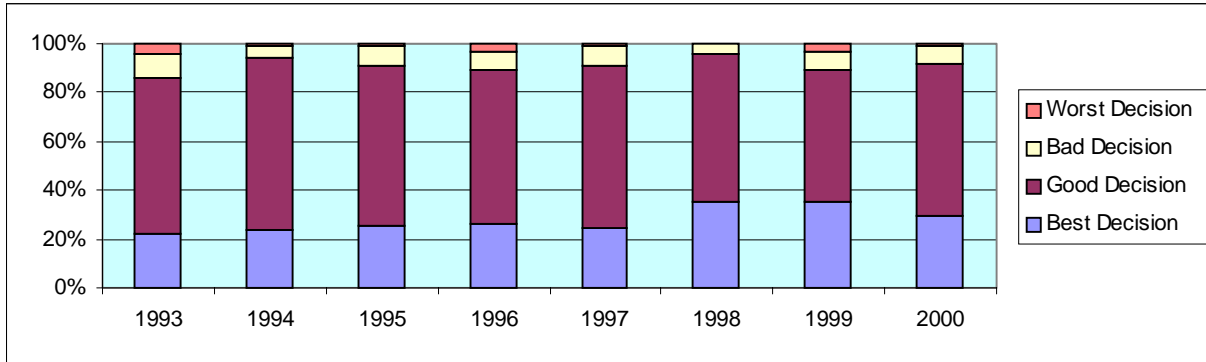
Mean High School GPA



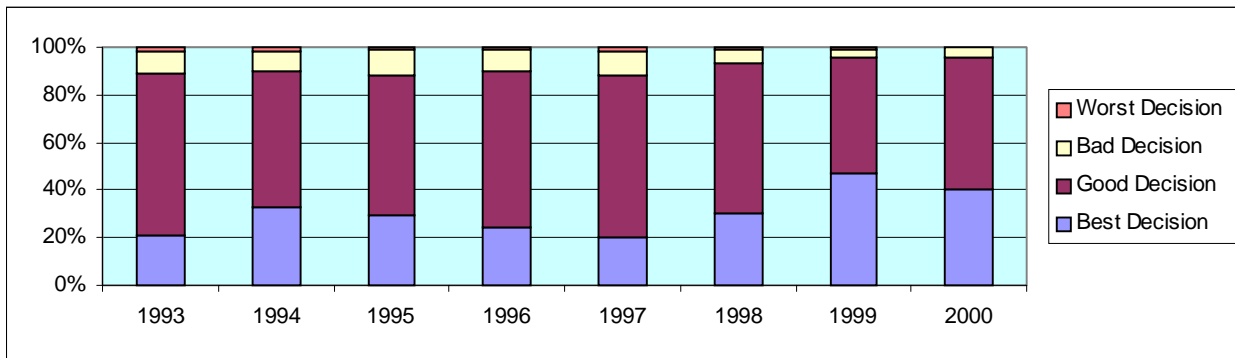
Decision to Attend Stetson

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?”**

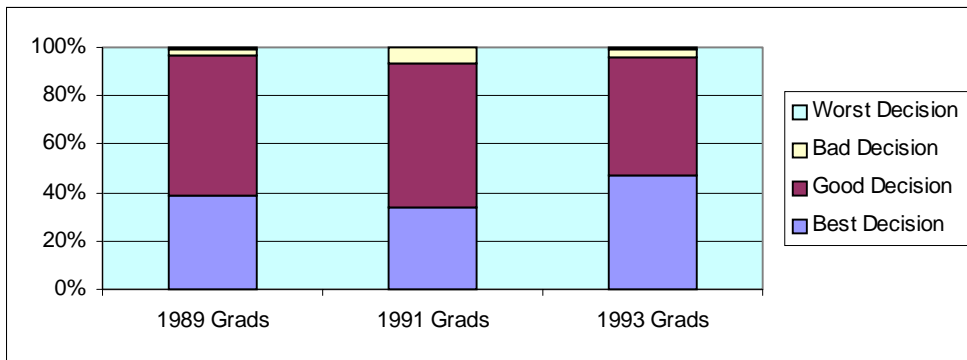
Student Satisfaction Survey



Senior Survey



Alumni Survey

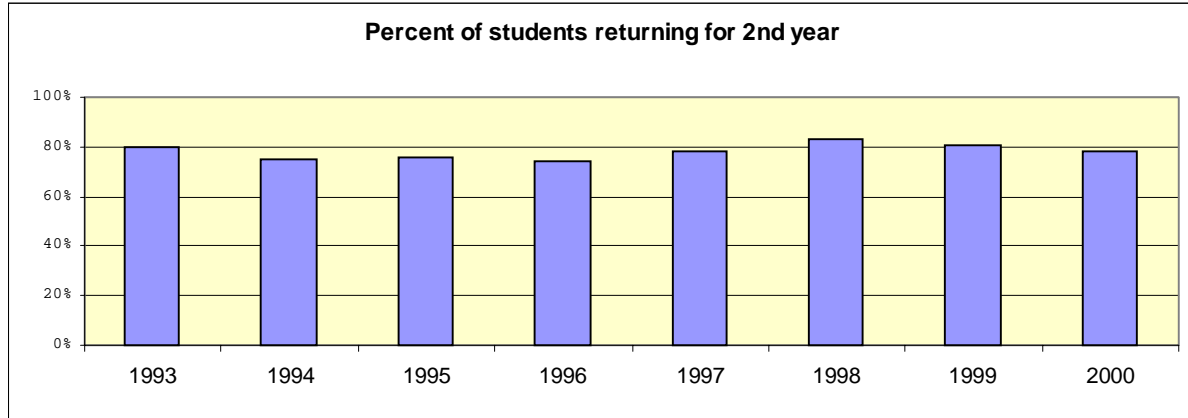


Student Retention Analysis

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

1993	1994	1995	1996	1997	1998	1999	2000
80%	75%	76%	74%	78%	83%	81%	78%



Characteristics of Returning Students

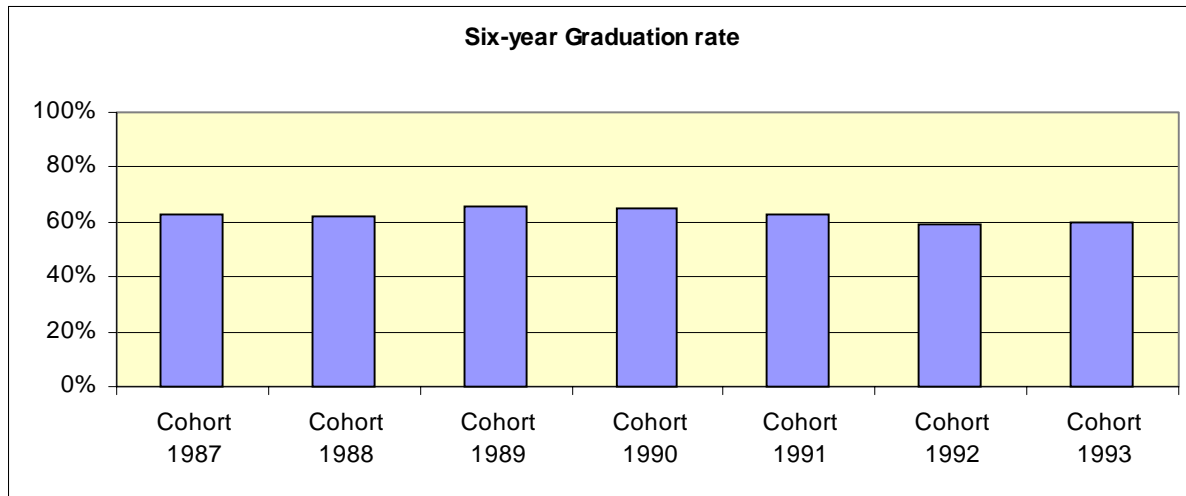
		% returned Fall '99 (New - Fall 1998)			% returned Fall '00 (New - Fall 1999)		
		Initial cohort	# returning	%	Initial cohort	# returning	%
TOTAL		543	438	81%	549	427	78%
Gender	Female	314	252	80%	326	254	78%
	Male	229	186	81%	223	173	78%
Race	African American	21	17	81%	22	19	86%
	Latino/a	27	21	78%	33	29	88%
	Asian American	7	6	86%	16	13	81%
	Native American	3	2	67%	4	4	100%
	White	466	380	82%	474	362	76%
School	Arts & Sciences	324	259	80%	346	260	75%
	Business	159	131	82%	161	131	81%
	Music	60	48	80%	42	36	86%

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

	Mean	Median	Std. Dev.
Returners	2.90	2.99	.64
Non-Returners	2.18	2.26	1.01

Graduation Rates

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



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

	Percent
Employment Full-Time	51%
Employment Part-Time	3%
Grad School Full-Time	41%
Grad School Part-Time	1%
Additional Undergraduate Coursework	2%
Military Service	1%
Traveling	2%

Senior Survey Statistics - Postgraduate Plans, continued

Highest Degree Planned

	Fall 2000 plans	Future plans*
Master's Arts and Science – M.A./M.S.	28%	27%
Master's Business – M.B.A.	20%	31%
Master's Professional – M.S.W./M.S.E./M.S.N./M.A.T.	11%	8%
Law Degree – J.D./LL.B.	13%	7%
Medical Degree – M.D./D.O./D.D.S./D.V.M.		9%
Ph.D.	7%	24%
Other Doctoral – Ed.D./Sci.D./D.B.A.		5%
Other Degree or Certificate	22%	9%

*Multiple Responses Allowed

Academic Field of Highest Planned Degree

	Fall 2000	Future		Fall 2000	Future
Business	30%	38%	Chemistry	2%	5%
Law	14%	11%	Engineering	2%	
Fine/Performing Arts	10%	3%	History	2%	2%
Education	8%	5%	Humanities	2%	
Health Related Field	6%	3%	Social Work		2%
Theology	6%	2%	Computer Science		2%
Biological/Life Sciences	6%	5%	Earth Sciences		5%
Political Science/Govt.	4%	2%	Anthropology		2%
Psychology	4%	6%	English		5%
Medicine	2%	14%	Foreign Languages		2%
Communications, Media	2%				

Long Term Career Plans

Business Owner, Proprietor, Entrepreneur	13%	Computer Programming, Science, or Technology	3%
Education, Teaching/Admin	9%	Envir. Science, Natural Resources	3%
Other	9%	Finance	3%
Law	8%	Management	3%
Undecided	8%	College/Univ Teaching or Research	2%
Marketing, Sales	6%	Government, Politics, Public Policy	2%
Medicine, Health Care, Other	6%	Religious Ministry or Service	2%
Accounting	5%	Social Science or Services	2%
Arts/Entertainment	4%	Sports, Recreation	2%
Medical Doctor	4%	Architecture, Design, or Planning	1%
Advertising, Public Relations	3%	Hospitality, Travel/Tourism	1%
Biology/Life Science	3%		

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?

<i>Abilities/type of knowledge developed in Bach. Program</i>	<i>Essential</i> in current personal and professional activities				Enhanced <i>Greatly</i> by undergraduate experience			
	1991 Stetson Grads.	1993 Stetson Grads.	1991 Peer Grads.	1993 Peer Grads.	1991 Stetson Grads.	1993 Stetson Grads.	1991 Peer Grads.	1993 Peer Grads.
Write effectively	75%	67%	68%	72%	44%	49%	57%	57%
Communicate well orally	84%	84%	81%	84%	40%	55%	41%	47%
Acquire new skills / knowledge on my own	71%	74%	72%	72%	41%	46%	50%	46%
Think analytically and logically	76%	73%	73%	75%	48%	47%	55%	52%
Formulate creative/original ideas & solutions	64%	61%	66%	62%	33%	36%	40%	32%
Lead & supervise tasks & groups of people	60%	51%	51%	50%	32%	33%	25%	26%
Relate well to people of different races, nations, & religions	56%	58%	55%	54%	22%	27%	36%	20%
Function effectively as a team member	65%	66%	62%	64%	42%	39%	32%	36%
Use quantitative tools (e.g., statistics, graphs)	20%	21%	19%	25%	20%	21%	15%	18%
Use computers	64%	69%	58%	63%	28%	25%	22%	20%
Identify moral and ethical issues	34%	32%	31%	32%	22%	17%	31%	21%

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

Year	Undergraduate			Per Credit Hour Fees	
	Tuition	Fees	Total	U-Grad	Graduate
1990 - 1991	\$8,900	\$385	\$9,285		\$200
1991 - 1992	\$9,610	\$410	\$10,020	\$320	\$215
1992 - 1993	\$10,660	\$450	\$11,110	\$355	\$235
1993 - 1994	\$11,510	\$485	\$11,995	\$385	\$255
1994 - 1995	\$12,315	\$555	\$12,870	\$410	\$275
1995 - 1996	\$13,110	\$590	\$13,700	\$440	\$295
1996 - 1997	\$14,100	\$635	\$14,735	\$470	\$315
1997 - 1998	\$15,100	\$665	\$15,765	\$500	\$350
1998 - 1999	\$15,850	\$800	\$16,650	\$525	\$370
1999 - 2000	\$16,640	\$870	\$17,510	\$550	\$390
2000 - 2001	\$17,475	\$910	\$18,385	\$580	\$410

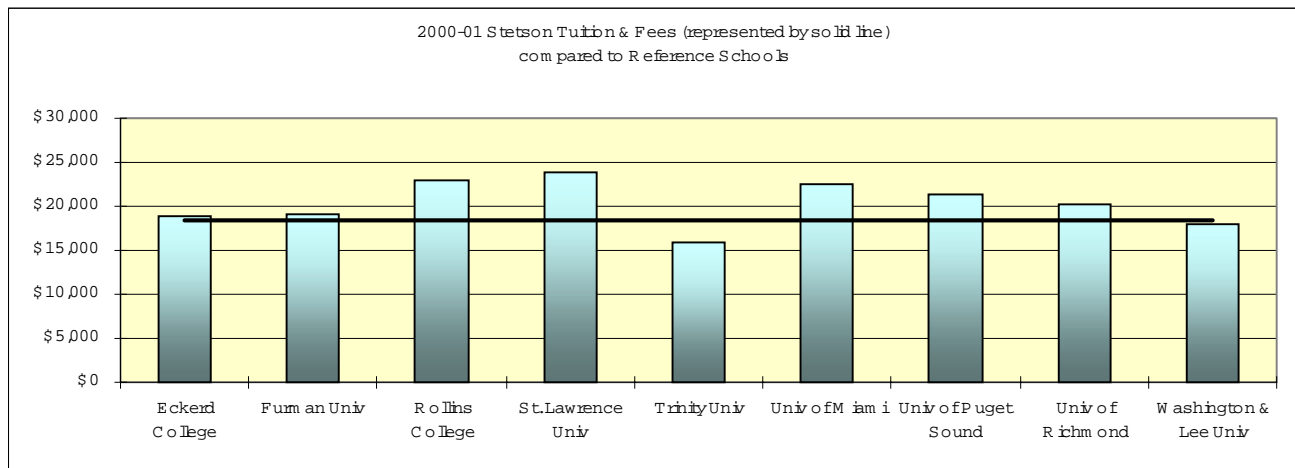
2000 - 01 Reference Schools Comparison - Tuition and Fees

Furman Univ	\$19,156	Trinity Univ	15,804
Rollins College	22,868	Univ of Puget Sound	21,425
St. Lawrence Univ	23,955	Univ of Richmond	20,140
Stetson	18,385	Washington & Lee Univ	17,965

Other

Univ of Miami	22,526	Eckerd College	18,785
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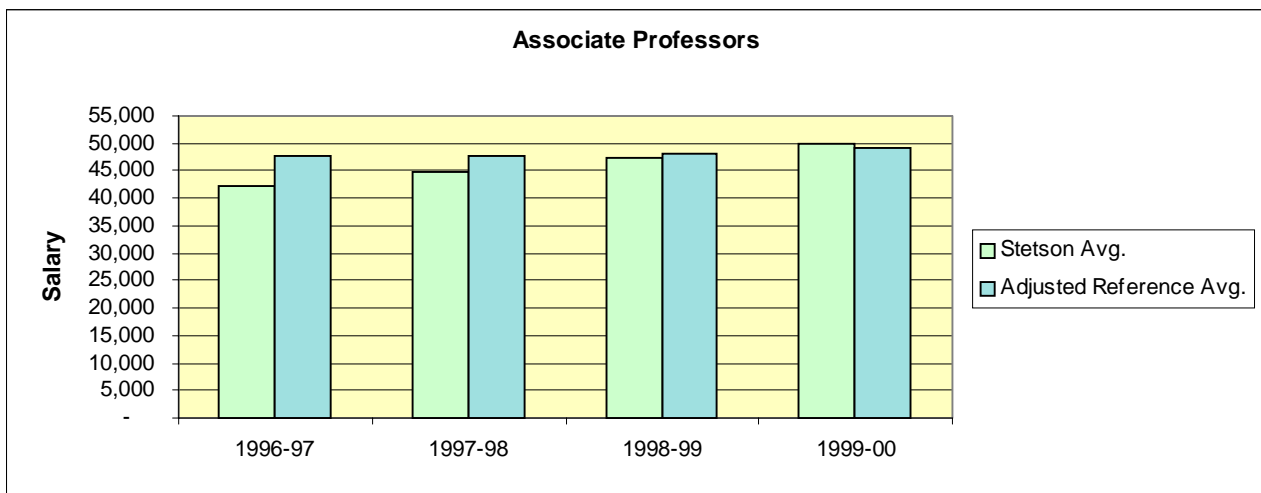
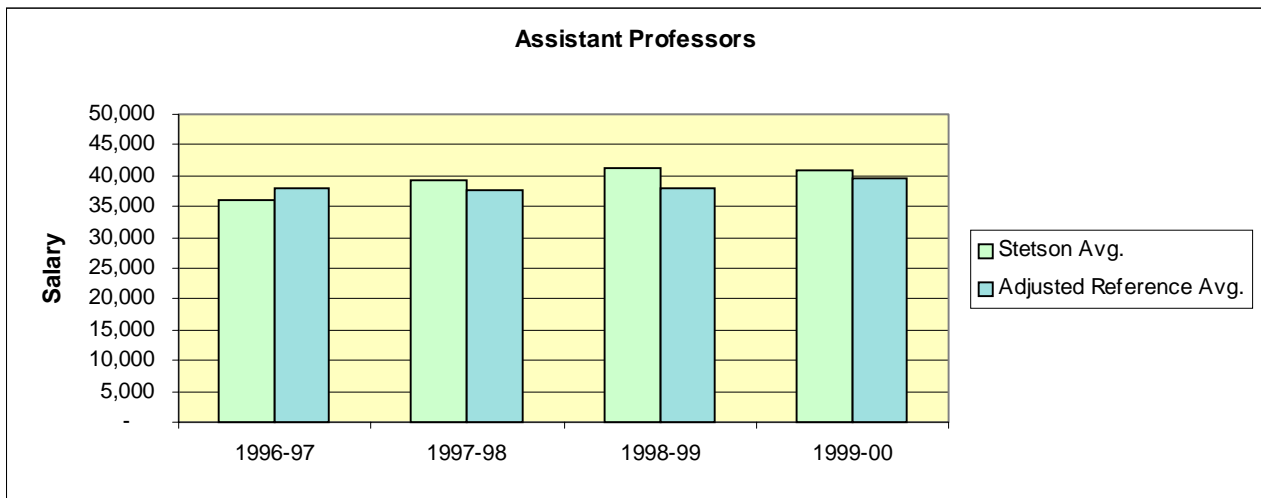
Source: U.S. News & World Report

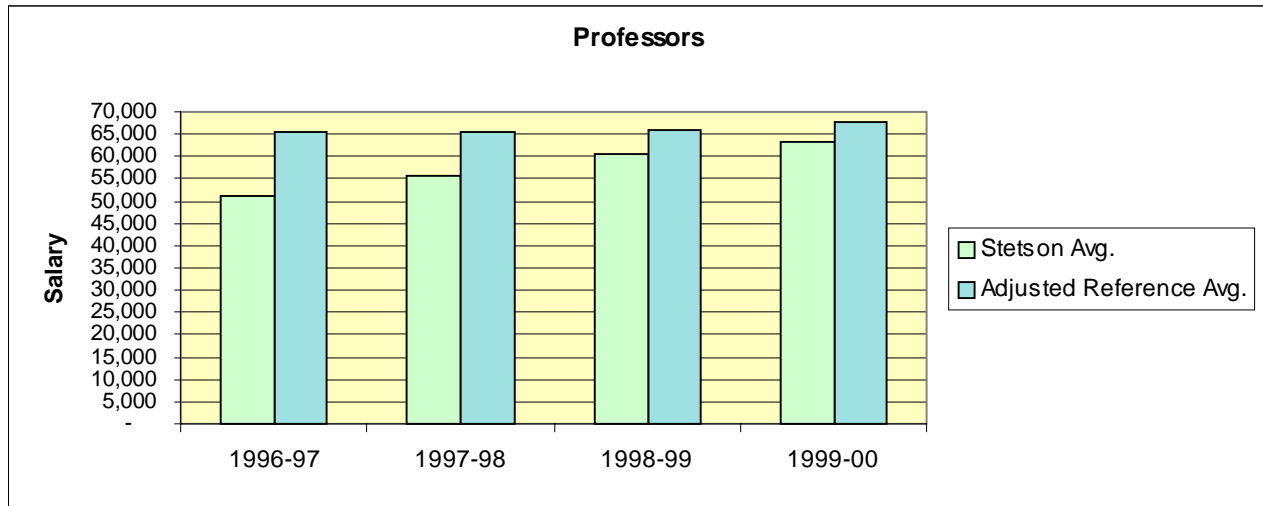


Faculty Compensation

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.

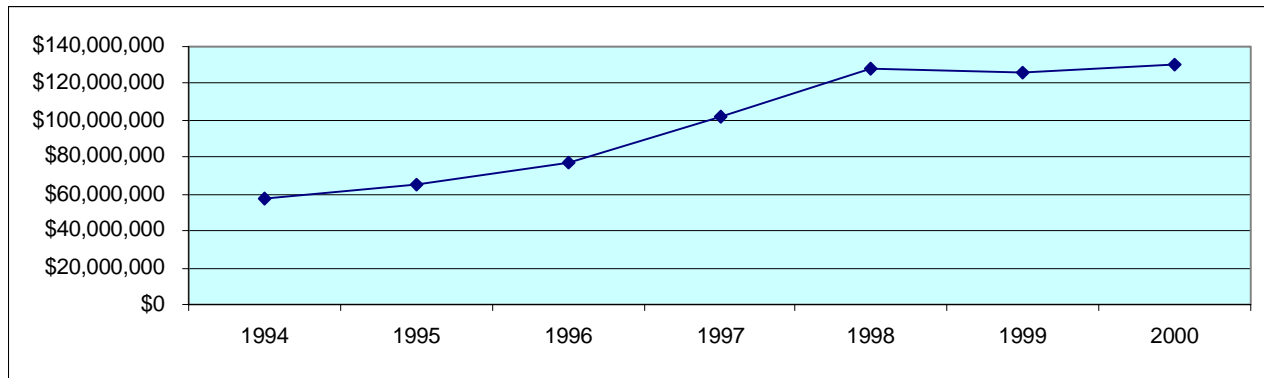




Financial Information

Endowment - Market Value

5/31/94	5/31/95	5/31/96	5/31/97	5/31/98	12/31/99	5/31/00
\$57,119,978	\$65,364,000	\$76,820,000	\$102,012,000	\$127,858,000	\$125,930,588	\$130,066,800



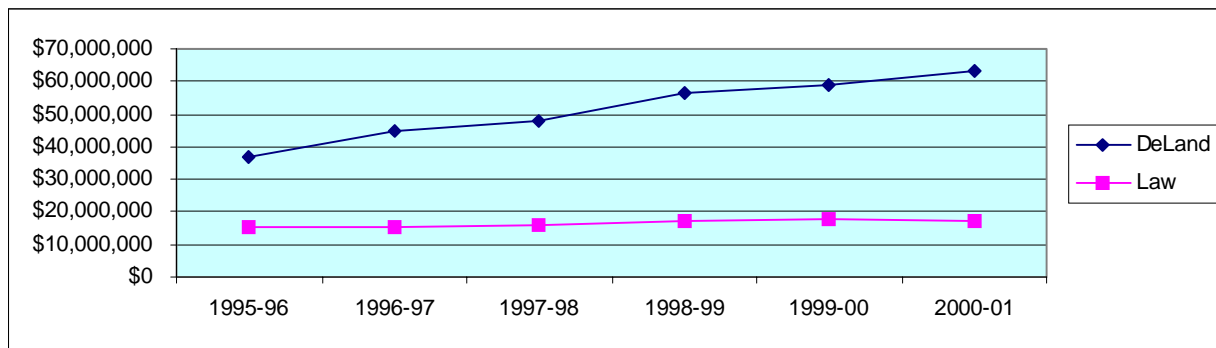
Endowment - Reference Schools

School	Market Value End FY99	National Rank in Endowment Assets
University of Richmond	\$803,252,000	47th
Washington & Lee University	\$683,123,000	60th
Trinity University	\$584,445,000	74th
St. Lawrence University	\$226,839,000	158th
Furman University	\$216,137,000	165th
University of Puget Sound	\$190,425,000	181st
Rollins College	\$132,468,000	238th
Stetson	\$118,665,000	255th

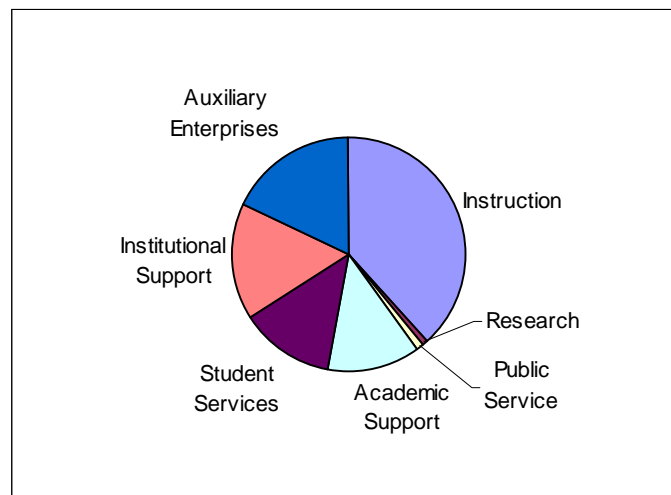
Source: *NACUBO Business Officer* magazine - February 2000

Annual Budget

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
DeLand	\$37,100,000	\$45,000,000	\$48,200,000	\$56,200,000	\$59,073,000	\$63,377,000
Law	\$15,400,000	\$15,400,000	\$16,000,000	\$17,000,000	\$17,616,000	\$17,285,000



Expenditures – Fiscal Year 1999



Source: IPEDS Finance Survey

Library holdings

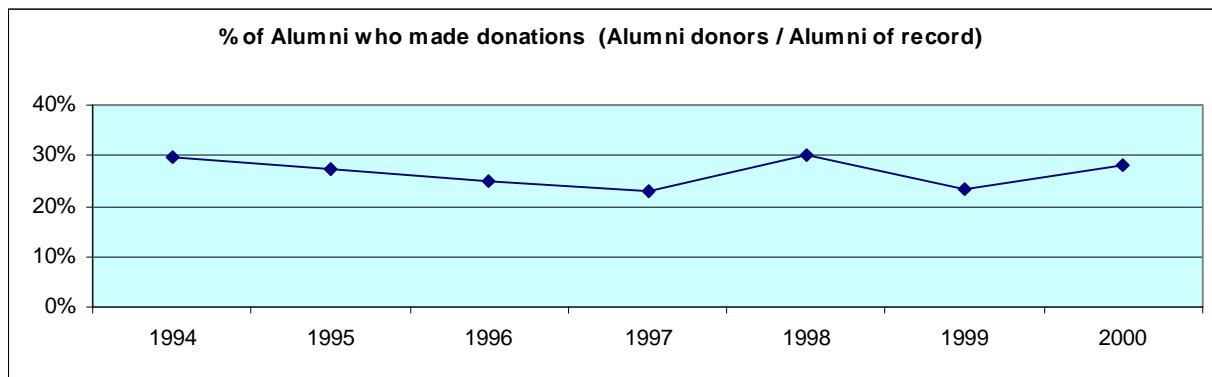
	Books & Bound Journals	Federal Documents	Remote Databases*	Journal Subscriptions		
				Current Paper	Microform	Internet (full-text)**
5/31/93	298,207	220,468	0	1,303	524	0
5/31/94	305,085	225,871	0	1,339	532	0
5/31/95	313,261	229,852	0	1,351	526	0
5/31/96	316,738	234,110	0	1,369	539	0
5/31/97	320,011	236,598	0	1,415	531	0
5/31/98	323,576	238,569	1,315	1,392	517	0
5/31/99	330,109	241,564	1,335	1,389	518	2,430
5/31/00	333,447	245,834	1,320	1,388	514	2,216

* Periodicals and subscriptions accessible through WebCat ** Not held in paper

Alumni Giving Profile

	1995	1996	1997	1998	1999	2000*
Alumni of record	18,742	19,312	19,278	18,940	18,240	20,418
Alumni solicited	11,996	10,872	11,098	14,526	16,040	15,501
Alumni donors	5,150	4,807	4,402	5,723	4,273	5,759
Giving percent of record	27.48%	24.89%	22.83%	30.22%	23.43%	28.2%

*Preliminary data



Student Financial Aid

Scholarships/Grants (1999-2000)

	Need-Based	Non-Need-Based
Federal	\$ 1,484,396	0
State	\$ 456,183	\$ 4,714,037
Institutional*	\$ 6,210,857	\$ 4,122,067
External	0	\$ 889,551
TOTAL	\$ 8,151,436	\$ 9,725,655

*excludes athletic aid and tuition waivers

	New Full-time Freshman	Full-time Undergrads
Average need-based gift award	\$ 12,355	\$ 11,395
Average need-based financial aid package	\$ 17,163	\$ 17,540
Students receiving non-need based aid	158	563
Average non-need based award	\$ 6,216	\$ 5,653

ACADEMIC PROGRAMS

Degrees and Programs Offered (2000-01)

College of Arts and Sciences

American Studies	B.A.	Mathematics	B.A., B.S.
Aquatic & Marine Biology*	B.S.	Molecular Biology*	B.S.
Art	B.A.	Music	B.A.
Biology	B.A., B.S.	Philosophy	B.A.
Biochemistry*	B.S.	Physics	B.S.
Chemistry	B.S.	Political Science	B.A., B.S.
Communication Studies	B.A.	Psychology	B.A., B.S.
Computer Information Systems	B.A., B.S.	Religious Studies	B.A.
Computer Science	B.A., B.S.	Russian Studies	B.A.
Digital Arts	B.A.	Secondary Education*	B.A., B.S.
Economics	B.A., B.S.	Social Science*	B.A.
Elementary Education*	B.A., B.S.	Social Science - Education*	B.A.
English	B.A.	Sociology	B.A., B.S.
Environmental Science	B.A., B.S.	Spanish	B.A.
French	B.A.	Sport and Exercise Science	
German	B.A.	Athletic Training*	B.S.
Geography	B.A., B.S.	Exercise Science	B.S.
History	B.A.	Rehabilitative Studies*	B.S.
Humanities*	B.A.	Sports Administration	B.A., B.S.
International Studies	B.A.	Theatre Arts	B.A.
Latin American Studies	B.A.		

* Minor NOT available

Minors only

Africana Studies	Health Care Issues	Studio Art
Applied Ethics	Journalism	Urban Studies
Art History	Russian	Women and Gender Studies

Cooperative Programs

Engineering	Pre-Med	Forestry and Environmental Studies
Medical Technology	Pre-Law	

School of Business Administration

Accounting	B.B.A.	General Business Administration	B.B.A.
Computer Information Systems*	B.B.A.	International Business*	B.B.A.
Economics*	B.B.A.	Management*	B.B.A.
Finance	B.B.A.	Marketing	B.B.A.

* Minor NOT available

Minors only

Applied Statistics	Business Law	Information Technology
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School of Music

B.A. Music
B.A. Digital Arts - Music Track

B.M.E. Instrumental/General
B.M.E. Vocal/General

B.M. Performance
Piano/Organ
Voice
Guitar
Orchestral Instrument

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	Ed.S.
M.S.	English	M.A., M.A.T.
	Educational Leadership	M.Ed., Ed.S.
M.S.		M.B.A./M.Ed.
M.A.		M.B.A./Ed.S.
M.Ed.	Accounting	M.Acc.
M.Ed.	General Business Administration	M.B.A.

Enrollment by Major - Undergraduate (Fall 2000)

Includes Double Majors

College of Arts and Sciences

Major	Frequency	% of A&S Majors	Major	Frequency	% of A&S Majors
American Studies	6	0.5%	International Studies	6	0.5%
Art	42	3.5%	Latin American Studies	1	0.1%
Biochemistry	31	2.6%	Mathematics	13	1.1%
Biology - B.A.	3	0.3%	Mathematics-Secondary Educ	2	0.2%
Biology - B.S.	107	9.0%	Med Tech	1	0.1%
Biology - Sec Educ	2	0.2%	Music - Liberal Arts	3	0.3%
Biology - Molecular	3	0.3%	Philosophy	13	1.1%
Chemistry	14	1.2%	Physics	21	1.8%
Communication Studies	73	6.2%	Political Sci - B.A.	95	8.0%
Computer Info Systems-B.S.	10	0.8%	Political Sci - B.S.	7	0.6%
Computer Information Systems	1	0.1%	Psychology	95	8.0%
Computer Science	49	4.1%	Psychology - B.S.	37	3.1%
Digital Arts-Art Track	61	5.1%	Religious Studies	16	1.4%
Digital Arts-Computer Science	13	1.1%	Russian Studies	2	0.2%
Digital Arts-Music Track	8	0.7%	Social Sci - Secondary Educ	7	0.6%
Economics	4	0.3%	Social Science	4	0.3%
Elementary Ed. - B.S.	5	0.4%	Sociology - B.A.	38	3.2%
Elementary Education	73	6.2%	Sociology - B.S.	7	0.6%
English	72	6.1%	SES - Athletic Training	22	1.9%
English - Secondary Education	5	0.4%	SES - Exercise Science	45	3.8%
Environmental Sci - B.A.	4	0.3%	SES - Movement Therapy	13	1.1%
Environmental Sci - B.S.	15	1.3%	SES - Rehabilitative Studies	2	0.2%
French	11	0.9%	SES - Sport Admin - B.A.	34	2.9%
Geography - B.A.	2	0.2%	SES - Sport Admin - B.S.	10	0.8%
Geography - B.S.	4	0.3%	SES - Sport Communications	1	0.1%
German	5	0.4%	Spanish	20	1.7%
History	31	2.6%	Spanish - Sec Educ	1	0.1%
Humanities	4	0.3%	Theatre Arts	11	0.9%
Total A&S Majors			1185	100.0%	

School of Business

Major	Frequency	% of Bus. Majors
Accounting	81	11.5%
Business Economics	10	1.4%
Computer Info Sys - BBA	32	4.5%
Finance	88	12.5%
General Business Admin.	239	33.9%
International Business	79	11.2%
Management	72	10.2%
Marketing	104	14.8%
Total Business Majors	705	100.0%

School of Music

Major	Frequency	% of Mus. Majors
Bach of Music w/Bus Adm	16	8.6%
Bach of Music w/Dig Arts	5	2.7%
Bach of Music w/outside Field	6	3.2%
Music Ed, Instrumental/Gen	44	23.5%
Music Ed, Vocal/General	30	16.0%
Performance - Guitar	10	5.3%
Performance - Orchestral	14	7.5%
Performance - Piano/Organ	7	3.7%
Performance - Voice	38	20.3%
Theory & Composition	16	8.6%
Undeclared (Music)	1	0.5%
Total Music Majors	187	100.0%

Discoverv (Undeclared)	192
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Enrollment by Minor - Undergraduate (Fall 2000)

Includes Double Minors

College of Arts and Sciences					
	#	%		#	%
American Studies	2	0.6%	Humanities	2	0.6%
Applied Ethics	1	0.3%	Journalism	12	3.6%
Art	13	3.9%	Latin American Studies	3	0.9%
Art History	3	0.9%	Leadership	3	0.9%
Biology	12	3.6%	Mathematics	15	4.5%
Chemistry	7	2.1%	Philosophy	2	0.6%
Communication Studies	7	2.1%	Political Science	10	3.0%
Computer Science	3	0.9%	Psychology	42	12.7%
Digital Arts	9	2.7%	Religious Studies	19	5.7%
Economics	5	1.5%	Russian	2	0.6%
Educ-Varying Exceptionalities	6	1.8%	Russian Studies	4	1.2%
English	13	3.9%	SES: Exercise Science	3	0.9%
Environmental Studies	2	0.6%	SES: Sports Admin	5	1.5%
French	20	6.0%	Sociology	6	1.8%
Geography	4	1.2%	Spanish	59	17.8%
German	2	0.6%	Theatre Art	8	2.4%
Health Care Issues	7	2.1%	Women & Gender Studies	10	3.0%
History	11	3.3%	Total A & S Minors	332	
School of Business			School of Music		
Accounting	5	1.82%	Music	26	
Applied Statistics	12	1.9%			
Business Law	36	5.7%			
Finance	8	1.3%			
General Business	34	5.4%			
Information Technology	149	23.5%			
Management	6	0.9%			
Marketing	25	3.9%			
Total Business Minors	275				

Enrollment by Major - Graduate (Fall 2000)

Major	#	%	Major	#	%
General Business Administration	164	48.8%	Counseling	1	0.3%
Accounting	10	3.0%	Counseling – School Guid & Family	33	9.8%
Elementary Education	6	1.8%	Counseling – Marriage & Family	40	11.9%
Education	9	2.7%	Mental Health Counseling	15	4.5%
Prof Teaching	6	1.8%	English	6	1.8%
Exceptional Student Education	5	1.5%	None Declared	25	7.4%
Educational Leadership	16	4.8%	TOTAL	336	

Enrollment by Major - Undergraduate (Historical)*

Arts & Sciences	1993	1994	1995	1996	1997	1998	1999	2000
American Studies	9	5	6	10	11	8	4	4
Art	22	12	11	13	17	20	24	33
Biochemistry					12	29	28	30
Biology	153	120	120	112	114	110	111	107
Chemistry	31	34	29	30	19	17	15	14
Communication Studies	31	38	35	40	51	46	53	72
Computer Information Systems				2	12	10	4	11
Computer Science	26	23	20	32	35	43	53	45
Digital Arts				8	26	48	67	75
Economics	4	4	7	4	5	6	3	3
Education - Elementary	104	110	100	100	100	90	72	76
Education - Secondary	25	24	17	16	19	16	17	16
English	110	123	82	70	62	62	61	69
Environmental Science				3	18	29	22	19
Foreign Language - French	15	14	11	9	5	5	2	5
Foreign Language - German	4	7	4	3			3	3
Foreign Language - Spanish	11	12	16	9	5	9	9	11
Foreign Language Combo	8	2	1					
Geography	6	11	11	6	2	1	1	2
History	50	40	36	35	39	34	26	26
Honors	1	1		4	1			
Humanities	8	6	5	2	3	6	7	4
International Studies			1			1	5	5
Journalism self-defined						1		
Latin American Studies			2	2	1			
Mathematics	23	17	26	25	19	17	17	12
Med Tech	3	3	2	2	2	1		1
Molecular Biology								3
Philosophy	5	3	7	1	2	9	10	10
Physical Education	11						1	
Physics	20	16	23	17	15	13	13	20
Political Science	107	114	98	89	87	78	71	98
Psychology	136	149	140	127	121	102	98	126
Religious Studies	2	5	7	10	13	15	10	11
Russian Studies	11	8	8	5	5	3	2	2
SES-Athletic Training	1	6	7	4	8	20	24	22
SES-Exercise Science	22	56	51	37	46	55	51	45
SES-Movement Therapy			1	13	12	21	23	13
SES – Rehabilitative Studies								2
SES-Sport Admin	22	24	27	29	26	32	39	44
SES-Sport Communications	1	2	6	9	11	7	4	1
Social Science	7	4	3	3	3	4	2	4
Sociology	28	31	33	25	21	30	42	42
Theatre Arts	5	6	10	10	8	9	8	7
Discovery (Undeclared)	255	221	231	227	229	242	224	192
Total	1277	1251	1194	1143	1185	1249	1226	1285

Enrollment by Major - Undergraduate (Historical), continued*

Business	1993	1994	1995	1996	1997	1998	1999	2000
Accounting	159	148	127	88	85	80	86	80
Business Economics	4	7	7	7	4	4	6	5
Computer Info Systems				1	8	15	34	30
Finance	86	77	76	77	80	61	73	83
General Business Admin	219	223	202	200	200	212	220	238
International Business					18	42	56	75
Management	62	70	83	82	68	63	77	70
Marketing	67	65	74	83	76	65	89	102
Total	597	590	569	538	539	542	641	683

Music	1993	1994	1995	1996	1997	1998	1999	2000
Bach of Music w/Bus Adm					10	17	10	16
Bach of Music w/outside Field				4	7	11	15	5
Bachelor of Music w/Dig Arts					7	7	8	5
Church Music	3	1	1					
Music Education	84	80	96	75	87	86	81	74
Music Lib. Arts	5	7	9	9	6	2	3	3
Musical Theater	4	4	3	2			1	
Performance:								
Guitar	12	11	12	10	13	11	8	10
Orchestral Instrument	19	23	23	13	20	19	22	14
Piano	16	13	7	6	2	1		
Piano/Organ				1	6	8	4	6
Voice	22	16	24	24	19	24	29	38
Theory & Composition	5	2	9	5	6	5	6	15
Undeclared (Music)	1	1	3	21	1	5	8	1
Total	171	158	187	170	184	196	195	187

*These statistics do not include double majors

Degrees Awarded by Major - Undergraduate (Historical)

Program	7/1/94 to 6/30/95	7/1/95 to 6/30/96	7/1/96 to 6/30/97	7/1/97 to 6/30/98	7/1/98 to 6/30/99	7/1/99 to 6/30/00
American Studies	4		4	6	2	1
Art	7	3	4	3	4	2
Biology	17	23	18	27	25	20
Bio-Chemistry					4	2
Chemistry	5	7	3	7	3	6
Communications	13	11	20	16	14	10
Communications, Other		1		4	2	1
Computer & Info Science	5	3	5			
Computer Science				3	12	9
Economics	1	1	2	1	4	1
English	35	28	23	19	15	11
Environmental Science / Studies			1	1	5	5
Foreign Language	2	1				
Foreign Language: French	6	7	3	2	3	
Foreign Language: German	3		2			
Foreign Language: Spanish	2	7	6	5	1	1
Geography	2	8	6	1	2	
History	16	9	13	10	12	10
Humanities	3	4	2	2	1	5
International Business				1		
Latin American Studies				1		
Mathematics	5	2	5	8	3	3
Medical Technology						1
Philosophy		2	3		1	1
Physics	1	5	2	3	3	1
Political Science	26	27	16	23	22	10
Psychology	37	44	34	35	28	24
Religious Studies	1	4	3	8	3	5
Russian Studies	3	2	2	1	1	
SES: Athletic Trng & Sports Med		1		2		4
SES: Ex Science & Mvmt Therapy				14	15	20
SES: Sport & Fitness Admin			6	9	6	8
Social Science Teacher Educ	2	2	1			
Social Sciences	2	1	1	4	2	2
Sociology	5	19	12	7	9	11
Teacher Educ - Art						
Teacher Educ - Elem	31	26	30	23	34	20
Teacher Educ - English		1	2	4	3	1
Teacher Educ - Math	5					
Teaching & Coaching - Phys Ed	24	28	11			
Theatre Arts			3	1	4	1
Arts & Sciences Total	263	277	243	251	243	196

Source: IPEDS Completion Reports (classified by CIP codes)

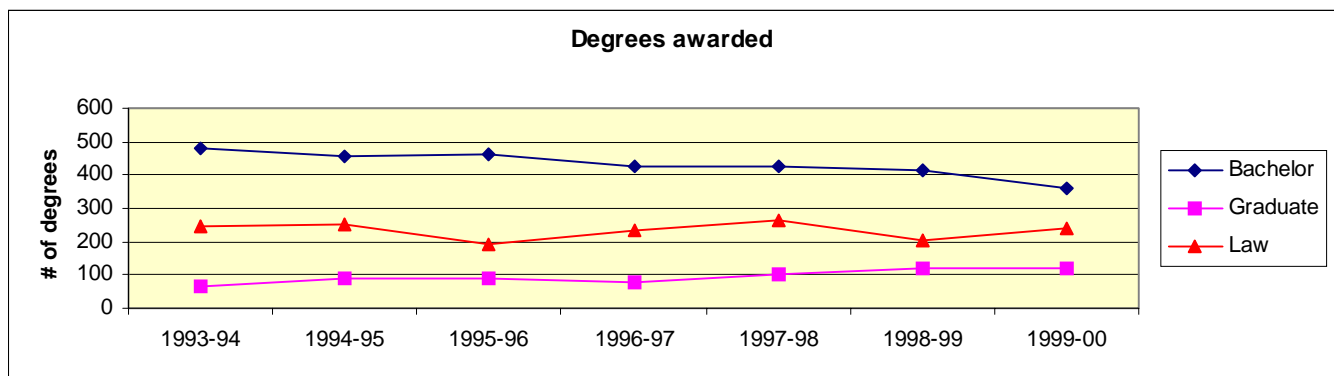
Degrees Awarded by Major - Undergraduate (Historical), continued

Business						
Business Administration	34	39	39	35	38	37
Accounting	35	31	28	19	22	15
Business Economics			2			2
Business, Other (CIS)					3	5
Finance	32	30	23	31	29	20
International Business					3	7
Management		31	25	26	16	23
Marketing	56	20	35	32	19	32
Business Total	157	151	152	143	130	141
Music						
Music Perf - Piano & Organ		2	6	1	1	
Music Perf - Voice		5	2	5	5	2
Music - Other		6	11	8	15	6
Music, General Performance	21	4		1	2	6
Music Theory & Composition		2		2	1	
Teacher Educ - Music	14	17	11	13	19	11
Music Total	35	36	30	30	43	25
UNDERGRADUATE TOTAL	455	464	425	424	416	362

Source: IPEDS Completion Reports (classified by CIP codes)

Degrees Awarded - by Degree Type (Historical)

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Arts & Sciences							
Bachelor	276	263	277	243	251	243	196
Graduate	35	37	47	40	39	23	48
Business							
Bachelor	168	157	151	152	143	130	141
Graduate	33	40	46	36	63	95	74
Music	37	35	36	30	30	43	25
Law		253	191	235	265	202	243



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

1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
\$16,475	\$18,175	\$18,175	\$18,975	\$19,750	\$20,350	\$21,165

Law School Tuition for Summer Session

1993	1995	1996	1997	1998	1999	2000
\$4,125	\$4,550	\$4,550	\$4,750	\$4,950	\$5,100	\$5,305

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 life long 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

	Fall 1998	Fall 1999	Fall 2000
Top 10% of high school graduating class	33.1%	31.7%	29.9%
Top 20% of high school graduating class	57.1%	57.2%	50.6%
Top 25% of high school graduating class	68.0%	65.1%	59.4%
Top 50% of high school graduating class	91.6%	92.5%	89.1%

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

	75th Percentile	25th Percentile	Average
SAT - Math	620	503	560
SAT - Verbal	610	500	562
SAT - Total	1220	1020	1122

ACT Math	27	21	24
ACT English	27	21	24
ACT Composite	27	21	24

High School GPA	4.00	3.24	3.53
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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

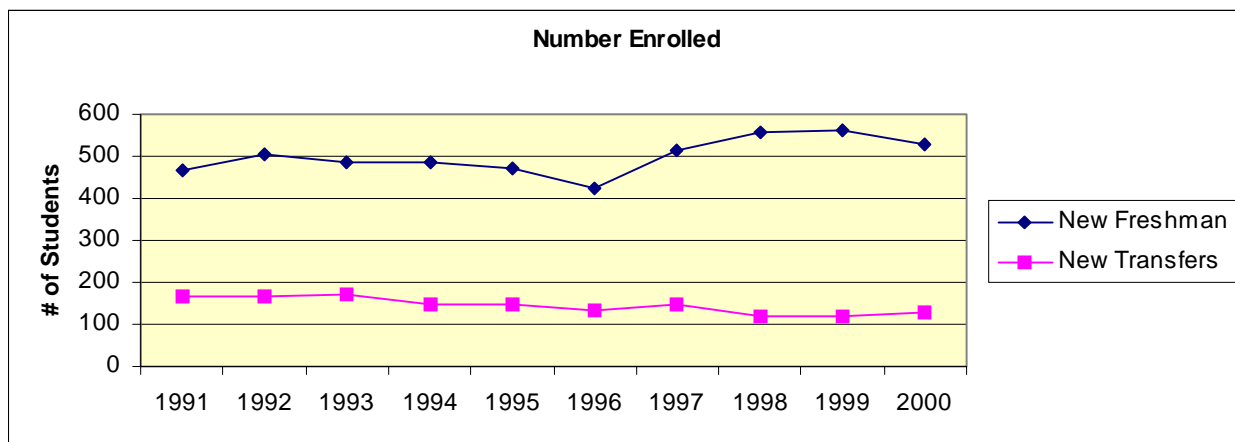
SAT	Verbal	Math
700 - 800	6.5%	5.6%
600 - 699	26.6%	27.3%
500 - 599	46.5%	44.6%
400 - 499	19.4%	20.6%
300 - 399	1.0%	1.9%
100 - 299	--	--

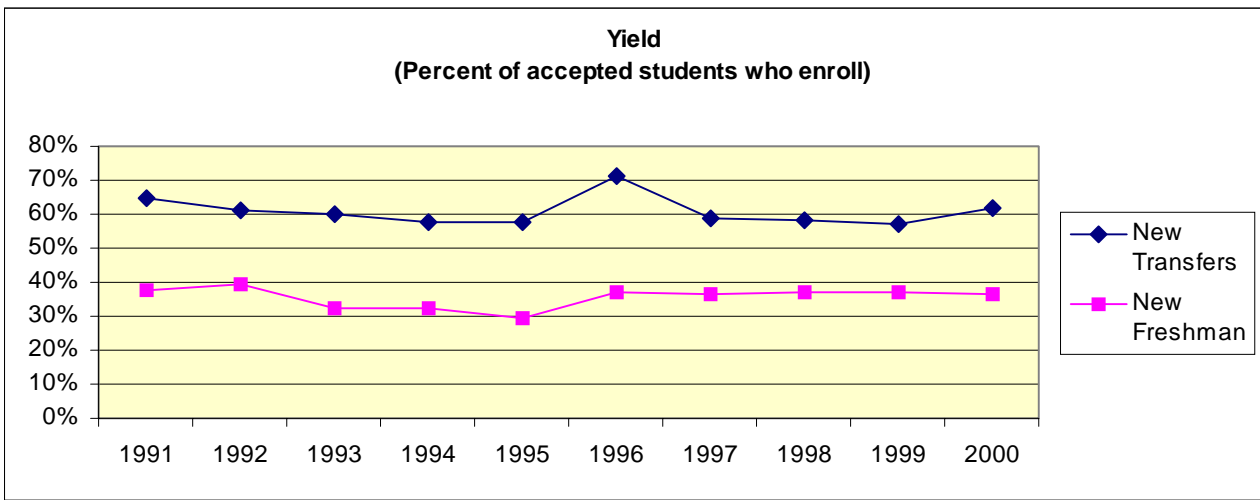
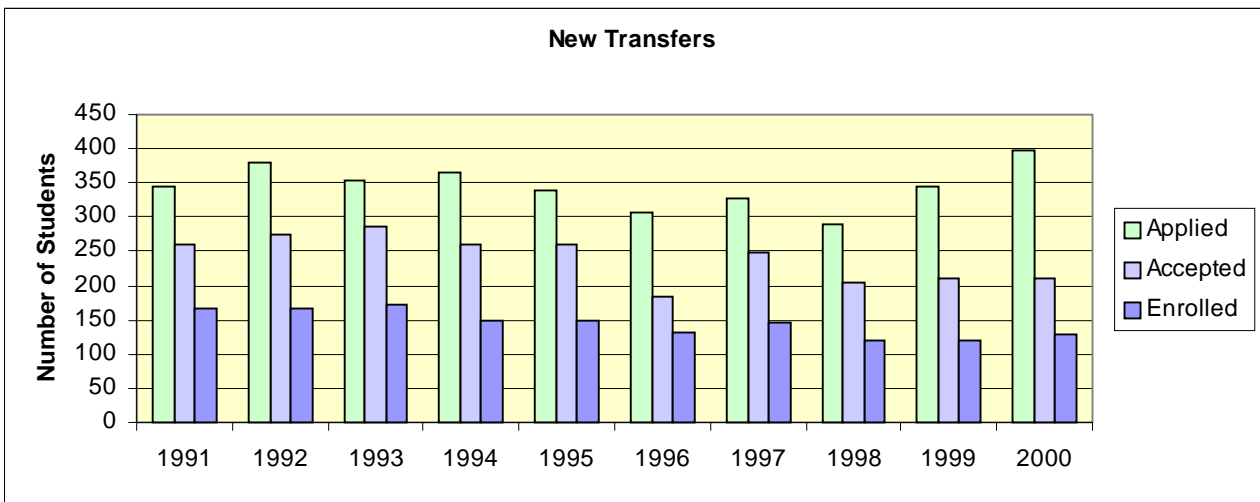
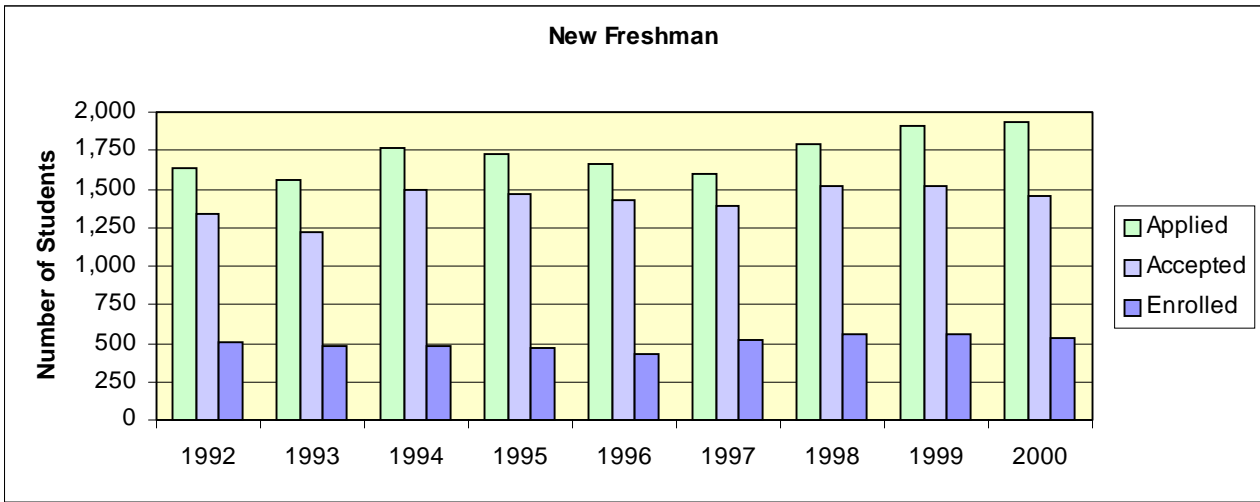
ACT	Composite	English	Math
30 - 36	8.4%	11.7%	6.9%
24 - 29	43.9%	40.5%	44.5%
18 - 23	44.3%	41.3%	41.3%
12 - 17	3.4%	6.5%	7.3%
6 - 11	--	--	--
below 6	--	--	--

First-time Freshmen & Transfers - Entering Class Profile

Freshman	1992	1993	1994	1995	1996	1997	1998	1999	2000
Inquired*	19,526	19,390	23,611	26,688	24,174	25,157	26,535	25,866	30,980
Applied	1,630	1,557	1,760	1,722	1,660	1,592	1,797	1,913	1,941
Accepted	1,341	1,227	1,491	1,463	1,435	1,396	1,521	1,523	1,456
Enrolled									
Men	221	192	200	214	193	219	237	228	252
Women	282	293	285	258	233	296	320	335	277
TOTAL	503	485	485	472	426	515	557	563	529
Yield rate for accepted students	37.5%	39.5%	32.5%	32.3%	29.7%	36.9%	36.6%	37.0%	36.3%
Transfers									
Inquired	2,437	2,768	2,107	2,026	1,919	1,739	1,782	1,696	1,771
Applied	380	353	364	339	306	327	290	344	397
Accepted	274	285	259	259	185	249	205	210	211
Enrolled									
Men	65	78	57	56	69	55	52	48	51
Women	103	93	93	94	63	92	68	72	79
TOTAL	168	171	150	150	132	147	120	120	130
	61.3%	60%	57.9%	57.9%	71.4%	59%	58.5%	57.1%	61.6%
Special		10	12	9	4	6	10	12	14
TOTAL	671	666	647	631	562	668	687	695	673

* "Inquired" includes mailing lists purchased from College Board and other sources.

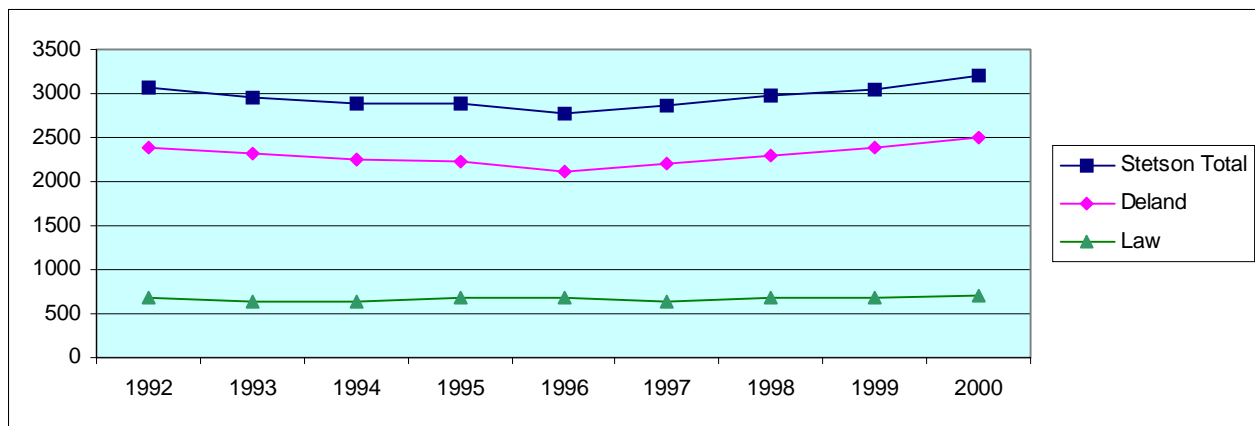




Enrollment

Headcount, Fall Semester (Historical)

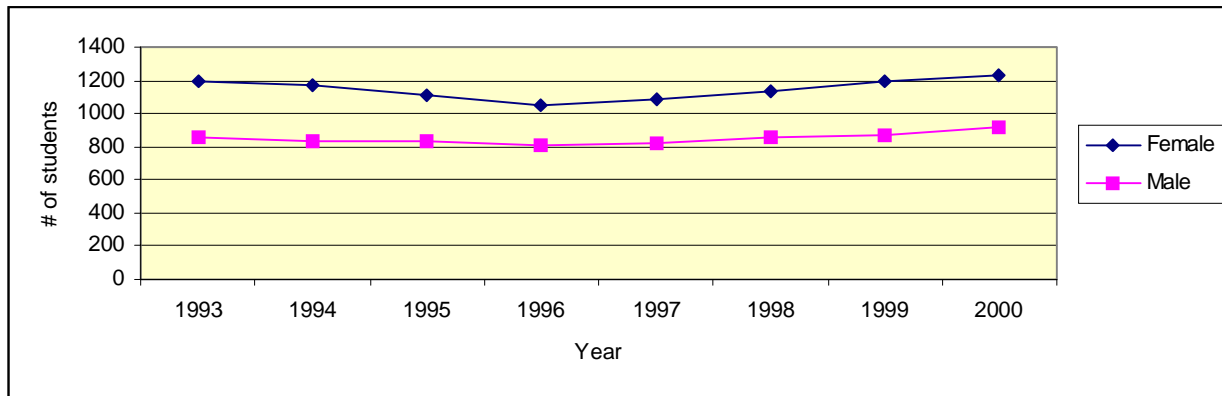
	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Full-time									
Undergraduates	2030	1964	1917	1891	1784	1840	1913	1965	2064
Graduates	50	42	56	47	45	60	57	48	63
Post-Bacc	<u>22</u>	<u>11</u>	<u>22</u>	<u>20</u>	<u>21</u>	<u>8</u>	<u>9</u>	<u>13</u>	<u>6</u>
DeLand	2102	2017	1995	1958	1850	1908	1979	2026	2133
College of Law	<u>666</u>	<u>645</u>	<u>628</u>	<u>676</u>	<u>668</u>	<u>629</u>	<u>668</u>	<u>658</u>	<u>680</u>
University (Full-time)	2768	2662	2623	2634	2518	2537	2647	2684	2813
Part-time									
Undergraduates	74	81	82	59	67	68	74	97	91
Graduates	115	129	115	117	123	177	167	185	219
Post-Bacc	<u>106</u>	<u>81</u>	<u>56</u>	<u>83</u>	<u>68</u>	<u>59</u>	<u>68</u>	<u>72</u>	<u>48</u>
DeLand	295	291	253	259	258	304	309	354	358
College of Law	<u>6</u>	<u>2</u>	<u>7</u>	<u>3</u>	<u>8</u>	<u>16</u>	<u>11</u>	<u>15</u>	<u>28</u>
University (Part-time)	301	293	260	262	266	320	320	369	386
Total									
Undergraduates	2104	2045	1999	1950	1851	1908	1987	2062	2155
Graduates	165	171	171	164	168	237	224	233	282
Post-Bacc	<u>128</u>	<u>92</u>	<u>78</u>	<u>103</u>	<u>89</u>	<u>67</u>	<u>77</u>	<u>85</u>	<u>54</u>
DeLand	2397	2308	2248	2217	2108	2212	2288	2380	2491
College of Law	<u>672</u>	<u>647</u>	<u>635</u>	<u>679</u>	<u>676</u>	<u>645</u>	<u>679</u>	<u>673</u>	<u>708</u>
TOTAL University	3069	2955	2883	2896	2784	2857	2967	3053	3199



Enrollment by Gender (Historical)

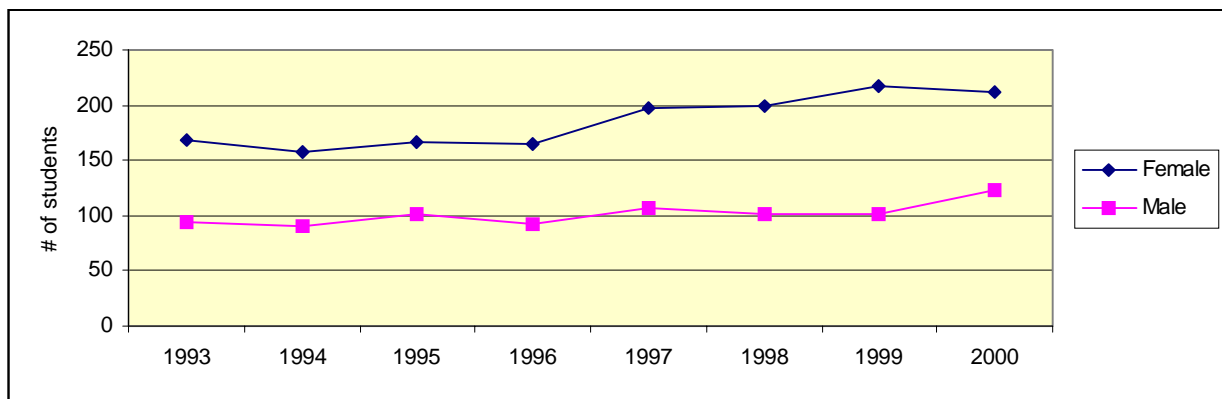
Undergraduate Students

	1993	1994	1995	1996	1997	1998	1999	2000
Male	855	830	838	804	824	852	864	921
Female	1190	1169	1112	1047	1084	1135	1198	1234
Total	2045	1999	1950	1851	1908	1987	2062	2155



Graduate Students (excluding College of Law)

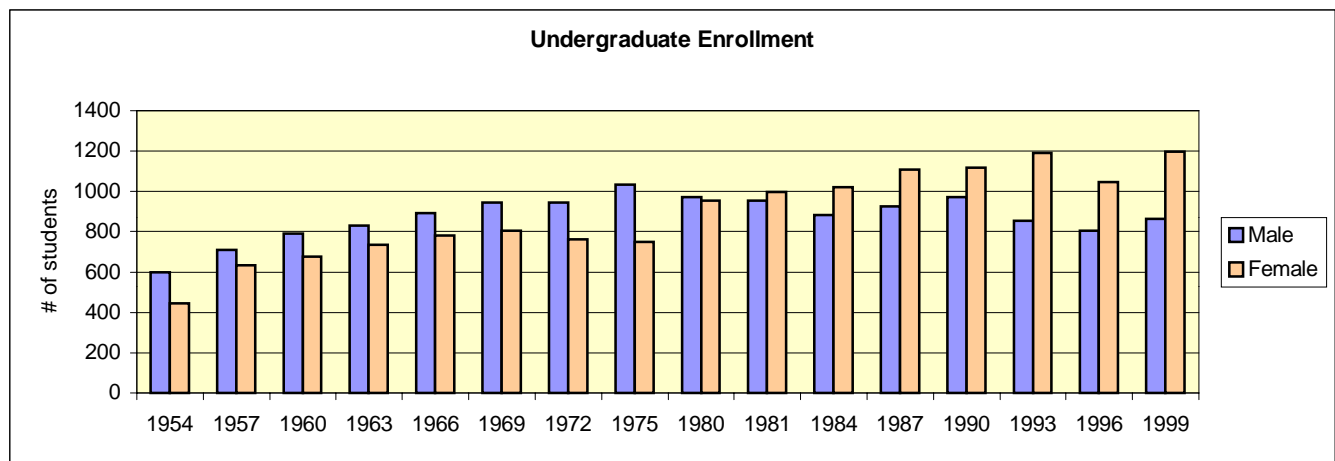
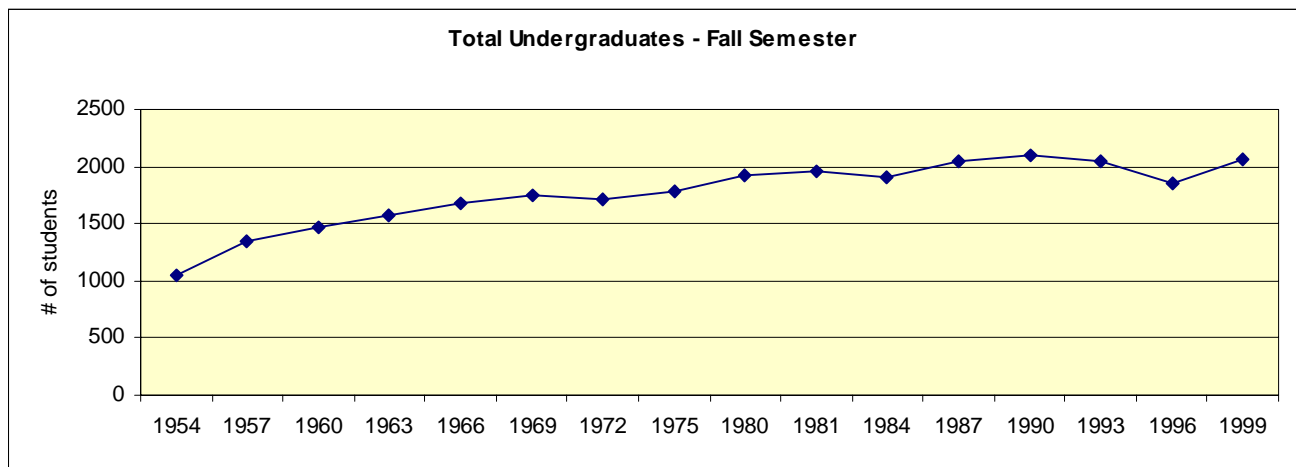
	1993	1994	1995	1996	1997	1998	1999	2000
Male	94	91	101	93	106	102	101	124
Female	169	158	166	164	198	199	217	212
Total	263	249	267	257	304	301	318	336



Headcount, Fall Semester (Historical - 1954 to 1999)

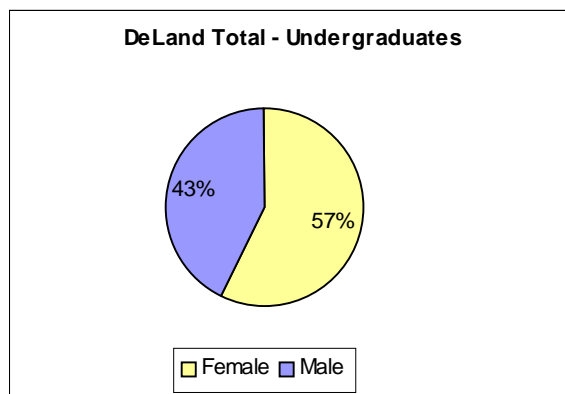
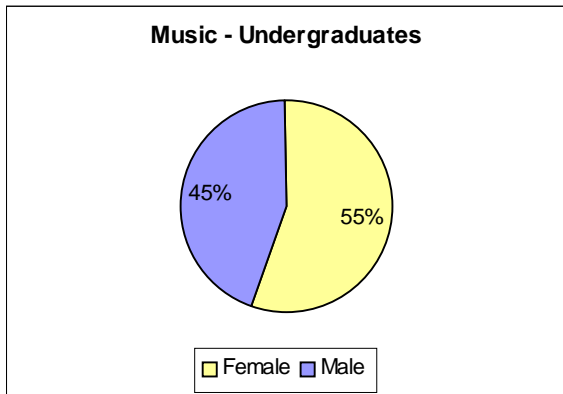
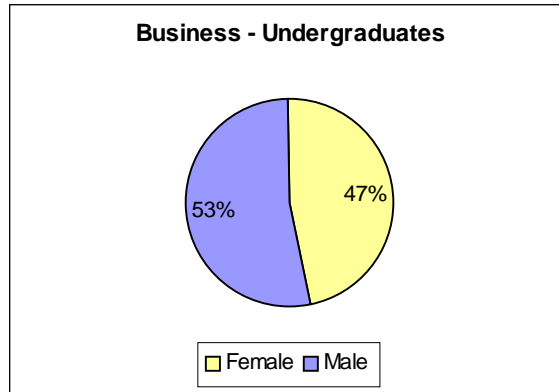
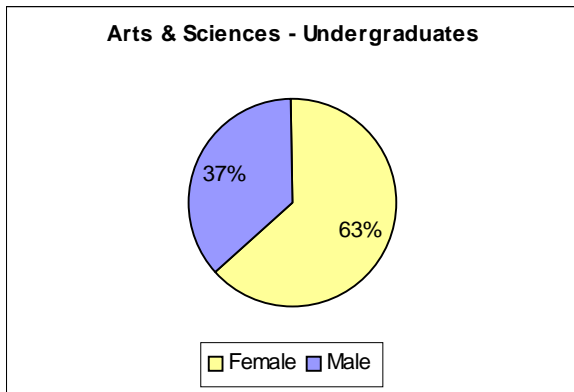
	Full-time			Part-time		
	Male	Female	TOTAL	Male	Female	TOTAL
Fall 1954	584	427	1011	14	17	31
Fall 1957	697	623	1320	14	11	25
Fall 1960	777	664	1441	15	12	27
Fall 1963	800	719	1519	31	18	49
Fall 1966	869	748	1617	24	34	58
Fall 1969	906	760	1666	38	46	84
Fall 1972	899	718	1617	47	45	92
Fall 1975	964	710	1674	71	38	109
Fall 1980	954	932	1886	18	23	41
Fall 1981	932	975	1907	22	22	44
Fall 1984	857	996	1853	25	25	50
Fall 1987	894	1081	1975	33	29	62
Fall 1990	943	1079	2022	30	39	69
Fall 1993	821	1143	1964	34	47	81
Fall 1996	783	1001	1784	21	46	67
Fall 1999	827	1138	1965	37	60	97

Source: HEGIS and IPEDS Enrollment Reports



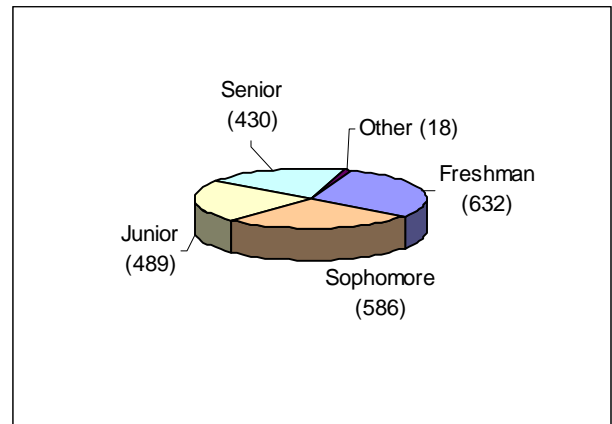
College or School & Gender (Fall 2000)

	Female	Male	Total
Arts & Sciences			
Undergraduate	814	475	1289
Graduate	126	30	156
Total	940	505	1445
Business			
Undergraduate	319	363	682
Graduate	86	94	180
Total	405	457	862
Music			
Undergraduate only	101	83	184
Law	381	327	708
Stetson Total	1795	1258	3053



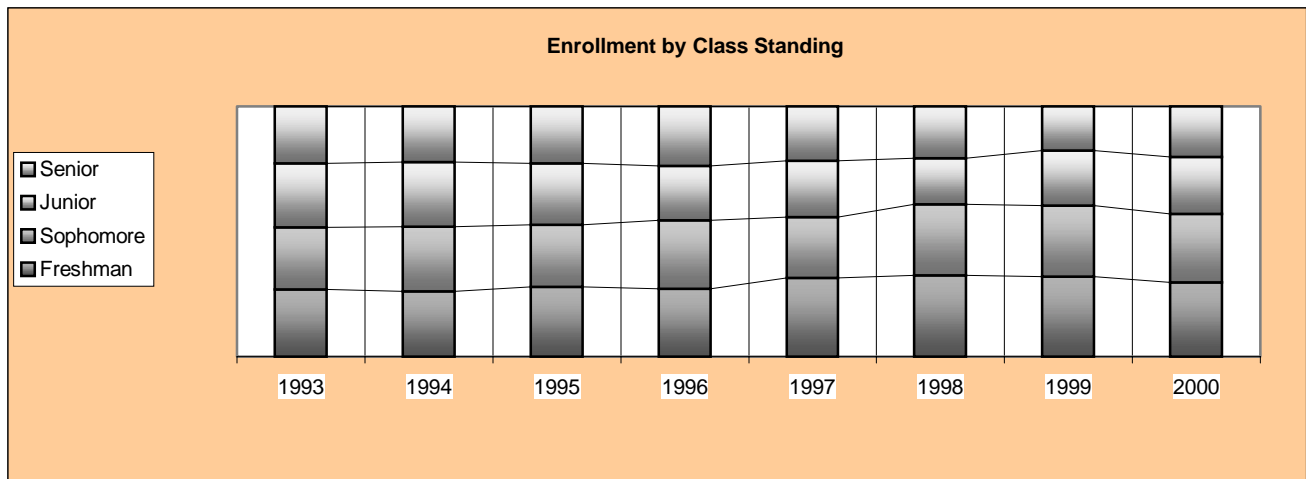
Class Standing - Undergraduate (Fall 2000)

(Headcount)	Female	Male	TOTAL
Freshman	327	305	632
Sophomore	343	243	586
Junior	288	201	489
Senior	265	165	430
Other	11	7	18
TOTAL	1198	864	2155



Class Standings - Undergraduate (Historical)

	1993	1994	1995	1996	1997	1998	1999	2000
Freshman	542	517	542	497	597	640	651	632
Sophomore	502	513	482	503	464	563	581	586
Junior	519	514	472	400	428	366	453	489
Senior	461	439	443	435	412	409	359	430
Other	21	16	11	16	7	9	18	18



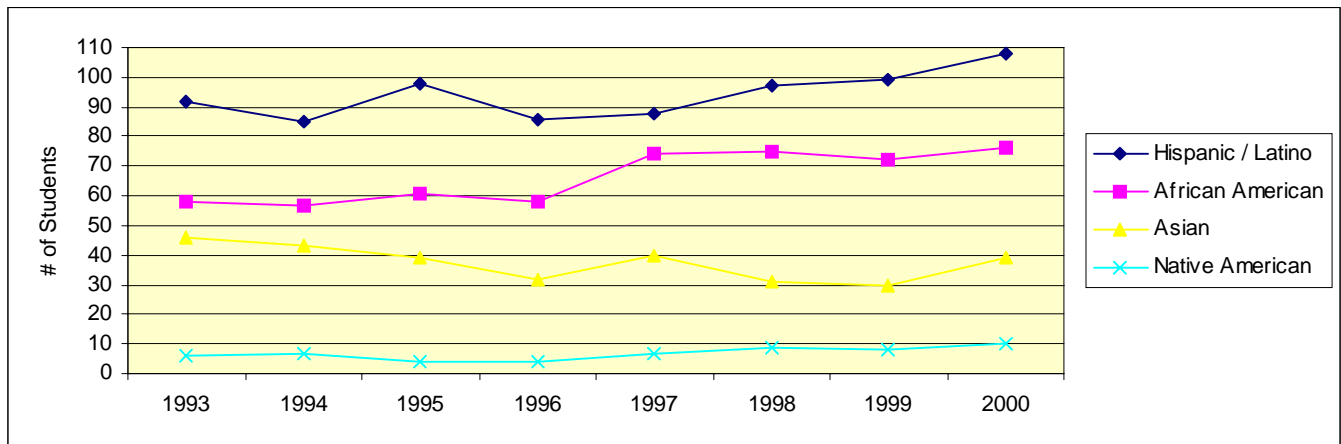
Ethnicity (Fall 2000)

	Undergraduate		Graduate & Post Bacc		Law	
	#	%	#	%	#	%
African American	76	3.5	21	6.3	48	6.8
Native American	10	.5	1	.3	3	.4
Asian	39	1.8	5	1.5	11	1.6
Hispanic / Latino	108	5.0	14	4.2	54	7.6
White (US Resid)	1766	81.9	280	83.3	559	79.0
Intl / Res. Alien	156	7.2	11	3.3	28	4.0
Other / Unknown			4	1.2	5	.7

Enrollment By Ethnicity - Undergraduate (Historical)

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
African American	57	61	58	74	75	72	76
Native American	7	4	4	7	9	8	10
Asian	43	39	32	40	31	30	39
Hispanic / Latino	85	98	86	88	97	99	108
White (US Resid)	1704	1637	1562	1621	1664	1706	1766
Intl / Res. Alien	103	111	109	78*	111	147	156
Total	1999	1950	1851	1908	1987	2062	2155

*Some International/Alien students were classified into specific ethnic groups

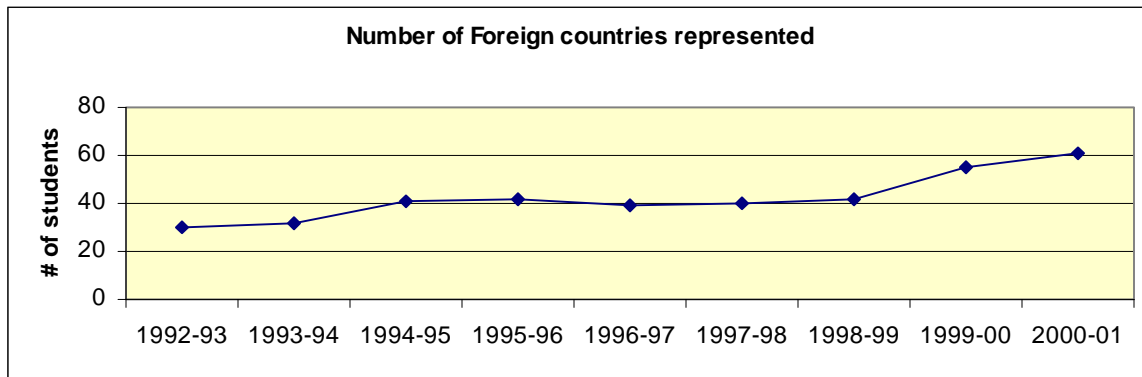


International / Non-Resident Students Home country - Undergraduate (Fall 2000)

Canada	15	India	2	Republic of Georgia	1
Uzbekistan	10	Yugoslavia	2	Laos	1
Cayman Islands	8	Bulgaria	2	Peru	1
Norway	7	Ukraine	2	West Indies	1
Russia	7	France	2	Australia	1
Venezuela	7	Sweden	2	Iran	1
Netherland Antilles	6	Republic of Ireland	2	Spain	1
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
England	3	Japan	1	Belgium	1
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
United Kingdom	3	Bahamas	1	Sri Lanka	1
Guyana	2	Liberia	1	Taiwan	1
				Albania	1

Number of Foreign Countries represented (Historical)

1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
30	32	41	42	39	40	42	55	61



Enrollment by Home State - Undergraduate (Historical)

	1993	1994	1995	1996	1997	1998	1999	2000
Alabama	8	6	3	0	1	1	8	6
Alaska	0	0	0	0	0	0	1	1
Arizona	1		2	2	1	0	0	2
Arkansas	4	3	3	2	1	1	1	2
California	6	2	1	2	2	4	5	5
Colorado	1	4	5	2	8	5	3	2
Connecticut	30	26	23	15	19	21	26	27
Delaware	1	0	0	0	0	0	0	0
District of Columbia	1	0	1	2	2	0	0	0
Florida	1596	1535	1465	1399	1432	1510	1530	1606
Georgia	54	57	51	33	32	39	45	40
Hawaii	0	0	0	1	1	0	0	0
Illinois	8	5	6	12	12	16	15	16
Indiana	8	7	7	8	11	7	7	7
Iowa	0	0	0	1	4	4	3	2
Kansas	2	0	0	0	0	2	3	3
Kentucky	12	9	9	9	8	7	11	5
Louisiana	2	4	4	2	2	3	3	4
Maine	7	4	7	8	8	5	6	3
Maryland	14	11	12	13	16	14	12	9
Massachusetts	22	24	22	23	33	33	34	33
Michigan	1	6	8	12	8	6	6	2
Minnesota	3	6	4	4	5	3	3	4
Mississippi	3	1	2	1	1	2	2	3
Missouri	7	6	6	5	7	9	10	11
Nebraska	0	0	0	0	1	0	0	0
Nevada	0	1	0	0	0	2	2	1
New Hampshire	6	3	5	6	7	6	6	15
New Jersey	31	28	28	28	25	15	12	12
New Mexico	1	1	1	1	1	2	2	1
New York	41	40	49	43	46	47	45	41
North Carolina	6	5	8	6	11	11	9	12
North Dakota	1	0	0	0	0	0	0	0
Ohio	24	21	17	17	15	12	13	11
Oklahoma	1	2	4	2	1	2	2	4
Oregon	0	0	1	1	3	3	3	3
Pennsylvania	6	8	11	13	17	16	23	28
Puerto Rico	2	3	2	2	1	0	0	1
Rhode Island	2	8	8	7	10	5	3	4
South Carolina	6	5	5	6	5	10	12	11
South Dakota	0	0	0	1	0	1	1	1
Tennessee	12	10	10	8	10	10	9	9
Texas	9	9	4	9	10	15	13	17
Utah	0	0	0	1	1	1	1	0
Vermont	1	2	2	2	3	2	2	4
Virginia	18	18	14	12	7	3	7	14
Washington	4	3	5	2	1	1	1	1
West Virginia	0	0	1	1	1	1	1	1
Wisconsin	1	4	4	6	2	1	3	5
Armed Forces	2	2	1	0	1	0	3	1
	1965	1889	1821	1730	1793	1858	1907	1990

Undergraduate Enrollment by Florida County (Historical)

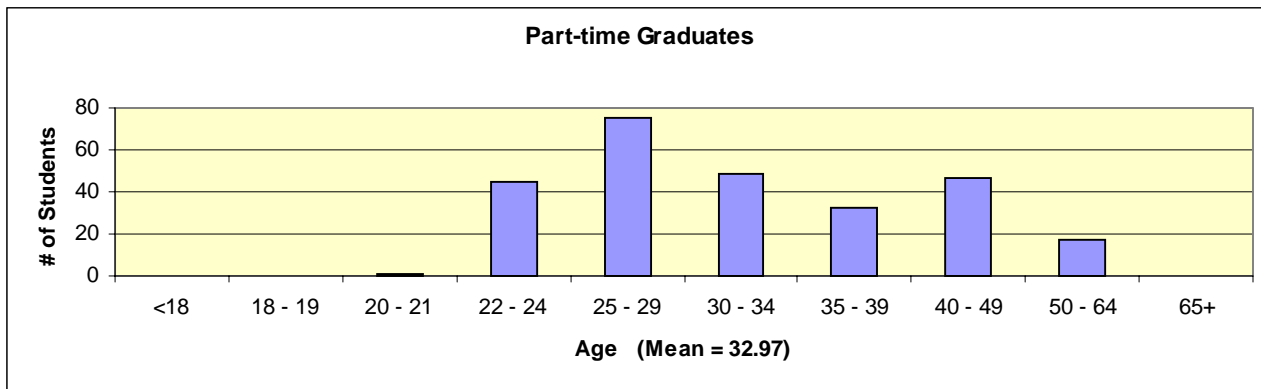
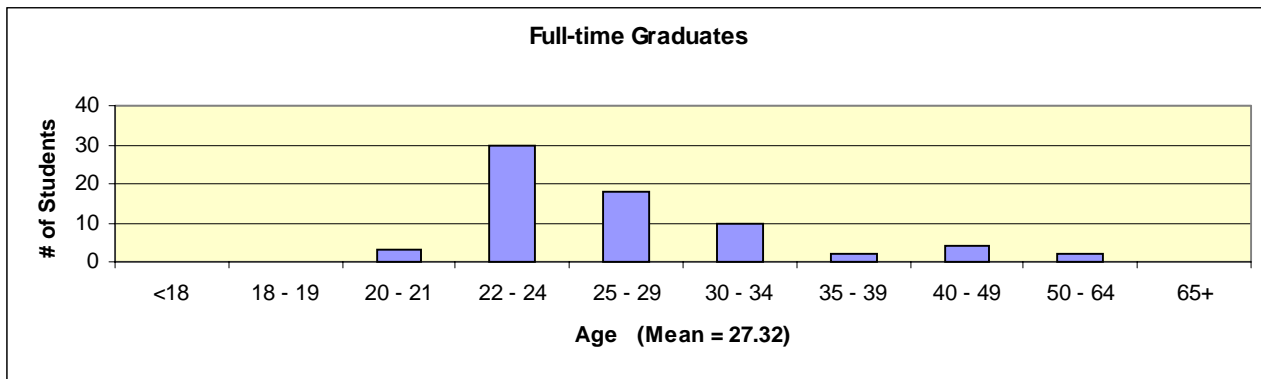
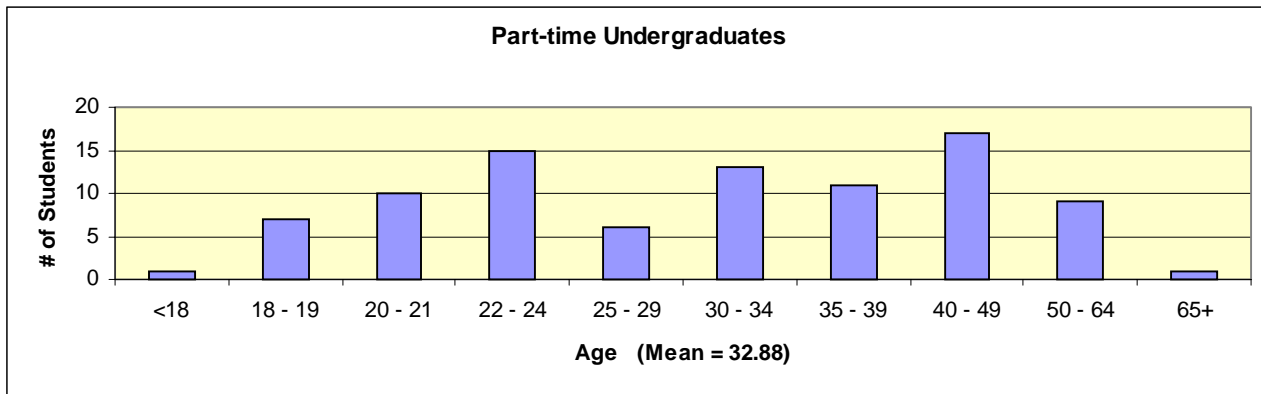
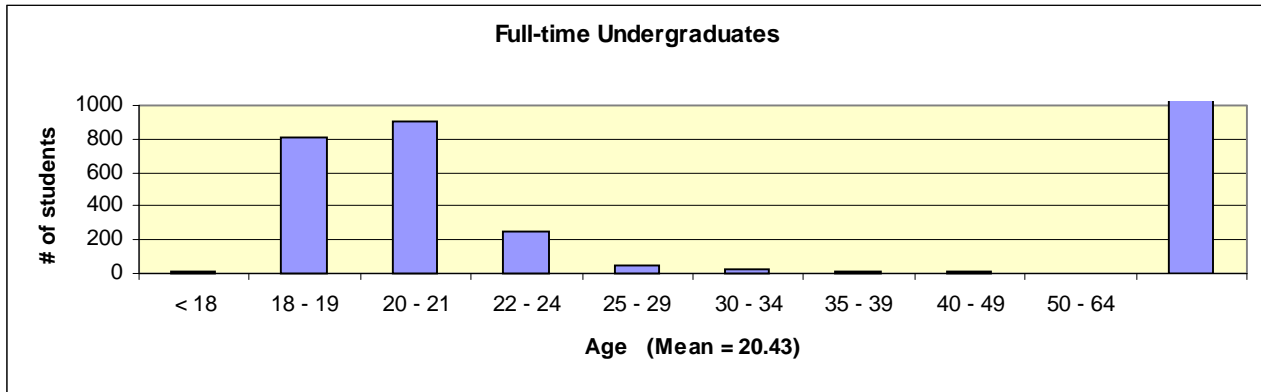
	1996	1997	1998	1999	2000
Alachua	15	13	18	17	15
Bay	6	5	9	11	10
Bradford	3	2	3	2	2
Brevard	50	55	67	68	73
Broward	65	65	56	59	73
Charlotte	15	14	14	13	11
Citrus	6	5	5	6	10
Clay	6	14	15	15	12
Collier	35	38	34	34	33
Columbia	8	8	5	4	3
Dade	41	40	38	32	27
Desoto	1	1	2	2	2
Dixie	1	1	2	2	2
Duval	44	46	46	44	46
Escambia	6	6	6	5	9
Flagler	16	15	14	18	17
Gadsden	1	1	1	1	2
Gilchrist	1	1		1	
Gulf		1		2	2
Hardee	1	1		1	1
Hendry	2	2	2	1	1
Hernando	10	12	11	8	5
Highlands	8	5	9	8	9
Hillsborough	49	60	60	55	49
Holmes	2	1	1		
Indian River	18	19	27	35	36
Jackson					1
Jefferson			2	1	1
Lafayette				2	1
Lake	39	35	41	31	34

	1996	1997	1998	1999	2000
Lee	57	54	58	66	52
Leon	23	22	17	19	15
Levy	1			1	
Manatee	6	6	12	17	17
Marion	27	25	27	29	27
Martin	10	24	23	22	33
Monroe	10	5	7	9	9
Nassau	3	5	3	2	2
Okaloosa	10	8	11	10	9
Okeechobee	1	1	2		
Orange	104	95	106	106	96
Osceola	9	8	15	16	13
Palm Beach	68	67	67	58	74
Pasco	19	17	15	18	18
Pinellas	74	66	75	72	76
Polk	42	43	36	45	40
Putnam	7	8	7	10	7
Santa Rosa	1	1	3	2	2
Sarasota	34	35	38	43	49
Seminole	58	65	68	85	80
St. Johns	15	14	13	16	17
St. Lucie	27	27	31	26	25
Sumter	5	1	1	1	
Suwannee	1		1	1	1
Taylor				1	
Union	1				
Volusia	344	379	385	376	447
Walton				1	1

Enrollment by Religious Affiliation - Undergraduate (Fall 2000)

Anglican	2	Episcopal	56	Presbyterian	73
Assembly of God	15	Evangelical Ref	2	Protestant Christian	174
Baptist	228	Greek Orthodox	8	Quaker	5
Brethren, Nonspec	2	Hindu	7	Reformed	2
Buddhism	2	Islam	6	Seventh Day Adventist	5
Catholic	438	Jewish	30	United Church of Christ	1
Church of Christ	11	Lutheran	55	Unitarian	1
Church of God	8	Mennonite	7	Universalist	1
Church of the Nazarene	4	Methodist	144	Non Denominational	24
Christadelphian	1	Morman Latter Day Saints	4	No preference	650
Christian Science	2	Moslem	1	Unknown	124
Congregational	2	Others	31	TOTAL	2155
Disciples of Christ	18	Pentacostal Holiness	11		

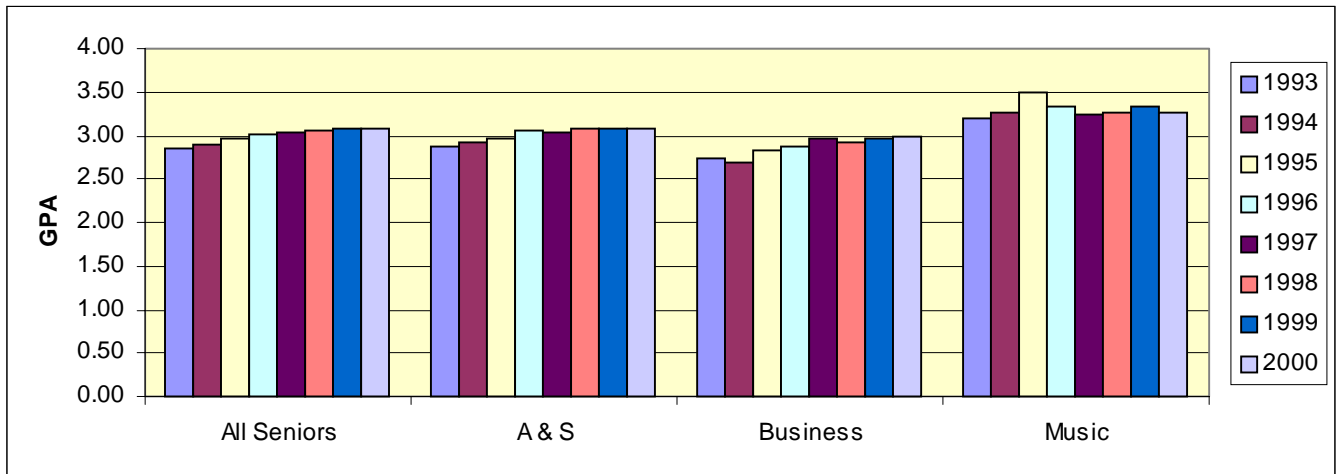
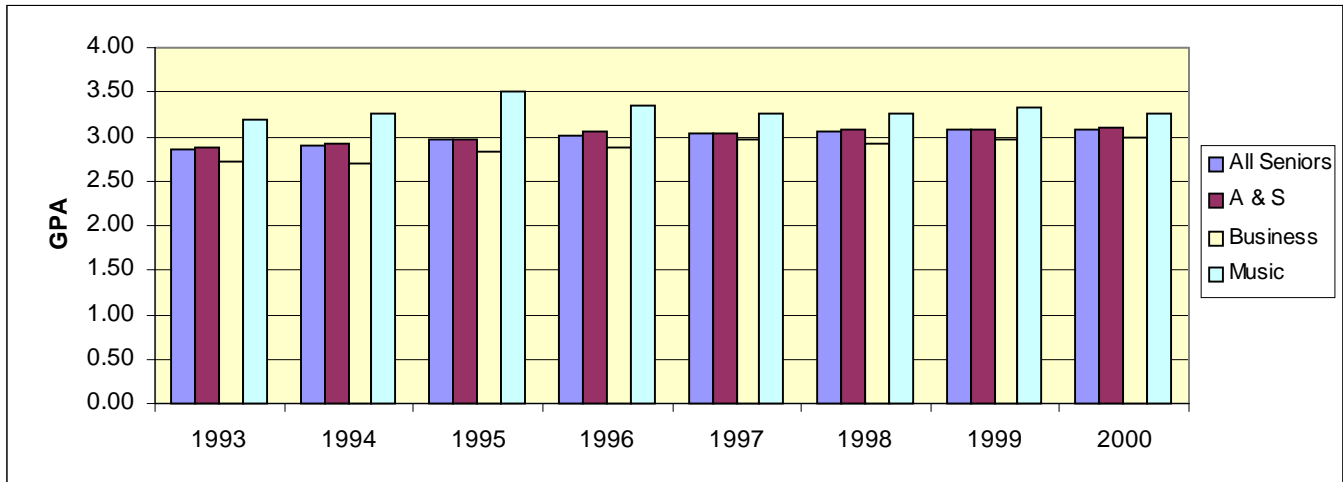
Age Distribution (Fall 2000)



Average Senior GPA's (Historical)

(Spring Semester)	1993	1994	1995	1996	1997	1998	1999	2000
All Seniors	2.86	2.90	2.97	3.02	3.03	3.05	3.07	3.07
Arts & Sciences	2.87	2.93	2.97	3.05	3.03	3.08	3.08	3.09
Business	2.73	2.70	2.83	2.87	2.97	2.92	2.97	2.98
Music	3.19	3.26	3.50	3.34	3.25	3.26	3.33	3.26

	All seniors	A & S	Business	Music
95th Percentile (Top 5%)	3.85	3.87	3.83	3.91
90th Percentile (Top 10%)	3.75	3.78	3.71	3.81
80th Percentile (Top 1/5)	3.59	3.58	3.56	3.61
75th Percentile (Top 1/4)	3.51	3.50	3.46	3.60
67th Percentile (Top 1/3)	3.38	3.40	3.25	3.51
60th Percentile (Top 40%)	3.26	3.31	3.19	3.49
50th Percentile (Top 1/2, median)	3.09	3.09	3.00	3.33
40th Percentile	2.92	2.96	2.79	3.18
25th Percentile	2.69	2.77	2.54	3.02



Class Statistics

Average Class Size - Undergraduate (Fall 2000)

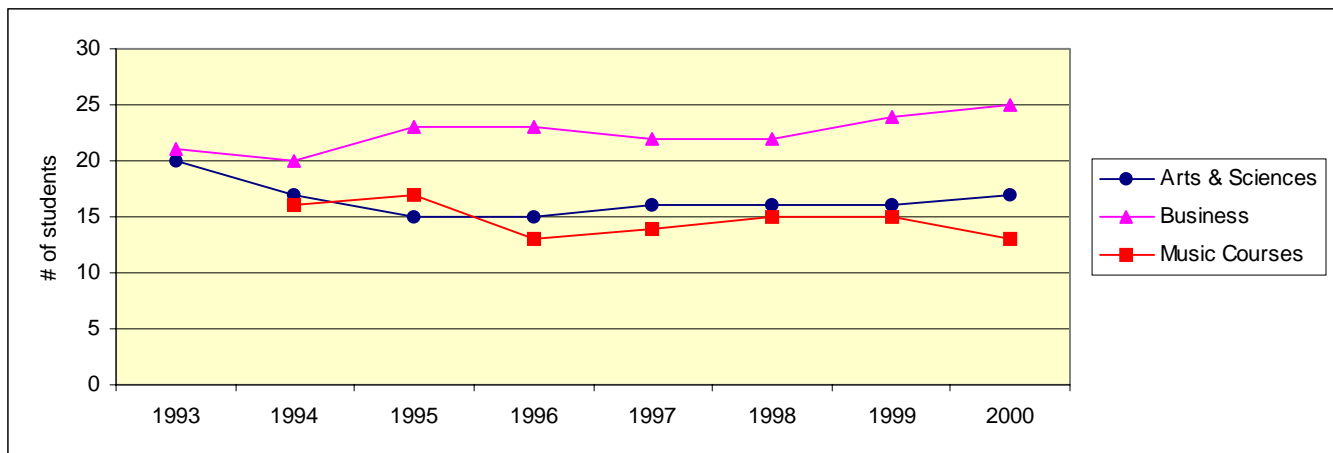
	Lower Level	Upper Level	Combined
Arts & Sciences	20	13	17
Education	17	13	14
Humanities	19	12	17
Natural Sciences	21	12	18
Social Sciences	25	16	21
Business	28	24	25
Music Courses	14	10	13
Music Ensembles	16	16	17
Applied Music	3	2	3

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)

	1993	1994	1995	1996	1997	1998	1999	2000
Arts & Sciences	20	17	15	15	16	16	16	17
Education	19	15	15	14	13	14	12	14
Humanities	19	15	15	13	14	16	15	17
Natural Sciences	22	19	19	16	17	18	18	18
Social Sciences	21	18	18	18	18	18	17	21
Business	21	20	23	23	22	22	24	25
Music Courses	*	16	17	13	14	15	15	13
Music Ensembles	*	12	13	12	14	15	15	17
Applied Music	*	1	2	2	2	2	2	3

*Data not available



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.

Men's Teams

Baseball
Basketball
Crew
Cross Country
Golf
Soccer
Tennis

Women's Teams

Basketball
Crew
Cross Country
Golf
Soccer
Softball
Tennis
Volleyball

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

Social Sororities

Alpha Chi Omega
Alpha Kappa Alpha
Alpha Xi Delta
Delta Delta Delta
Pi Beta Phi
Zeta Tau Alpha

Social Fraternities

Alpha Phi Alpha
Alpha Tau Omega
Lambda Chi Alpha
Phi Sigma Kappa
Pi Kappa Phi
Sigma Nu
Sigma Phi Epsilon

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
Deutsh Club (German)
Society of Physics Students
Russian Club
Theta Alpha Phi (Theatre)

School of Business
Alpha Kappa Psi
American Marketing Association
Roland George Investment Program
Stetson Accounting Association

Education Program

Chi Sigma Iota (Counseling)
Florida Future Educators of America
Kappa Delta Pi

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 Student 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
Into the Streets

Roots & Shoots

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

	NR/ Alien	Black, non-Hispanic		Asian / Pacific Islander		Hispanic		White, non-Hispanic		Total	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women

As of 10/1/93

Professors		1						41	8	42	8
Associate professors						1	2	34	19	35	21
Assistant professors	2	1	1	1	1		1	32	17	34	22
Instructors/Lecturers					1			3	7	3	8
No Academic Rank								6	1	6	1
TOTAL	2	2	1	1	2	1	3	116	52	120	60

As of 10/1/95

Professors		1						41	6	42	6
Associate professors				1		1		36	19	38	19
Assistant professors			3	1	3		3	28	16	29	25
Instructors/Lecturers					1			3	5	3	6
TOTAL		1	3	2	4	1	3	108	46	112	56

As of 10/1/97

Professors		1		1				38	6	40	6
Associate professors		1			1	2	2	32	25	35	28
Assistant professors			3	1	2			25	17	26	22
Instructors/Lecturers									1		1
TOTAL		2	3	2	3	2	2	95	49	101	57

As of 11/1/99

Professors		1				1		42	10	44	10
Associate professors		1	1		1		2	39	20	40	24
Assistant professors		1	3	1	1	1		13	20	16	24
Instructors/Lecturers							3	4	9	4	12
Other faculty		1						3	4	4	4
TOTAL		4	4	1	2	2	5	101	63	108	74

Source: IPEDS Fall Staff Survey

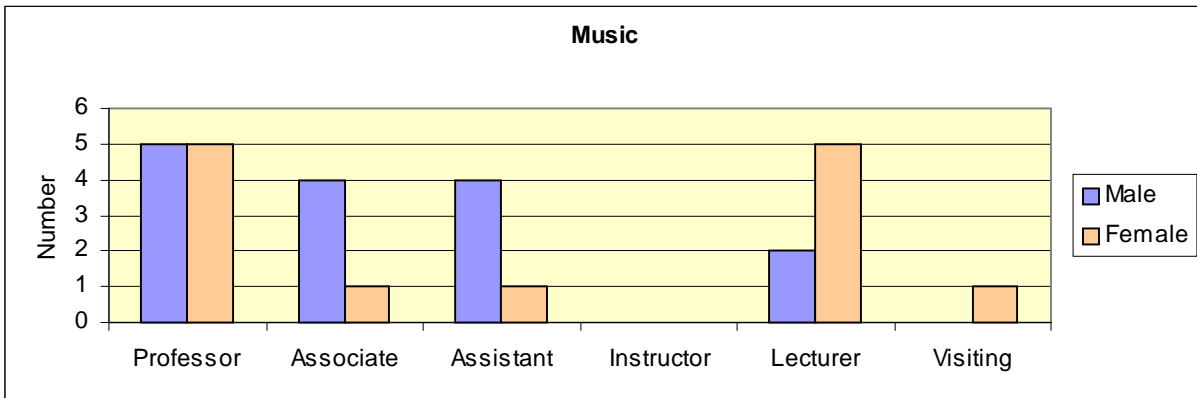
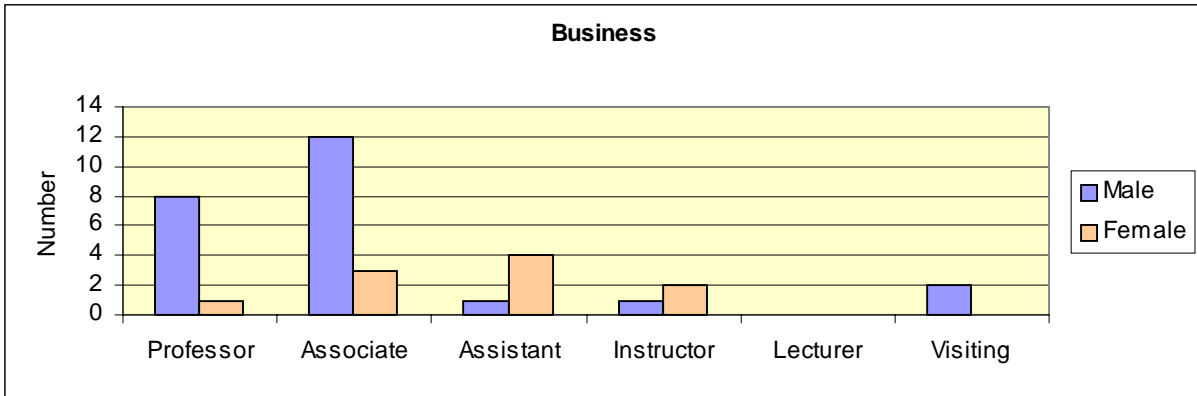
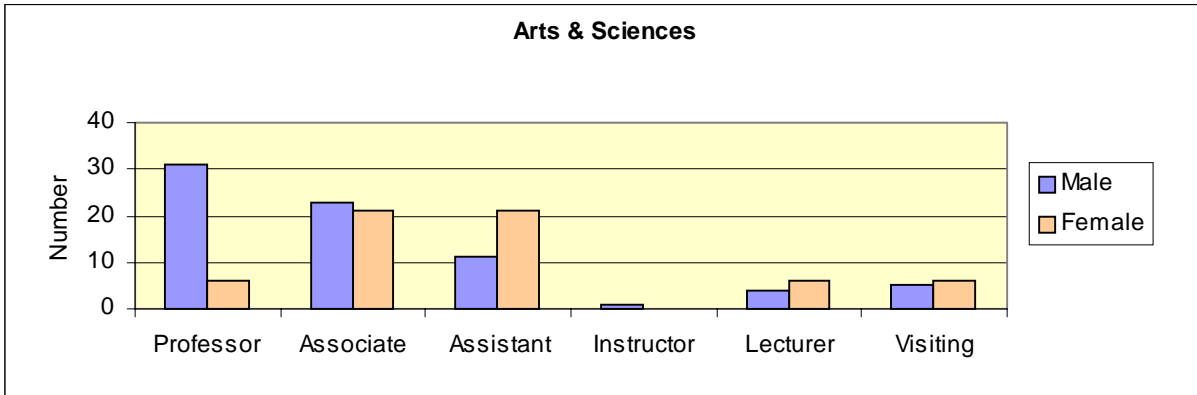
Percent of Full-Time teaching Faculty with Terminal Degrees - Historical

	1993	1994	1995	1996	1997	1998	1999	2000
Professors	100%	100%	*	100%	100%	100%	100%	100%
Associate Professors	95%	100%	*	100%	100%	100%	98%	98%
Assistant Professors	83%	84%	*	85%	98%	90%	80%	83%
Instructors/Lecturers/Visiting	38%	38%	*	50%	38%	44%	50%	51%
TOTAL	88%	89%	*	93%	96%	90%	88%	87%

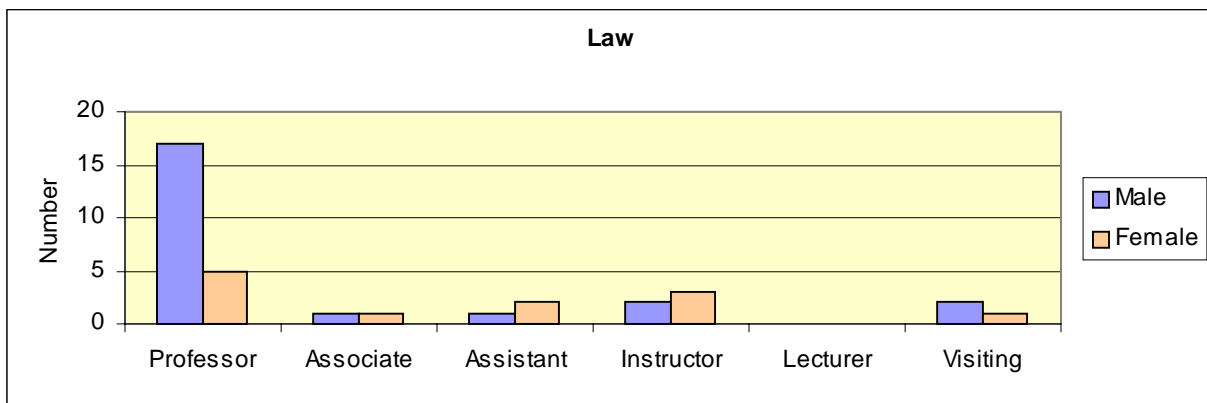
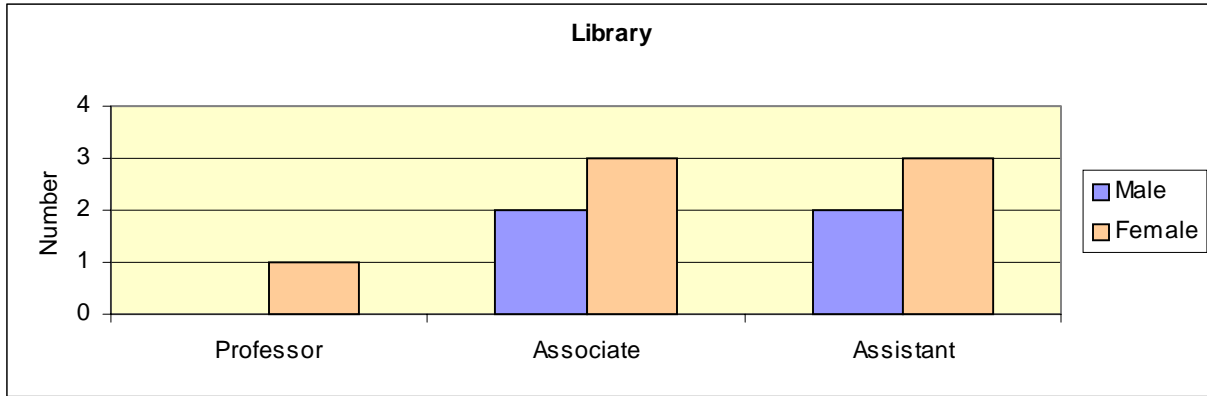
*Not available

Full-time Faculty By School and Gender (2000-01)
 (includes Sabbaticals/Leaves)

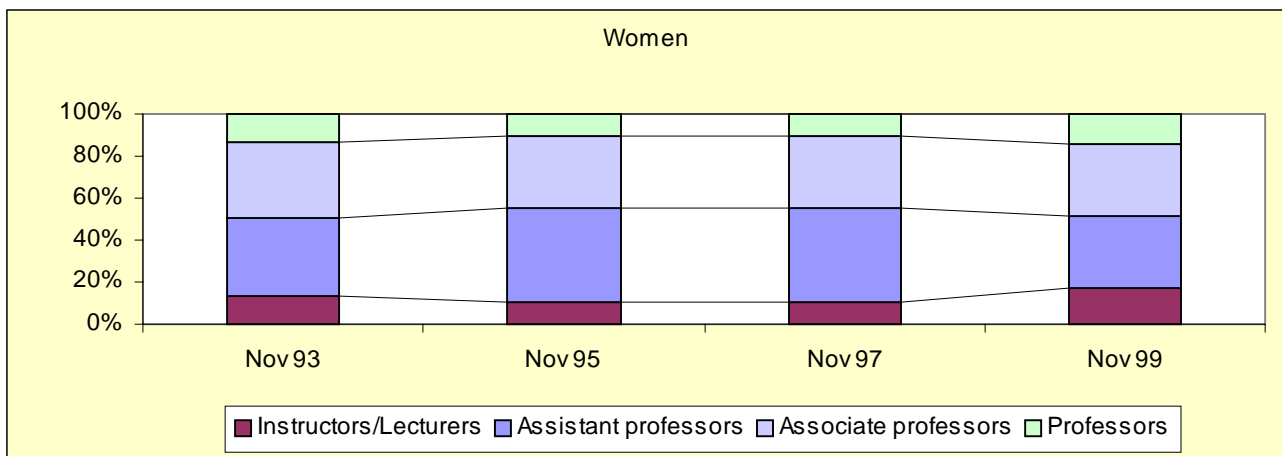
	Arts & Science		Business		Music		Library		Law	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professor	31	6	8	1	5	5		1	17	5
Associate	23	21	12	3	4	1	2	3	1	1
Assistant	11	21	1	4	4	1	2	3	1	2
Instructor	1		1	2					2	3
Lecturer	4	6			2	5				
Visiting	5	6	2			1			2	1
TOTAL	75	60	24	10	15	13	5	7	23	12

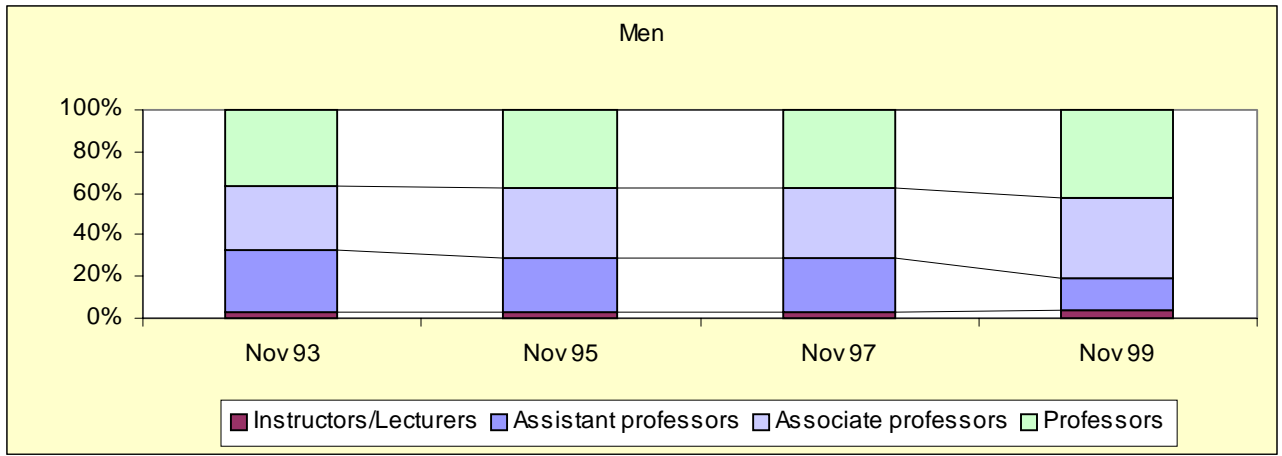


Full-time Faculty By School and Gender (2000-01), continued
 (includes Sabbaticals/Leaves)



DeLand Faculty by Gender - Historical





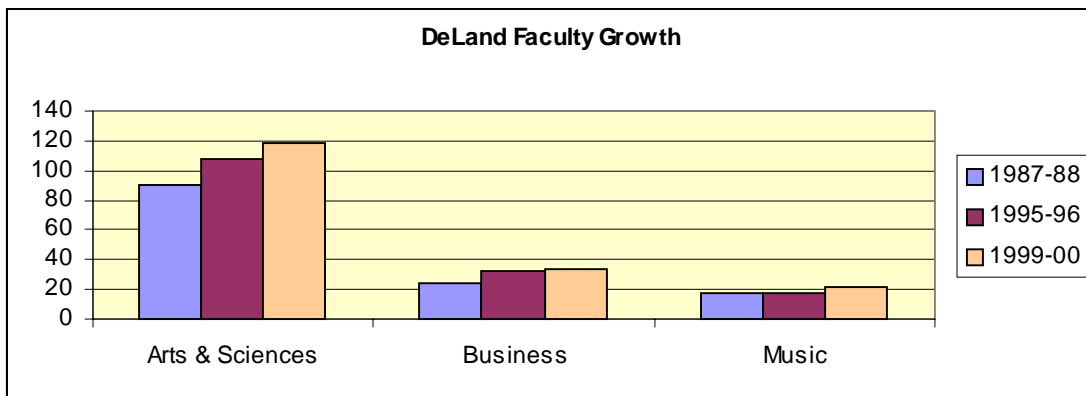
Faculty-Student Ratio

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

Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
11 to 1	11 to 1	10.7 to 1	10.6 to 1	10.5 to 1	10.5 to 1	10.4 to 1

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

	1987-88	1995-96	1999-00	Net Gain Since 1987-88	Net Gain Since 1995-96
Arts & Sciences	90	108	118	28	10
Business	24	32	33	9	1
Music	17.5	18	21	3.5	3
TOTAL	131.5	158	172	40.5	14



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Pope A. Duncan	1977 - 1987
George R. Borders	(Acting) July, 1976 to July, 1977
John E. Johns	1969 – 1976 (Acting, June, 1969 to April, 1970)
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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Orange Park, Florida

William Reece Smith, Jr.
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Thomas E. Stringer, Sr.
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Palm Beach, Florida

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DeLand, Florida

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(Chancellor)

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Academic Departments / Programs

College of Arts & Sciences

American Studies
Art
Biology
Chemistry
Communication Studies and Theatre Arts
Counselor Education
Economics
Teacher Education
English
Foreign Languages
Geography
History
Mathematics and Computer Science
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Sport and Exercise Science

School of Business Administration

Accounting
Decision and Information Sciences
Finance
Management
Marketing

Special Programs

Africana Studies
Applied Ethics
Digital Arts
Discovery
Environmental Sciences
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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Gary Bolding
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Lynn Landis Long
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John Pearson
Richard Ferland
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Michael G. Branton
Leonard L. Nance
Paul Jerome Croce
Gregory K. McCann
Finnegan Alford-Cooper
William Wayne Dickson
William Wayne Dickson
T. Wayne Bailey
Michael W. McFarland
William R. Nysten
Paul D. Steeves
John K. Schorr
Charles B. Vedder
Mary R. Pollock

