



Dalton State College
2003 Self-Study Report

Prepared for the
Southern Association of Colleges and Schools
Commission on Colleges

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Criteria for Accreditation
Southern Association of Colleges and Schools
Commission on Colleges

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Acknowledgments:

Between February 1, 2001, and December 16, 2002, Dalton State College (DSC) conducted a thorough self-study that examined every aspect of the College, its programs, support functions, faculty, staff, and plant. Nine DSC Self-Study Principal Committees, including faculty, staff, students, alumni, and Dalton State College Foundation trustees, a total of over 110 members, participated. The effort voluntarily contributed to this significant and challenging project, combined with support and cooperation the College's administrators provided, is evidence of the serious commitment invested in examining what we at DSC do and how well we do it.

The entire campus community as well as the community served by Dalton State College owes a debt of appreciation to the members of the nine principal committees, to the nine committee editors, and to the Steering Committee. Special thanks go to Linda LaChapelle, our most capable General Editor, and to Dennis Cook, who served diligently and effectively as Must-Statement Auditor. Both deserve commendation for their patient, dedicated, and energetic efforts. Many thanks also to Henry Codjoe, Director of Institutional Research and Planning, for his help with organization, data collection, and revision. We are grateful as well to students Daphne Aft, John Bevel, Ryan Vaughn, and Phyllis Forster for their work in behalf of the self-study. Our appreciation also goes to alumni Sharon Brock and Bryan McAllister, and to DSC Foundation Trustees Mrs. Walter P. Jones and Rich Guintier for their interest and assistance.

Thanks also to John B. Black, Vice President for Academic Affairs, Jodi S. Johnson, Vice President for Enrollment and Student Services, Thomas E. Godbee, Vice President for Fiscal Affairs, and Charles E. Bowen, Past Vice President for Student Affairs, for advice, information, and detailed corrections.

For many of us, carrying out the self-study has provided helpful insights into the operation of the College in its endeavor to fulfill its stated purpose, insights that have improved and will improve the institution. The results of the SACS Visiting Committee's inspection will no doubt add valuable information to what we have already learned and will enable the College to continue to improve its ability to serve the post-secondary educational needs of Northwest Georgia.

Frank Beesley,
DSC Self-Study Director

INTRODUCTION
DALTON STATE COLLEGE
A Decade of Growth and Change

Since 1993, the year of the previous Commission on Colleges peer review, Dalton College has become Dalton State College, has initiated targeted bachelor's degrees, has increased its student enrollment by approximately 25 percent, and has substantially improved its physical and instructional facilities. This document presents an in-depth view of the College as it exists ten years after the 1993 review.

A product of broad-based participation by faculty, staff, students, alumni, and Dalton State College Foundation trustees, the *Dalton State College Self-Study Report* contains the results of a thorough and critical self-examination of all units of the College and the ways in which these units assist the College in the carrying out its stated purpose. Nine principal committees, under the guidance of the Self-Study Steering Committee and with the support of the College's Administrative Council, spent almost two years gathering data, analyzing and evaluating results, and writing the *Report*. This process and the resulting *Report* have been and will continue to be a means of evaluating the College's operation relative to its statement of purpose. The final section of the *Report*, the "Dalton State College Self-Study Addendum: Summary and Supplement," documents major changes made in the College's organization, physical plant, educational programs, and administrative procedures since the December 31, 2001, data cut-off date. The "Addendum" also contains the recommendations, suggestions, and proposals produced by the Self-Study.

This introductory section of the *Self-Study Report* contains three sections: (1) an overview of the institution and the context of the Self-Study, (2) significant developments over the past decade, and (3) an overview of the Self-Study, its purposes, and committee organization.

Institution Overview:

Dalton State College, one of two state colleges in the thirty-four publicly funded institutions of higher learning in the University System of Georgia (USG), is in the City of Dalton, the site of several major carpet manufacturing corporations and widely known as the Carpet Capital of the World. The College stands adjacent to Interstate 75, one of the busiest transportation corridors in the Southeast, and serves ten counties in Northwest Georgia at the southern end of the Appalachian Mountain Range.

Programs of Study:

Dalton State College offers five types of program:

- six baccalaureate degree programs (B.S., B.A.S., B.B.A., and B.S.W.) in business and social work;
- forty-one transfer-degree programs that lead to associate of arts or associate of science degrees (A.A. and A.S.), and which meet the requirements for the first two years toward bachelor degrees;
- twenty career degree programs (A.A.S.) in business, health, law enforcement, and technology;
- a nursing program that leads to an associate of science in nursing degree (A.S.N.); and
- career certificate programs that lead to technical certificates and mini-certificates.

Development:

History:

In July of 1963, the Board of Regents of the University System of Georgia chartered Dalton Junior College, and the local Whitfield County community voted a bond issue of \$1.8 million to provide the site and initial buildings for the new college. Construction grants under the Higher Education Facilities Act and the Appalachian Regional Development Act supplemented the bond funding, and construction began in October of 1966 on the original five buildings, situated within the Dalton city limits on a tract along Interstate 75. These original buildings were the Administration/Library Building (now Westcott Hall), the Classroom/Science Building (now Sequoya Hall), the Student Services Building (now Pope Student Center), the Health and Physical Education Building (now Bandy Gymnasium), and the Maintenance/Warehouse Building. In September of 1967, Dalton Junior College opened its doors as the 24th institution of the University System of Georgia with an enrollment of 524. In 1976 the Board of Regents authorized a Technical Division as the result of an agreement between the University System and the State Department of Education, adding technical certificate and degree programs to the pre-baccalaureate offerings with which the College began.

In 1987, the College dropped the word “Junior” from its name as part of a University System initiative affecting most of Georgia’s two-year colleges. In 1996, the Board of Regents authorized Dalton College to assume responsibility for the Dalton School of Health Occupations, resulting in the addition of several health-related programs to the curriculum. At that time the College applied for and received a substantive change approval from the Southern Association of

Colleges and Schools (SACS). The College, by then, could boast an enrollment of over 3,000 credit students and over 6,000 non-credit (continuing education) participants. In 1998, the USG Board of Regents authorized a change of mission, approving the development of selected bachelor's degrees for the College, and changed the name of the institution from Dalton College to Dalton State College. In 1998, SACS authorized a substantive change from Level I to Level II, culminating in a September 2000 site visit. As the institution added programs, the student body grew steadily, eventually reaching 3,647 in the Fall Semester of 2001.

As a result of the program growth and enrollment increase, the campus developed new accommodations: a general classroom building, later named Gignilliat Memorial Hall, opened in 1970; a library building which became the Derrell C. Roberts Library began service in 1972 and received a \$4.9 million expansion and renovation during 2001 and 2002. Between 1973 and 1975, the College received major additions to the Pope Student Center and the Maintenance/Warehouse Building, with the new Technical Building appearing on campus in 1979. Sequoya Hall received a major addition in 1989, and the Shirley and Alan Lorberbaum Liberal Arts Building opened in 1999 to house the offices, classrooms, and laboratories of the Social Sciences and Humanities Divisions. A planned continuing education building awaits funding.

The Southern Association of Colleges and Schools first accredited what is now Dalton State College to award the associate's degree in 1969, and the College has been fully accredited since then. In its thirty-five year history, Dalton State College has had three presidents: Dr. Arthur M. Gignilliat, who served as the College's founding president from 1966 to 1970; Dr. Derrell C. Roberts, who began his presidency of the College in 1970 and retired in 1994; and Dr. James A. Burran, who took up the task of guiding the institution in 1995. In May of 1996, work on a new strategic plan began, and before the Fall Quarter of 1997, the *1997-2000 Strategic Plan*, including a master facilities plan, was in place. With this plan as a guide, the College developed new programs, including three initial baccalaureate degrees in business; established English-as-a-second- language courses to serve the needs of the increasing number of Hispanic students; began construction of the new Lorberbaum Liberal Arts Building; and approved plans for expansion of the Roberts Library. The Strategic Planning Committee began the *2000-2003 Strategic Plan* in 1999 and completed the document in the spring of 2000. Major projects completed under the new plan include the addition of new Bachelor's programs in Social Work, Marketing, and Management, and the Roberts Library expansion and renovation.

Dalton State College offers a broad range of certificate, associate, and targeted bachelor's programs tailored to meet the demands of the service area and to provide the core curriculum needs of students transferring to other institutions.

The institution strives to meet high quality standards and has earned a reputation within the University System of Georgia for the quality of academic preparation its students receive.

Faculty:

From its inception in 1967, Dalton State College's commitment to a high quality general educational program in a teaching and learning environment that sustains instructional excellence has included recruiting and retaining the finest possible faculty. Between fall of 1993 and fall of 2001, the faculty headcount, excluding part-time instructors but including division chairpersons, increased from 83 to 109. Fifty-four percent of the faculty members hold doctoral degrees and 62 percent are tenured.

The Dalton State College Foundation has acquired donations of \$1,500,000 to provide matching funds for three endowed professorships in the recently established baccalaureate programs, and the state has funded two of these endowed chairs at present. A professor of management currently occupies the Sesquicentennial Endowed Chair, and a search is under way to fill the second chair. As of June 30, 2001, the total Foundation assets and pledges amounted to \$8,800,000.

Dalton State College faculty members contribute much time and energy to both college and community by serving on numerous campus committees, by advising Students In Free Enterprise (SIFE), by tutoring for the Post-secondary Readiness Enrichment Program (PREP) in local middle schools, by improving the College's connection with the Hispanic community through the Latino Advisory Council, and by promoting and providing leadership to community-service organizations such as The Creative Arts Guild; Centro Latino, Inc.; the Humane Society; the American Red Cross; and the Conasauga River Alliance. A more detailed record of faculty service activities can be found in the annual reports of the President, the division chairpersons, and faculty members. A DSC organizational chart follows on page 16.

Students:

Students come to Dalton State College generally from ten counties in Northwest Georgia, with the majority of them being from Whitfield, Murray, Walker, Catoosa, and Gordon Counties. Even so, in 2001, an active International Club provided support to 117 foreign students from 34 countries. Enrollment increased from 2,884 in the fall of 1992 to 3,647 in the fall of 2001 and is projected to increase to well over 4,000 by fall of 2012.

During the fall of 2000, 60.2 percent of DSC's students were female and 39.8 percent were male. The average age was 26.4, an almost two-year increase from 1992. White (non-Hispanic) students accounted for 92.6 percent of the student body (down from 97 percent in 1992), with Hispanics and blacks making up slightly more than five percent.

Dalton State College students have distinguished themselves in several ways over the years. For example, since the 1994-95 Academic Year, students participating in the Students In Free Enterprise (SIFE) Club have been involved in a wide variety of projects and competitions, including helping students in the lower grades understand the principles of free enterprise. In 1996, the College team won recognition as SIFE Rookie of the Year. From 1997 through 2002, the DSC teams have been Regional SIFE Champions in addition to winning numerous other awards.

The College Bowl competition is another activity in which DSC students have excelled, winning two championships per year over the past five years, a state and a regional championship in the past two years, and in 2001, competing in the National Academic Quiz Tournament at the University of North Carolina at Chapel Hill. The captain of the 2000-2001 DSC College Bowl team appeared in early 2002 on the quiz show *Jeopardy*, holding the championship four times and winning over \$96,000.

The Dalton State College Upsilon Iota Chapter of Phi Theta Kappa (PTK) has also received various forms of recognition over the past several years. During each of the past three years, two DSC students were selected to appear in the Georgia All-American recognition assembly, and one student was chosen to represent the Georgia Region at the International Honors Institute at Furman University in 2002. In 2001, Upsilon Iota served as the Vice Presidential Chapter of the Georgia Region PTK, planning and hosting the Regional Leadership Development Conference. Also in 2001, the Upsilon Iota Chapter ranked third in the state for the Hallmark Award for leadership. In 2002, this chapter will serve as the Presidential Chapter and will host the regional convention.

Campus:

The DSC campus occupies a portion of 136 acres owned by the College, the western half of which, a steep and heavily wooded mountain ridge, provides an attractive natural background for the institution's nine buildings. None of these buildings serves to house students, since DSC is strictly a commuter school. Pines and deciduous hardwood trees shade the campus and provide abundant color in the spring and fall. Parking space is generally adequate, although expected increases in enrollment have made plans for future parking accommodations a must. College Drive in front of the campus and George Rice Drive encircling it provide adequate traffic circulation.

New construction between 1993 and 2003 provided Dalton State College with a new liberal arts building and a major expansion of the library. The 50,000 gross square foot Lorberbaum Liberal Arts Building, completed in 1999, doubled the number of classrooms on campus as well as providing 50 new offices for faculty members. A cosmetic renovation of Memorial Hall during 2000 and 2001

provided a more comfortable and safer environment for faculty and students. And completion of the Derrell C. Roberts Library expansion in 2002 furnished extensive room for growth beyond the present 110,000+ volumes, which include a substantial number of holdings acquired with a \$100,000 state allocation for works needed for the College's first bachelor's degree programs, initiated in 1999. A major renovation of the Technical Education Building during the summer of 2002 will reallocate space to accommodate computer labs and to provide some cosmetic improvements to the south entrance to the building.

Table 1
DSC: Ten-Year Statistical Comparison

Institutional Variables	1991-92	2001-02
Funding		
Operating Budget (\$ Million)	9.8	24.8
Total Expenditures per EFT Student (\$)	4,391	6,693
Tuition Academic Year (2-Year) (\$)	1,008	1,394
Tuition Academic Year (4-Year) (\$)	0	2,046
Student Financial Aid (\$ Millions)	1.1	3.7
Total Endowments (\$ Millions)	2.0	8.8
Headcount Enrollment	2,620	3,647
Percent Full-Time	45.8	40.0
Percent Part-Time	54.2	60.0
Percent Female	59.2	62.8
Percent Minority	2.8	7.5
Percent Out-of-State	1.0	0.9
Percent International	0	3.2
Freshman Enrollment	1,628	2,211
Equivalent Full-Time	1,923	2,190
Average Age	24.5	27.0
Average SAT Scores Fall Term	906	950

Institutional Variables	1991-92	2001-02
Average ACT Scores Fall Term	-	20
Degrees and Certificates Granted	261	367
Academic Programs/Courses		
Number of Divisions/Departments	7	7
Number of Programs	74	111
Number of Courses	318	473
Student : Faculty Ratio		
Average Class Size	-	25/1
	-	20
Library Holdings	(n/a)	112,995
Academic Staff		
Full-Time	74	109
Percent Female	-	46.0
Percent Minority	-	6.0
Percent Doctorate	45.9	54.0
Average Age	45.1	50
Average Years of Service	9.5	11.5
Space		
Acreage	136	136
Number of Buildings	8	10
Total Space (Sq. Ft.)	276,261	335,457

Source: *DSC Facts & Figures 2001*

An Overview of the Self-Study:

Purposes:

Recognizing the importance of the accreditation procedure necessary for reaffirmation by the Southern Association of Colleges and Schools and the value of a thorough self-examination, on February 1, 2001, Dalton State College enthusiastically entered into the Self-Study process with the following set of purposes as stated in the *Dalton State College Self-Study Plan*:

- (1) The College, using requirements and suggestions stated in the *1998 Criteria for Accreditation*, intends to assess critically and impartially the current status of the institution in order to evaluate its strengths and to identify its weaknesses;
- (2) The College intends that the Self-Study, in connection with (1) above, develop strategies for improvement and implement them so as to build on the College's strengths and to eliminate any weaknesses;
- (3) The College also intends the Self-Study process to strengthen the expertise of faculty and staff in the self-evaluation process and to produce an appreciation for the process as continuous rather than periodic;
- (4) Finally, the College intends the Self-Study experience to guide and enhance its plans for future growth and change.

Procedures:

The Dalton State College Self-Study was organized to include five stages, some of which overlapped in part:

- (1) Organization and Preparation Stage: This stage involved the appointment of Self-Study leaders, the development of the *Self-Study Plan* and *Self-Study Manual*, and the organization and training of the steering committee and nine principal committees (See the DSC Self-Study Committee Membership Chart below).

- (2) Data Gathering and Analysis Stage: The task of gathering information was shared by subdividing each principal committee into subcommittees of two or three members, who focused their research on College operations and policy covered by subsections of the *1998 Criteria for Accreditation*. In all, more than one hundred faculty, staff, students, alumni, and Dalton State College Foundation trustees participated in data-gathering and analysis to determine the efficiency and appropriateness of the College's operations and the state of compliance with the SACS criteria (See the Self-Study Committee Membership Chart below).

- (3) First Draft Production and Revision Stage: The Steering Committee established a sequence of due dates for first drafts of the principal committee reports, and each principal committee set a sequence of due dates for subcommittee reports. The subcommittees prepared first drafts, which the principal

committees reviewed and returned with recommended alterations. Revised subcommittee reports went to the principal committee editor, who corrected language mechanics and forwarded the copy to the General Editor. The General Editor placed the subcommittee reports on one of the College's servers, where all subsequent editing and revision took place. When the General editor was satisfied with the language and format, the report was released to the Must-Statement Auditor. After determining that the reports completely and accurately addressed the College's compliance or noncompliance with the *Criteria*, the Must-Statement Auditor sent the reports to the Self-Study Director, who worked with the principal committee chairpersons to make final adjustments. When all subcommittee reports within a principal committee had passed through this process, they were combined to form the principal committee report.

(4) Steering Committee and Institutional Review Stage: This stage began when the first principal committee completed its first draft as described above. Members of the Steering Committee read and responded to each of the nine reports, after which the reports went back to the principal committees for revision.

After the principal committees completed the necessary adjustments, the General Editor placed the reports on the Dalton State College Web Site for review by the campus community. At this point members of the DSC Administrative Council read the report and provided content and language correction. Further adjustments to the reports resulted from campus-wide input before the full report was ready for printing. The *Dalton State College 2003 Self-Study Report* received the broadest possible attention from all sectors: administration, faculty, staff, students, the DSC Foundation, and alumni.

Over the duration of the Self-Study process, the principal committees used three forms to report conditions that needed attention from the divisions and departments under study:

(A) the Report of Noncompliance indicated conditions believed to be out of compliance with "must" statements,

- (B) the Report of Committee Concern indicated conditions that did not satisfy “should” statements, and
- (C) the Report of Committee Proposal proposed changes that did not concern compliance problems but that the committees believed could improve the College’s operational quality and efficiency.

In the *DSC 2003 Self-Study Report*, recommendations describe conditions resulting in Reports of Noncompliance, suggestions describe conditions resulting in Reports of Committee Concern, and proposals describe conditions resulting in Reports of Committee Proposal. The Self-Study Director logged these reports, kept copies on file, and recorded notices of conditions corrected.

The public relations staff developed graphic designs for the *Self-Study Report’s* covers. And, the General Editor and the Self-Study Director made a final progression through the Report prior delivering the completed manuscript to the printer.

(5) Final Draft and Follow-Up Plan:

As the process drew to a close, the Self-Study Director formulated an addendum describing the status of committee suggestions and proposals, and of all noncompliant conditions discovered and reported. The addendum also contains descriptions of changes made subsequent to the Self-Study report cut-off date: significant alterations in degree offerings, major organizational changes, and major construction projects completed. The “Self-Study Addendum” and its “Master List of Recommendations, Suggestions, and Proposals” will serve as the basis for follow-up procedures. The Resolutions Committee, chaired by the Must-Statement Auditor and comprised of one representative from each Self-Study Principal Committee, will track all uncorrected conditions resulting from recommendations, suggestions, and proposals resulting from the Self-Study and from the SACS Commission on Colleges Reaffirmation Committee report. The Resolutions Committee will become the Follow-up Committee after the SACS visit, will remain active until all conditions on the list have been satisfactorily resolved, and will produce the Follow-up Report.

Organization of the Self-Study Report:
The Dalton State College Self-Study Report contains an introduction; six sections, each of which concerns topics covered by the related section of the *1998 Criteria for Accreditation*; and an addendum. Section I of the Self-Study relates to “Principles and Philosophy of Accreditation” as does Section I of the *Criteria*, and each of the other Self-Study sections relates to its respective section in the *Criteria*. All institutional terms that might not be clear to the Reaffirmation Committee are defined, and all acronyms are spelled out in the first usage, with the acronym in parentheses following the unit name or title.

The Self-Study Addendum contains two sections. The first describes additions, changes, and deletions made in the College’s organizational structure, educational programs, and physical plant since the December 31, 2001 data cut-off date. The second section contains a list of all conditions of noncompliance discovered by the Self-Study, the status of each of those conditions at the closing date for the addendum, and the action taken or being taken to correct the conditions. In addition, the addendum contains suggestions made by the principal committees in response to conditions related to “should statements” in the *Criteria* and proposals made based upon conditions unrelated to the *Criteria* but which the principal committees believed deserve attention.

SACS SELF-STUDY COMMITTEE MEMBERSHIP

Frank Beesley, Director/Chair of the Steering Committee (Associate Professor of English)

Dennis Cook, Must-Statement Auditor (Associate Professor of Sociology)

Linda LaChapelle, General Editor (Assistant Professor of Office Administration)

Chairs of the following committees and Dr. Henry Codjoe, Director of Institutional Research and Planning, constitute the Self-Study Steering Committee. The General Editor and the editors of the principal committees constitute the Editorial Committee.

Criteria:

1. Sections I. & II. Purpose, Philosophy, and Principles

Kerry Dunbar, Chair (Associate Professor of Biology)

Marsha Matthews, Editor (Assistant Professor of English)

Wyatt Cooper (Assistant Professor of Mathematics)

Beth Biron (Professor of Romance Languages and English)

Donald Bowen (Associate Professor of Management)

Rita Moore (Associate Professor of Management Information Systems)

Tom Mullen (Associate Professor of Political Science)
Cheryl Nuckolls (Secretary to the Nursing Division)
Tom Sommer (Chair, Division of Technical Education)
Mrs. Walter P. Jones, (Trustee-Dalton State College Foundation)

2. Section III. Institutional Effectiveness

Laura Rose, Chair (Assistant Professor of Accounting)
Judy Cornett, Editor (Assistant Professor of History)
Don Davis (Associate Professor of Sociology)
Sarita Gale (Conference Coordinator/Office Manager, Center for Continuing Education)
Faye Hawkins (Secretary, Evening and Extended Campus Programs)
Robert Narke (Assistant Professor of Speech)
Nancy Mason (Assistant Professor of Spanish)
Jane Parks (Assistant Professor of English)
Rich Guintier, (Trustee-Dalton State College Foundation)

3. Section IV. 4.1-4.2 & 4.4-4.7. Educational Program, General Requirements, and Undergraduate Programs

Gail Ward, Chair (Assistant Professor of Nursing)
Victoria Guarisco, Editor (Assistant Professor of Chemistry)
James Adams (Associate Professor of Biology)
Becki Bowman (Assistant Professor of Speech)
Kevin Doheny (Assistant Professor of Mathematics)
Angela Harris (Assistant Director Of Admissions)
Michael Jordan (Associate Professor of Drafting)
Andy Meyer (Assistant Professor of Biology)
Gary Paul (Marketing Coordinator-Center for Continuing Education)
Della Sampson (Assistant Professor of Economics)
Art Sutton (Technical Support Specialist-Office of Computing and Information Services)
Carol Treible (Director of the ACE Center)
Sharon Brock (Alumnus)
Daphne Aft (Student)

4. Sections IV. 4.8 - 4.92. Faculty, & Consortial Relationships and Contractual Agreements

John Lugthart, Chair (Associate Professor of Biology)

Norman Presse, Editor (Associate Professor of Psychology)

Joseph Baxter (Associate Professor of Management Information Systems)

Wesley Davis (Associate Professor of English)

Hassan Elnajjar (Assistant Professor of Sociology)

Dudd Dempsey (Secretary-Division of Social Sciences)

Marilyn Helms (Professor of Management)

Sharon Hixon (Instructor in Reading)

Hubert Kinser (Professor of Chemistry and Mathematics)

Christy Price (Assistant Professor of Psychology)

Doris Shoemaker (Director of the Medical Laboratory Technology Program)

Cordia Starling (Associate Professor of Nursing)

David Wycherley (Professor of Physics and Mathematics)

5. Section V. Educational Support Services: 5.1 - 5.3.

Library, Instructional Services, Information Technology Resources & Systems

Michael D'Itri, Chair (Chairperson, Division of Business and Technology)

Mary Nielson, Editor (Associate Professor of English & Reading; Director of the Writing Lab)

Kim McCroskey (Support Specialist-Office of Computing and information Services)

Barbara Jones (Assistant Librarian)

Geoff Poor (Assistant Professor of Mathematics)

John Hebestreet (Assistant Professor of Speech)

Dee Langford (Assistant Professor of Psychology)

Vince Postell (Coordinator of Developmental Studies)

James Stevenson (Associate Professor of History)

Bryan McAllister (Alumnus)

John Bevel (Student)

6. Section V. 5.4 - 5.4.3.7. Student Development Services

Michael Hoff, Chair (Professor of Psychology)

Tina Lynn Scibilia, Editor (Coordinator-Cooperative Education & Career Services)

Rebecca Butler (Associate Professor of English)

Linda J. Davis (Instructor in Practical Nursing)

Thomas Deaton (Professor of Social Science)

Kennie Darnell (Program Coordinator-Licensing, Center for Continuing Education)
Kenneth Ellinger (Assistant Professor of Political Science)
Edith King (Assistant Registrar)
Lydia Knight (Assistant Librarian)
Jackie McGintis (Support Specialist-Office of Computing and Information Services)
Deborah Melton (Assistant Professor of Mathematics)
Tom Veve (Associate Professor of History and Director-Evening and Extended Campus Programs)
Lee Ann Nimmons (Assistant Professor of Mathematics)
Jack Waskey (Associate Professor of Social Science)
Ryan Vaughn (Student)

7. VI. Administrative Processes: 6.1 -6.2. Organization and Administration & Institutional Advancement

Kelley Mahoney, Chair (Assistant Professor of English)
Barbara Murray, Editor (Assistant Professor of English)
Rodney Bailey (Library Associate)
David Boyle (Associate Professor of Social Work)
Amanda Burt (Director of Institutional Advancement)
David Farior (Plant Site Director-Enrollment Services)
Debbie Gilbert (Assistant Professor of Secretarial Science)
James Head (Professor of Mathematics)
Celeste Humphrey (Associate Professor of Biology)
Carolyn Jensen (Instructional Coordinator of the Technical Education Division)
Monte Salyer (Assistant Professor of English as a Second Language)
Janet Vetter (Secretary-Natural Sciences and Mathematics Division)
Deby West (Secretary to the Vice President for Academic Affairs)

8. VI. Administrative Processes: 6.3. Financial Resources

Rebecca McAfee, Chair (Assistant Professor of Secretarial Science)
Wayne Bosche, Editor (Associate Professor of Mathematics)
Beth Burdick (Secretary to the President)
Michael Doyle (Assistant Professor of Marketing and Management)
Kent Earley (Assistant Professor of Allied Health Technology)
Randall Griffus (Assistant Professor of Mathematics)
Rebecca Hyde (Accounting Assistant)
Lydia Postell (Instructor in English and Reading)
Kelson Smith (Instructor in Electronics Technology)
Nancy Tyler (Assistant Professor of Accounting)

9. VI. Administrative Processes: 6.4 - 6.6. Physical Resources

Sally Addis, Chair (Assistant Professor of Physical Education)

Ann Taylor, Editor (Assistant Professor of Secretarial Science)

Joy Carrier (Associate Professor of Secretarial Science)

Tommy Dedmon (Custodial Supervisor, Plant Operations)

Baogang Guo (Assistant Professor of Political Science)

P. J. Hall (Assistant Professor of Physical Education)

Mary Hood (Procurement)

Brooks Lansing (Assistant Professor of Business Administration)

Timothy Mitchell (Network Specialist-Office of Computing and Information Services)

Christy Shannon (Temporary Instructor of English)

