

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Georgia State University
Atlanta, Georgia
April 18 and 19, 2000**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, April 18 and Wednesday, April 19, 2000 in the Court Salon of the Student Center Ballroom on the campus of Georgia State University. The Vice Chair of the Board, Regent J. Tom Coleman, Jr., called the meeting to order at 1:00 p.m. on Tuesday, April 18, 2000. Present on Tuesday, in addition to Vice Chair Coleman, were Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, and James D. Yancey.

ATTENDANCE REPORT

The attendance report was read on Tuesday, April 18, 2000 by Secretary Gail S. Weber, who announced that Chair Kenneth W. Cannestra had asked for and been given permission to be absent on that day.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on March 7 and 8, 2000 were unanimously approved as distributed.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, “COMMITTEE OF THE WHOLE”

Vice Chair Coleman convened the meeting of the Committee on Finance and Business Operations as a Committee of the Whole and turned the chairmanship of the meeting over to Regent White.

Chair White explained that this is the time of year in which the Board of Regents allocates funds from the budget to the institutions. He noted that the University System experienced lower enrollments in the past year as a result of the semester conversion. Nonetheless, the legislative session was good to the System. Chair White thanked the Regents and the Central Office budget staff for their hard work during the legislative session. There were four action items that the Board would address as a Committee of the Whole: fiscal year 2001 budget allocations (Item 1, pages 19 to 22), fiscal year 2001 tuition and non-resident fees (Item 2, pages 22 to 23), fiscal year 2001 mandatory student fees (Item 3, pages 23 to 24), and the fiscal year 2001 salary administration policy (Item 4, page 24). He then turned the floor over to the Chancellor, who would begin the budget presentation.

Chancellor Portch thanked the Regents and the staff, in particular Vice Chancellor for External Affairs Thomas E. Daniel, for their efforts in the legislative session. He also thanked the Governor and the legislature for their responsiveness to the needs of the University System. The Chancellor stressed that the Governor still has to sign the budget bill, so everything presented at this meeting would be contingent upon his ultimate signature. However, since the budget reflects the Governor’s recommendations throughout the process, the Chancellor was confident the Governor would sign the bill. He noted that in addition to himself, Senior Vice Chancellor for Capital Resources Lindsay Desrochers, Associate Vice Chancellor for Fiscal Affairs William R. Bowes, and Interim Senior Vice Chancellor for Academic Affairs Beheruz N. Sethna would be making this budget presentation to the Board. The supplemental budget includes \$33 million for the health insurance reserve; \$7 million for data network improvements; \$4 million for Georgia Library Learning Online (“GALILEO”); \$163 million for capital projects, including equipment for previously approved projects; and \$15 million in matching funds for the Equipment, Technology, and Construction Trust (“ETACT”). Chancellor Portch remarked that he was particularly pleased with the funding of capital projects and reminded the Regents that the Board will add to its five-year rolling capital outlay list at the June 2000 meeting. Next, the Chancellor discussed the formula budget, noting that this is the Board’s number one priority and stressing the particularly complex year the University System had experienced due to semester conversion. The formula itself was not “technically friendly” to the conversion, he explained, and this was the year in which the enrollment drop was accounted for. The Governor developed a creative approach to the formula budget in an effort to make the System’s operating budget whole. He did that by first putting \$47 million in this year’s budget for the formula. He then asked the University System to reduce its budget this year by approximately \$24 million on the basis that the formula year for which the System is currently being funded was at a higher enrollment level than this year. Finally, if the System could reduce its budget by that amount, the Governor would match up to that amount in next year’s supplemental budget. This will essentially provide a complete operating budget with the support of the Governor and legislature next year. This was the Board’s primary priority, and the Chancellor remarked that it was executed very well.

Chancellor Portch reported that the System was also given a 3% salary increase by the legislature. Because of the consecutive number of years in which it was granted higher increases, the System could handle a smaller increase, he explained. However, the Board will have to monitor closely salary increases in other state university systems this year so that the competitive position of the University System of Georgia is ensured. The Chancellor remarked that the good news about this is that the consecutive years of strong **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, “COMMITTEE OF THE WHOLE”**

salary increases mean that even if the University System has fallen behind, it should not take another five or six years to become competitive again. The staff will be reporting back to the Board on this matter. Chancellor Portch noted that the implementation date for the salary increase was postponed until fall semester for faculty and until October 1, 2000 for all other System employees. From the perspective of the Office of Planning and Budget, this brings the start date for System salary increases into conformance with the start date for other State agencies. He remarked that the institutions will have to remind their employees that this follows many good salary increases in the last several years.

Next, the Chancellor discussed the tuition and mandatory fee strategy. He noted that in Georgia, there is a traditional 75%/25% cost split between State support and tuition, respectively. That represents strong State support for higher education. Many other states have been increasing the percentage of the cost to students. The budget staff present the tuition recommendation to the Board in April because it is a month after the legislature has established the formula budget. From that, the staff calculate the students' 25% share of cost, which resulted in a tuition increase of 3.8% this year. Chancellor Portch noted that mandatory student fees have been discussed by the Board quite a bit this year, and a good deal of research has been done on this issue. At the March 2000 meeting, the Chancellor had provided to the Regents some general information about mandatory student fees. Prior to this meeting, the Regents received more detailed information with regard to comparable institutions in Southern Regional Education Board ("SREB") states. Chancellor Portch stated that the staff are particularly pleased this year to recommend implementing technology fees Systemwide. Moreover, the presidents and student government leaders are in uniform agreement and enthusiasm about this implementation. A number of states have had technology fees for some time, explained Chancellor Portch. He said that one of the great advantages of being a multi-campus system is that the University System could take a few years to pilot the technology fees at four institutions to learn some lessons about how to successfully implement such a program. Consequently, the System is now ready to have a very effective program. In the newspaper that morning, Student Advisory Council Chair John M. Fuchko III had been quoted as saying that he felt he got his money's worth from the technology fee at Kennesaw State University ("KSU"), one of the four pilot institutions. The Chancellor reminded the Regents that in the long term, technology depends on multi-source funding. State funding is crucial, and student funding is crucial. However, strategic partnerships with corporate technology companies will increasingly be the third piece of the puzzle. This year, the staff made a difficult decision to not recommend any other mandatory student fee increases to the Board because of the technology fees implementation. That will cause some hardship at some institutions, he explained, because they are continuing to incur costs as they go forward. However, the importance of implementing the technology fees was such that the strategy this year was to have a relatively low tuition increase, a freeze on all other mandatory student fees, and the full implementation of technology fees across the System.

In closing, the Chancellor noted that in the previous week, the Board of Regents was asked to take on a couple of additional responsibilities on behalf of the State. The first was the transfer of the public library system to the Board of Regents. It was once under the Department of Education. Then, it was transferred to the Department of Technical and Adult Education ("DTAE"). This year, as part of the Governor's Education Reform Bill, the Board has been asked to take responsibility for the public libraries. Chancellor Portch remarked that this was a natural evolution because of the System's success with GALILEO, which all of the public libraries also share. He reiterated that the Governor had not officially signed the budget, so the staff have not yet formally communicated with the libraries. However, as soon as the bill is in place, the staff will begin the transition. There have already been transition meetings with DTAE to make the COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, "COMMITTEE OF THE WHOLE"

transition as smooth and positive as possible. The Board's responsibility is limited to the distribution of the State resources for the public libraries, which get the majority of their funding from local sources. So,

this is essentially a \$33 million responsibility. The Governor has also asked the Board of Regents to take some management responsibility for the Student Information and Accountability System (K-16). The funding for this has been placed in the State Data and Research Center at the Georgia Institute of Technology (“GIT”), which is a small operation. Development of the end-of-course tests and such will have to be outsourced to professional companies, but the Board has been asked to manage that process. Over time, this will likely be a \$100 million plus responsibility. The Chancellor remarked that it is a compliment to the Board that it has been asked to take on additional responsibilities on behalf of the State, because it demonstrates the Governor’s confidence in the Board’s management effectiveness. However, there is a major increase in the budget due to these additional responsibilities that is not a direct increase for University System operating purposes but rather for the additional assignments. This concluded the Chancellor’s overview of the budget elements and strategy. He then turned the floor over to Dr. Desrochers.

Dr. Desrochers reiterated that the four action items to be addressed by the Committee of the Whole were the fiscal year 2000 budget allocations, tuition and non-resident fees, mandatory student fees, and 2000 salary administration policy. As the staff began the allocation process this year, they took into consideration the fact that the University System had experienced an unusual year in relation to enrollments. The System experienced an enrollment decline in the formula year, and as such, the staff took a different approach to the allocation of funds to the institutions. They decided to look at a three-year period rather than just this formula year. Dr. Desrochers explained that 50% of the proposed budget allocation is based upon the enrollment trends for the last three years, and 50% is based on the share of the total budget. The staff worked with the System presidents on this principle because the same principle has been applied in working with them to meet the reduction target of \$24 million, which Chancellor Portch had already discussed. All of the presidents were comfortable with this approach to budget allocations. Dr. Desrochers noted that allocations do not just start with the formula funding. There are also adjustments for institutional expenditures per equivalent full-time (“EFT”) student. Where there are institutions who have a particularly high or low range for per EFT expenditures, the staff have been trying to bring them into an acceptable range of 15% to 20%. The staff also make additions to institutional allocations for the strategic initiatives of the Board which constitute continuing and new special funding initiatives. There are a number of strategic initiatives that have been translated into special funding initiatives, which the Governor and legislature were kind enough to fund. By institution, those initiatives vary.

Next, Dr. Desrochers summarized the actual dollar figures of the budget, which is on file with the Office of Capital Resources. The budget allocation process started with last year’s base budget of \$1.4 billion. Within that figure is the \$24 million that the Chancellor has advised the institutions to reserve in the coming year. Special funding initiatives of \$46.8 million are taken out of the budget at the beginning of the allocation process, but the continuation of those initiatives is added back at the end of the process. The enrollment loss adjustment was approximately \$103 million, but the Governor gave the University System approximately \$47.3 million as a “hold harmless” against that enrollment loss. Dr. Desrochers noted that the Governor’s planned match of the \$24 million reduction was added at the bottom of the budget, so that both the reduction and the match are included in the budget document. Additional State funds that are added beyond the adjusted base of \$1.3 billion include the salary increase. For the teaching institutions, that increase totals approximately \$33 million. The salary increase will become effective in fall semester for faculty and on October 1, 2000 for other System employees. Formula and legislative adjustments total \$15.7 million .

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, "COMMITTEE OF THE WHOLE"

These relate to the maintenance of new facilities on campuses (\$3.4 million) and additional funding for major repair and renovation ("MRR") (\$1.6 million). This brings the total for MRR up to \$52.1 million. Next month, the staff will be presenting to the Board information on the MRR formula. The other fringes in this figure have to do with the annualization of salary increases from last year and such benefits as worker's compensation, Social Security, and Federal Insurance Contributions Act ("FICA"). That brings the budget to \$67.7 million. In addition, special funding initiatives from previous years were added back into the budget formula at approximately \$61 million, which includes \$43 million for the continuation of all of the existing special funding initiatives but one. In addition to these special initiatives, there are some new initiatives. These include seven endowed chairs at Gainesville College, Georgia College & State University, Georgia Southern University ("GSOU"), Georgia Southwestern State University, Georgia State University ("GSU"), Macon State College, and North Georgia College & State University (\$3.5 million). Funding was also provided for the Georgia Global Learning Online for Business and Education program ("Georgia GLOBE") (\$1.46 million). The historically black universities ("HBU") initiative contained two parts. One part was \$1.1 million for research activities to match federal funds that come to Fort Valley State University. The other part was additional program support for the three HBUs in some strategic areas of program enhancement. The total funding for the HBU initiative was \$2.6 million. The Intellectual Capital Partnership Program ("ICAPP") was allotted just over \$1 million. The Hispanic program initiative was allotted \$375,000 for English as a second language courses and other elements of communication with the Hispanic community. The Yamacraw Mission ("Yamacraw") was granted \$8.6 million for research, the planning of a design center, and additional faculty. There is already \$9 million in the base budget, so this constitutes over \$17 million for this initiative. Dr. Desrochers noted that there will be a presentation to the full Board on Yamacraw at the May 2000 meeting. In summation, Dr. Desrochers stated that these items, including the \$24 million match that the System hopes to receive next spring during the amended budget process, bring the total base budget to approximately \$1.4 billion for the teaching institutions.

Next, Dr. Desrochers discussed the "B" budget. The "B" budget is a series of special items that are line items in the State budget and add some important enhancements to the overall mission of the University System, such as the Medical College of Georgia ("MCG") hospital and clinics, the cooperative extension and agricultural experiment stations, and two new items. Those items are the public library system (\$32.6 million) and the State Data and Research Center at GIT (\$34 million). Dr. Desrochers noted that in addition to the \$34 million in the "B" budget for the State Data and Research Center, there is also lottery funding of \$20 million and an additional \$900,000 for the education technology centers. That brings the total for the State Data and Research Center to \$55 million altogether.

In summary, Dr. Desrochers explained that the fiscal year 2001 base budget for the University System, not counting the public library system and the State Data and Research Center, totaled \$1.629 billion, a 1.3% increase over the fiscal year 2000 base budget. She remarked that for a year in which the System had to deal with a serious enrollment drop, this is very good outcome with which the Board and the staff are pleased. The total State appropriations, including the public library system and the State Data and Research Center, were \$1.717 billion, a 6.8% increase. Additionally, there will be tuition revenues in the amount of \$451.3 million due to the 3.8% increase that is needed to deal with the formula and salary increase from the State. Mr. William R. Bowes would be discussing the tuition and mandatory student fees in greater detail following Dr. Desrochers conclusion.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, "COMMITTEE OF THE WHOLE"

The final item that Dr. Desrochers discussed was Item 4 on the agenda, the salary and wage administration policy. She explained that the policy is basically the same as it has been for the last five years, since the beginning of Chancellor Portch's administration. It is based on the principle that employees of the University System shall be evaluated individually and salary increases will be reasonably distributed based on merit in amounts ranging from 0% to 10%. The level of salary increase overall this year is 3%. Individual salary increases that exceed 10% must be justified in writing when an institution's budget is submitted. Salary increases for faculty become effective beginning fall semester 2000, while salary increases for all other employees become effective October 1, 2000. Dr. Desrochers assured the Regents that last year's salary distribution was on a bell curve. A large number of employees are given salary increases right around the average salary increase, while a few others make more or less, depending on their merit. In closing, she turned the floor over to Mr. Bowes.

Before Mr. Bowes began, however, Regent Baranco asked the Chancellor to share his vision for the Board of Regents' role in the public library system.

Chancellor Portch responded that the Board will be more than just a fiscal agent. He reminded the Regents that the Board of Regents is a fiscal agent for a number of agencies, such as Georgia Public Television, which has its own board. Policy issues and the like should be the responsibility of the local library boards. However, GALILEO and other initiatives could contribute to a shared vision of and a greater responsibility to the libraries, which would fit very well with the overall mission of the Board of Regents. He remarked that he hoped the Board will build a greater responsibility than simply a pass-through agency. He asked the Regents to visit their local libraries to show interest in the new responsibility. There is a vacancy for the State library director who would be hired by and be part of the Central Office. However, the Board will not be responsible for the day-to-day management or local policy making. Shared visioning would be an appropriate role for the Board.

Regent Baranco agreed whole-heartedly.

Regent Jenkins asked who would handle the day-to-day management of the local library systems.

The Chancellor replied that day-to-day management is the responsibility of the local librarian reporting to his or her local library board. The Board of Regents' major responsibility is the distribution of the public libraries' share of the State budget, which is approximately \$33 million.

Dr. Desrochers added that the \$33 million is mostly in grants to local libraries, of which there are 57 districts and over 200 libraries. The Board of Regents has an administrative role in that there is a State library for the blind and handicapped which the Board administers. Additionally, Central Office staff would be dealing with formula funding requirements for local libraries' support services and information technology issues. About 30 staff members with this responsibility will be transferred to the Central Office.

Mr. Bowes thanked his staff: Ms. Shelley Nickel, Budget Director; Ms. Debbie Wike, Director of Financial Systems and Services; Ms. Patti Thompson, Assistant Budget Director; and Ms. Dawn M. Bristo, Budget Analyst. He also thanked Ms. Josephine Pearson, Administrative Secretary, and Ms. Sharon Duhart, Administrative Secretary, who helped create the budget presentation. He explained that he would be discussing the matter of tuition and fees. He noted that the tuition and fees recommendations were included

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, "COMMITTEE OF THE WHOLE"

as appendices to the agenda. The staff were recommending a 3.8% increase in undergraduate and graduate tuition rates to partially pay for salary increases and formula-related costs. Mr. Bowes explained that this figure is developed by examining where the System stands relative to the formula budget. The University System is required by an agreement with the Governor and legislature to raise 25% of the total formula budget from tuition revenues. The 3.8% increase will generate approximately \$21 million in revenue of a total of \$451.3 million. About \$16 million is due to the rate increase itself, with the balance of \$5 million a reflection of the enrollment increase projected for next year. The Chancellor had reported at the March 2000 meeting that Georgia is a low-tuition state based on data taken from a Washington state higher education coordinating council survey. Mr. Bowes explained that the 3.8% tuition increase will approximate \$23 per semester at the two-year institutions and up to \$46 per semester at the research institutions. The staff also considers the System's professional programs when developing the tuition rate increase. Institutions are allowed to seek approval from the Board to charge differential tuition for professional programs based on the academic marketplace and the tuition charged by peer institutions with similar missions. Over the years, there have been increases in some of the major professional programs, such as the master of science ("M.S.") in management at GIT, the nursing and master of business administration programs at GSU, the medical program at MCG, and the law, pharmacy, and veterinary medicine programs at the University of Georgia. This year, there were very few major adjustments in tuition rates. One was the M.S. in management at GIT. Another was at MCG, where MCG staff have developed a multi-year plan to gradually increase the tuition rate for the School of Medicine over a period of time until the tuition reaches the midpoint of MCG's comparator institutions. Mr. Bowes stressed that all of the tuition changes are consistent with the Board's policy on nonresident and graduate tuition. Nonresident tuition is set at the full cost of instruction, which is four times the in-state tuition rate. Graduate programs are set at 20% higher than the undergraduate tuition.

Next, Mr. Bowes addressed the issue of mandatory student fees. He noted that the Chancellor had already spoken about the technology fees. He reminded the Regents that he had sent them information about how the University System compares with other SREB states with regard to student fees. Generally, Georgia was well below the average of its peer states in many categories of mandatory fees. So, the Board has been fairly conservative over time in setting fee rates. This year, the staff were recommending setting technology fees for all System institutions. The rate would be a maximum of \$75 per semester at the research universities and a maximum of \$38 for all other institutions, although there are some variants in the rates that were requested and recommended for the four-year and two-year institutions. The staff developed recommendations this year based on a new process adopted by the Board at its February 2000 meeting. The process mandates that there be approval by a campus committee with at least 50% student representation. Because the staff felt it was necessary to go forward with Systemwide technology fees this year, all other fees were frozen for fiscal year 2001. The only exceptions to this were facilities fees for previously approved projects at GIT and GSU. Mr. Bowes reminded the Board of the policy that was adopted at the March 2000 meeting that would allow these fees to go forward and to be HOPE Scholarship eligible. Therefore, the staff were recommending a \$54 per semester fee for the previously approved recreation center at GIT and a \$2 increase in the Student Center fee at GSU. They were not recommending any other facility fee increases or any new facility fees at this time. In closing, Mr. Bowes turned the floor over to Dr. Sethna, who would provide a bit more information about the technology fees and the basis for the staff's recommendation this year.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, “COMMITTEE OF THE WHOLE”

Dr. Sethna thanked Mr. Bowes. He reminded the Regents that the technology fees are the result of a pilot project that spans three years of study at four institutions: GIT, GSOU, KSU, and Georgia Perimeter College. After the pilot project, the staff engaged a national consultant, Phil Cartwright, to study how technology fees are actually used on campuses and whether the fees are achieving the desired effect. The consultant reported that the fee was used for upgrading older equipment; developing staff, student, and faculty training programs; upgrading wiring and electronics; identifying software; and enriching the educational experience. Dr. Sethna stressed that the key point is that the technology fees are an intrinsic part of the academic experience. The report concluded with two thoughts. First, some technology purchases are made at institutions when end-of-year funds become available. Dr. Sethna stressed that when something is intrinsic to the educational process, it should be part of the funding mechanism, not an afterthought. Secondly, the consultant recommended that consideration be given to continuing technology fees at the pilot institutions and implementing such fees at all institutions. As a president, Dr. Sethna remarked that he was delighted the Governor wrote this into his budget proposal. However, it does not matter what the presidents want, he said; rather, what the students want is most important. He stressed that there was student involvement and support for the technology fees from the institutions. The students were eager to have this fee because they saw its potential benefits to their education. The benefits of the technology fee are that it will add value and richness to the students' educational experiences, it will help the institutions stay current with technology, and it will provide a shorter replacement cycle for more equipment as well as help desks and support services for students. Georgia's employers demand and deserve no less. Dr. Sethna then stepped down.

Chair White asked whether the Regents had any comments or questions. He reiterated that the four actions up for approval at this time were the budget allocations, tuition and nonresident fees, mandatory student fees, and the salary and wage administration policy. Seeing that there were no questions or comments, he asked for a motion to approve the items.

Regent Leebern made a motion to approve all of the items, and the motion was variously seconded.

Chair White called for a vote, and all of the Regents voted to approve the four items. In closing, he again thanked Dr. Desrochers and her staff for working diligently on the allocation process in such a short period of time. He then asked for a motion to adjourn the meeting into its regular session. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

There being no further business to come before the Board, Vice Chair Coleman adjourned the Board into its regular Committee meetings at approximately 2:00 p.m.

Secretary to the Board Gail S. Weber announced that Associate Secretary to the Board Christina Hobbs would be leading the Committee on Education, Research, and Extension to the Capitol Suite on the second floor of the Student Center. She also reminded the Regents that a shuttle would pick them up from their hotel at 6:15 p.m. to go to the evening event at the Rialto Theatre.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, April 19, 2000 in the Court Salon of the Student Center Ballroom on the campus of Georgia State University. The Chair of the Board, Regent Kenneth W. Cannestra, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Cannestra, were Vice Chair J. Tom Coleman, Jr. and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, and James D. Yancey.

INVOCATION

The invocation was given on Wednesday, March 19 by Jerry Edwards, a student at Georgia State University.

ATTENDANCE REPORT

The attendance report was read on Wednesday, March 19, 2000 by Secretary Gail S. Weber, who announced that all Regents were present.

STUDENT HONOR: LIA POWELL, GEORGIA PERIMETER COLLEGE

Chair Cannestra called upon the Chancellor to make a special presentation.

Chancellor Portch noted that *U.S. News and World Report* annually recognizes academic honor students around the nation. The Regents had been provided copies of the newspaper. In attendance at this meeting was one of the 20 two-year college All-American academic honorees. Ms. Lia Powell is a Georgia Perimeter College (“GPC”) student who was nominated for this honor by Phi Theta Kappa. There were 1,400 applicants nationwide. Ms. Powell has a 4.0 grade point average, and she plans to major in international relations with a concentration in Japanese. She is currently President of the Student Government Association (“SGA”) on the Dunwoody campus of GPC. She is also a reading tutor with Hands On Atlanta. She is a student body representative on President Clinton’s One America race initiative, and she was the student coordinator for GPC’s Martin Luther King, Jr. celebration. Ms. Powell is a graduate of Henderson High School in Chamblee, and she had a prior career as a professional dancer at Disney World, Epcot Center, and a number of other places. Accompanying her at this meeting were Provost Debra McCurdy and Dean of Academic Services Marcia Mittelstadt of the Dunwoody campus of GPC. Chancellor Portch asked them to stand and be recognized. Then, he asked Ms. Powell to approach the podium and tell the Regents about herself.

Ms. Powell greeted the Chancellor and Regents. She expressed gratitude for the education she received at GPC and the support of the students, faculty, and administration. She enrolled at GPC in spring 1998 after a major knee injury ended her dancing career at Disney World. She had graduated from high school ten years earlier, and she was very nervous on her first day of classes at GPC. During her first semester, she became involved in extracurricular activities on campus. She performed in productions such as *Waiting for Godot* and *Tartuffe* with the Dunwoody campus Drama Club. Then, she became President of the Drama Club and organized a fund-raiser that helped finance more productions. Next, she became the SGA President. After being inducted into the Phi Theta Kappa honor society, she became Vice President of the Dunwoody campus chapter. When she learned of her selection for the All-American academic team and the trip to Washington D.C., she could not believe it. In the week before this Board meeting, she attended the American Association of Community College’s (“AACC”) annual convention, where she was recognized for this accomplishment. She has received awards from AACC, Phi Theta Kappa, and *U.S.A. Today*, all sponsors of the All-American two-year college academic team program. She was honored to receive such distinction and to represent the State of Georgia and GPC. Shortly after flying back to Atlanta, she attended the recognition luncheon for the All-Georgia academic team. She thanked Chancellor Portch for attending the luncheon and delivering the keynote address. Ms. Powell plans to pursue a career in international relations. In closing, Ms. Powell thanked Chancellor Portch, the Board of Regents, and GPC for offering opportunities that have enabled her to pursue her dreams. She also thanked President Jacqueline M. Belcher, Vice President for Student Affairs Myrtle E. B. Dorsey, Dr. McCurdy, Dr. Mittelstadt, and all of the students, faculty, and administration at GPC who have been an influential part of her life.

Chair Cannestra thanked Ms. Powell and remarked that her academic achievements humble the members of the Board.

SPECIAL PRESENTATION ON GEORGIA STATE UNIVERSITY

Chair Cannestra next introduced President Carl V. Patton, who would be making a special presentation on Georgia State University (“GSU”).

President Patton thanked Chair Cannestra and remarked that it was a pleasure to be hosting the Board meeting at GSU. He noted that in the 20 years since the Board last met at GSU, the university has undergone remarkable changes. GSU had post-tenure review before anyone else, and students at GSU have long been involved in setting the mandatory student fees. Most importantly, GSU has transformed into one of the leading urban research universities in the nation. President Patton gave the Regents a pop quiz. The first question was “Which was the only business school in the State ranked in the top ten for return on investment by *Forbes* magazine?” The answer was GSU. The second question was “Which is the only university in Georgia with an Oscar?” The answer was GSU. The Oscar that Johnny Mercer won in 1961 for *Moon River* is housed in the Pullen Library research archives. The final question was “Which university biology department has the highest National Institute of Health (‘NIH’) funding rank?” The answer was, of course, GSU.

President Patton noted that one of the challenges of GSU is perception. However, GSU is one of the largest urban research universities in the country. At GSU, 33,000 students are seeking degrees. Of these, 24,000 enroll each semester. President Patton stated that GSU is now enrolling its highest quality freshmen ever in its history in terms of Scholastic Aptitude Test (“SAT”) scores and grade point averages (“GPAs”). Since 1992, entering GPAs have increased from 2.6 to 3.1; average SAT scores have increased from 877 to 1046. Along with the increased quality of incoming students, competition for admission is increasing. GSU is providing the type of environment its students deserve. Most significantly, GSU has strengthened its learning support systems. Last year, GSU began a program called Freshman Learning Communities. This program groups students together in the same core courses so that they study together and form long-lasting friendships. Studies have shown that students who participate in this type of program get better grades, are more likely to graduate, and have a more satisfying college experience. Also last year, a freshman advising center was established to help alleviate stress students face during enrollment periods. A student advocate office was also established to help students learn how to get around in such a large institution.

While GSU has grown in size and scope, it still holds that the students come first, said President Patton. GSU has the most diverse campus in the entire University System. Its students come from every county in Georgia, every state in the nation, and 123 countries around the world. He speculated that there are three main reasons students choose GSU. First is the faculty, who actually teach and like teaching. Secondly, GSU’s academic programs prepare students for careers in emerging as well as traditional fields. Third, GSU is located in the center of a booming international city. Regarding the faculty, President Patton noted that today, educators and researchers who are leaders in their fields are seeking out GSU. For example, Dr. Julia K. Hilliard, Professor of Biology, is a world-renowned expert in vaccine studies who is currently working on a vaccine for herpes B. Dr. Ronald Cummings, Professor of Economics, is an influential leader in environmental policy who is helping the State in its current water “wars.” Dr. Jorge Martinez, Professor of Economics and Director of International Studies at the Andrew Young School of Policy Studies, is an expert in tax structure whose advice is often sought by governments around the world. Each one of these leading experts is both a great researcher and a great teacher. President Patton next addressed academic programs, reporting that there are 250 programs at GSU, many of which prepare students for careers with high-tech companies or “industries of the mind,” such as telecommunications, E-commerce, software development, computer graphics, biotechnology, and biomedicine. Employers in these fields must fill jobs with the best **SPECIAL PRESENTATION ON GEORGIA STATE UNIVERSITY**

talent. GSU students are in demand because the university offers programs that are directly related to these fields and produces graduates who are prepared to go to work. GSU's NIH funding for biomedical research in the College of Arts and Sciences continues to rank in the top 15% nationwide. The biology research program receives more NIH funding than the programs at heavyweight institutions, including Pennsylvania State University, Syracuse University, and the University of South Carolina. Many students attend GSU for its traditional strengths, such as business. Last year, GSU was honored with a major gift to the business school from J. Mack Robinson. The J. Mack Robinson College of Business continues to receive top national rankings. The newest school is the Andrew Young School of Policy Studies, which is breaking ground in domestic and international economic policy, environmental analysis, and health policy. It even helped Russia revise its tax code through a \$20 million contract. So, students come to GSU for the faculty and the programs, but they also come for the unique opportunities that only an urban university can provide. Students who want a competitive edge in the job market will be products of universities like GSU. As a result, GSU's enrollment continues to grow and is expected to increase by 4,000 students in the next seven years. How to provide adequate facilities as the population grows will continue to be one of GSU's major challenges, because increasingly, the student body is comprised of lower-division students who need to take science classes to meet their undergraduate requirements. President Patton reported that there is a science teaching lab deficit of 200,000 square feet. Most of the science teaching labs are located in Kell Hall, which is an old converted parking garage. So, a new science laboratory building to replace Kell Hall is vital to the future of GSU, he said.

In closing, President Patton stated that GSU is trying to meet the needs of its increasingly talented student body, but it could not do so without the Regents' support. He thanked them for approving the new technology fee, which will help GSU remain competitive and will serve the students well. He read a memo that President A. Bartlett Giamatti of Yale University had written on his first day as President in 1978. It proclaimed, "I wish to announce that henceforth, as a matter of university policy, evil is abolished and paradise is restored. I trust all of us to do whatever possible to achieve this policy." President Patton remarked that like President Giamatti, GSU has big intentions. It is not yet paradise, but GSU is working on it. He thanked the Regents and stepped down.

Chair Cannestra thanked President Patton and proceeded to the Committee reports.

TEACHING HOSPITAL COMMITTEE

The Teaching Hospital Committee met on Tuesday, April 18, 2000 at approximately 9:30 a.m. in the Capitol Suite of the Student Center on the campus of Georgia State University. Committee members in attendance were Chair Thomas F. Allgood, Sr., Vice Chair J. Tom Coleman, Jr., and Regents Joe Frank Harris, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, and James D. Yancey. Chair Allgood reported to the full Board on Wednesday that the Committee had reviewed five items, three of which required action. He explained that several agreements in Items 1 through 3 were considered first by the board of directors of MCG Health, Inc. at a meeting on Monday, April 17, 2000. The Teaching Hospital Committee also considered each of these agreements in its meeting and was recommending them for approval to be implemented on July 1, 2000. Chair Allgood thanked all of the parties involved for their work on this project, including the Department of Administrative Services and the State Auditor's Office. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of Associated Agreements Between the Board of Regents and MCG Health, Inc.

Senior Vice Chancellor for Capital Resources Lindsay Desrochers presented Items 1 through 3. She thanked the staff of the Board of Regents and the Medical College of Georgia ("MCG") for their work in developing the agreements. She explained that although the agreements are substantially complete, there will be further modifications, and the Committee was asked to authorize her, in consultation with Chair Allgood, to make such modifications as needed. Dr. Desrochers identified four issues which must be resolved in order to complete the transfer of the operation and management of the MCG hospital and clinics to MCG Health, Inc. ("MCGHI"): 1) resolution of MCGHI concerns about indemnification and insurance; 2) conversion of bonds totaling approximately \$55 million, which financed MCG hospital and clinics facilities, to nonprofit 501(c)(3) bonds; 3) an inventory of assets; and 4) offers of employment by MCGHI to MCG hospital and clinics employees. She explained that the seven agreements outlined in Items 1 through 3 essentially constitute the complete transition of MCG to MCGHI.

Background: In January 2000, the Board of Regents approved the Master Affiliation Agreement between the Board of Regents and MCGHI. for the operation and management of the Medical College of Georgia hospital and clinics. The action of the Board of Regents was the culmination of several years of analysis and planning, which determined a strategy for securing the future of Georgia's singular public health sciences university hospital and clinics. The Master Affiliation Agreement was the first of a series of agreements that cover facilities, assets, employees, and other elements involved in the transfer of operation and management effective July 1, 2000. It embodies the fundamental understanding of the parties regarding the affiliation and expresses the interests of the parties in negotiating the terms of the Associated Agreements.

The Associated Agreements spell out in detail the terms of the transfer and the ongoing relationships between MCG and MCGHI and between MCGHI and the MCG Physicians Practice Group. The Associated Agreements include the Master Lease; the Clinical, Educational and Research Services Agreement; the Operations and Services Agreement; the Personnel Agreement; and the Transfer Agreement detailing the assets and liabilities to be transferred.

Summaries of the basic terms of each of these agreements were distributed to the Regents and the public as attachments to the meeting agenda. Those summaries are on file with the Office of Capital Resources. Detailed schedules of assets and liabilities to be transferred were added at the time of the Board meeting, and other conforming or minor modifications may be necessary to complete the documents and accomplish the transfer.

TEACHING HOSPITAL COMMITTEE

1. Approval of Associated Agreements Between the Board of Regents and MCG Health, Inc.

(Continued)

A. Approved: The Board approved the Master Lease and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications of the Master Lease, sub-leases, and the exhibits that list affected facilities as necessary to accomplish the transfer.

This agreement provides for MCGHI to occupy and use certain clinical facilities on the MCG campus in order to operate the MCG hospital and clinics. The approval of this agreement includes approval of sub-leases of portions of those facilities back to MCG and approval of leases of portions of other buildings to MCGHI. A copy of this agreement is on file with the Office of Capital Resources.

2. Approved: The Board approved the Clinical, Educational and Research Services Agreement and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications to the agreement and attached exhibits and schedules as necessary to accomplish the transfer.

This agreement defines the relationship and responsibilities of MCG and MCGHI in support of the tripartite mission of MCG, which includes teaching, research, and service (patient care). A copy of this agreement is on file with the Office of Capital Resources.

C. Approved: The Board approved the Operations and Services Agreement and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications to the agreement and attached exhibits and schedules as necessary to accomplish the transfer.

This agreement defines the services that MCG and MCGHI will exchange and the terms of that exchange to support the mission of MCG and the operation of the MCG hospital and clinics. A copy of this agreement is on file with the Office of Capital Resources.

D. Approved: The Board approved the Personnel Agreement and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications to the agreement and attached

exhibits and schedules as necessary to accomplish the transfer.

This agreement covers various groups of employees at MCG hospital and clinics and their status following the transfer of the hospital and clinics to MCGHI: 1) MCG employees at the MCG hospital and clinics with ten or more years of service accrued under the Teachers Retirement System will have a choice to become MCGHI employees or to remain MCG employees and be leased to MCGHI to continue working in the hospital and clinics. 2) MCG hospital and clinics employees with less than ten years service will be offered equivalent positions with reasonably comparable terms and conditions of employment at MCG Health, Inc. Their positions at MCG will be terminated. 3) MCGHI will also employ new employees, as needed, in addition to former MCG employees. A copy of this agreement is on file with the Office of Capital Resources.

TEACHING HOSPITAL COMMITTEE

1. Approval of Associated Agreements Between the Board of Regents and MCG Health, Inc.

(Continued)

- E. Approved: The Board approved the Transfer Agreement and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications to the agreement and its exhibits and schedules as necessary to accomplish the transfer.

This agreement provides for the transfer of appropriate assets and liabilities on the books of MCG hospital and clinics on June 30, 2000 to MCGHI. A copy of this agreement is on file with the Office of Capital Resources.

F. Approval of Physicians Practice Group Agreements Between MCG Health, Inc. and the Medical College of Georgia Physicians Practice Group and Between the Medical College of Georgia and the Physicians Practice Group

Background: The Medical College of Georgia ("MCG") Physicians Practice Group ("PPG") is a 501(c)(3) cooperative organization under Board of Regents policies with a long-standing relationship to MCG. PPG provides management services for the practice of medicine by MCG faculty at the MCG hospital and clinics, including billing and collections for faculty physician services. With the transfer of management of MCG hospital and clinics to MCG Health, Inc. ("MCGHI"), a new agreement is needed between MCGHI and PPG and modifications are needed in the Memorandum of Agreement between MCG and PPG.

The Physicians Practice Group Agreement between MCGHI and PPG provides for MCGHI to purchase clinical services of MCG faculty physicians and oral surgeons provided in clinical facilities of MCGHI. PPG acts as the broker of these services for MCG. This agreement is on file with the Office of Capital Resources.

Approved: The Board approved the Physicians Practice Group Agreement and authorized the

Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications to the agreement and attachment schedules as necessary to accomplish the transfer.

The revised Memorandum of Agreement Between MCG and PPG provides for PPG to enter into agreements with MCGHI and other healthcare organizations on behalf of MCG faculty physicians to increase and enhance opportunities for MCG faculty physicians to maintain their skills through the practice of medicine and for MCG students to receive medical training. This agreement is on file with the Office of Capital Resources.

Approved: The Board approved the Revised Memorandum of Agreement Between MCG and PPG and authorized the Senior Vice Chancellor for Capital Resources and President Francis J. Tedesco of MCG, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor modifications of the agreement as necessary.

TEACHING HOSPITAL COMMITTEE

G. Approval of Amendments to the Master Affiliation Agreement Between the Board of Regents and MCG Health, Inc.

Background: The Master Affiliation Agreement approved in January 2000 by the Board of Regents and the Board of MCG Health, Inc. ("MCGHI") anticipated the execution of multiple Associated Agreements, as noted in Item 1 above, and provided for amendments to the Master Affiliation Agreement with the consent of both parties. Subsequent negotiations on the various Associated Agreements have further refined the details of the relationship between the parties. Although the Associated Agreements are entirely in keeping with the intent expressed in the Master Affiliation Agreements, some inconsistencies exist which require resolution by amendment of the Master Affiliation Agreement.

In addition, an amendment to the Master Affiliation Agreement was necessary to modify the composition of the Board of MCGHI.

Approved: The Board of Regents approved the recommended amendments to the Master Affiliation Agreement, which were associated with the composition of the MCGHI board of directors, and authorized the Senior Vice Chancellor for Capital Resources, in consultation with the Chair of the Teaching Hospital Committee, to approve conforming or minor amendments with the other approved Associated Agreements. This agreement is on file with the Office of Capital Resources.

H. Information Item: Update From President Francis J. Tedesco on the Medical College of Georgia Early Retirement Plan

President Tedesco reported to the Committee that since January 28, 2000, 128 Medical College of Georgia ("MCG") employees have retired under the early retirement plan; 718 are eligible to retire, and another 13 may become eligible by buying back creditable service time. Two eligible employees have died, and another lost eligibility due to a period of leave without pay. MCG is tightly restricting rehires of retired employees because of strenuous objections by members of the General Assembly. A limited number of rehires will be considered on a case-by-case basis beginning January 1, 2001. Only 40% of the funds saved by early retirements will be available for replacement of employees. The balance will be used to support the cost of the retirement plan, and the remainder may be reallocated to departments to fill additional positions. President Tedesco reported that Mr. Don Snell, MCG Health, Inc. President and Chief Executive Officer, expects to fill very few vacancies at the hospital, far less than 40%. President Tedesco commented that although the early retirement plan had become a controversial issue, it had been a very good and necessary solution for the financial problems of the hospital and clinics.

President Tedesco noted that the cost of the plan's implementation had exceeded the projections of William M. Mercer, Inc., because some cost factors were overlooked or misjudged. Nonetheless, the plan is expected to achieve \$8.8 million in annual savings. In fact, the savings may surpass original expectations and significantly reduce or possibly eliminate the existing deficit.

TEACHING HOSPITAL COMMITTEE

4. Information Item: Update From President Francis J. Tedesco on the Medical College of Georgia Early Retirement Plan (Continued)

Background: In August 1999, the Board of Regents approved an early retirement program for MCG employees who meet certain eligibility criteria. The principle goal of the program was to reduce costs and achieve savings in the MCG hospital and clinics. An early retirement monitoring committee has been established to monitor the savings from these early retirements and to oversee the necessary filling of vacancies that result. Retirements have been scheduled between February 1, 2000 and June 30, 2001 to ensure the continued effective operation of the college and the hospital and clinics through the transition.

5. Information Item: Report From Senior Vice Chancellor for Capital Resources Lindsay Desrochers on Early Retirement Investment Advisory Committee and Policies

Dr. Desrochers reported to the Committee that an investment advisory committee has been established, chaired by Assistant Vice Chancellor for Internal Audit Ronald B. Stark, to advise her and President Francis J. Tedesco on investments of the early retirement plan funds of the Medical College of Georgia ("MCG"). Also on the committee are Dr. J. Michael Ash, Senior Vice President for Fiscal Affairs and Planning for MCG; Mr. Curt M. Steinhart, President and Chief Executive Officer of Physicians Practice Group; and Mr. Don Snell, President and Chief Executive Officer of MCG Health, Inc. The committee will also include a representative from the business community. Wells Fargo has been selected as the custodian of the funds, and the Committee is exploring investment management alternatives. The staff will monitor the funding of the early retirement program carefully in order to ensure that the fund investment is sufficient to meet obligations.

Background: The early retirement plan at MCG will be financed with savings from vacant positions of retirees in the plan. An investment advisory committee has been established to advise Senior Vice Chancellor for Capital Resources Lindsay Desrochers and MCG President Francis J. Tedesco on the development of an investment policy, the initial allocation of fund assets, the selection of an investment manager, and fund performance. As the early retirement program is underway, steps have been taken to implement this activity.

AUDIT COMMITTEE

The Audit Committee met on Tuesday, April 18, 2000 at approximately 3:05 p.m. in the Court Salon of the Student Center Ballroom on the campus of Georgia State University. Committee members in attendance were Chair Hilton H. Howell, Jr., Vice Chair George M. D. (John) Hunt III, and Regents Connie Cater, Glenn S. White, and Joel O. Wooten. Deputy Director Larry Whitaker represented the Department of Audits and Accounts during this meeting. Chair Howell reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. Those items were as follows:

1. Information Item: Year-to-Date Review of State Department of Audits Reports

Assistant Vice Chancellor for Internal Audit Ronald B. Stark presented and summarized the State Department of Audits financial reports of System institutions. He noted that because of the time line of this audit process, any significant audit finding would take at least two years to show any improvement. In the last year, 15 institutions have improved their State audit rankings, 12 had no significant findings in 1998 nor 1999, and 5 had a drop in rank. Of 58 total audit findings at 34 institutions, 26 were notable, 22 were significant, and 10 were major. Two institutions were ranked Code 5, and two were ranked Code 4. (Code 1 is the highest level ranking, and Code 5 is the lowest.) Mr. Stark noted that Floyd College appointed a new Vice President of Finance and Comptroller in 1998 and has improved from a Code 5 to a Code 1 in four years. Senior Vice Chancellor for Capital Resources Lindsay Desrochers added that Albany State University also has a new staff, has done a great deal of remediation with regard to its previous findings, and has moved up in ranking to a Code 3. President Portia H. Shields is also accommodating an audit by the Board of Regents audit staff. It was also noted that Fort Valley State University is showing improvement.

Committee members asked the staff to develop a procedure to ensure timely follow-up on and corrective action for serious audit findings.

2. Information Item: Year-to-Date Status of Internal Audit Activity

Mr. Stark presented the year-to-date status of all Systemwide internal audit activity as of December 31, 1999. He explained that the Board of Regents staff and all institutions, except one, will substantially complete the fiscal year 2000 approved audit plan. A summary of the internal audit findings will be reviewed at the first Audit Committee meeting of fiscal year 2001.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, April 18, 2000 at approximately 2:10 p.m. in the Court Salon of the Student Center Ballroom on the campus of Georgia State University. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents Connie Cater, George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., and James D. Yancey. Chair White reported to the Board on Wednesday that the Committee had reviewed five items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of Fiscal Year 2001 Budget Allocations

Approved: The Board approved the allocation of State appropriations for fiscal year 2001 among the various institutions and operating units of the University System of Georgia.

This item was discussed in full by the Committee on Finance and Business Operations as a Committee of the Whole. (See pages 2 to 8.)

Fiscal year 2001 represents a transitional year for the University System of Georgia as the System's student enrollments adjust to the change to the semester system. While enrollments in the first semester year (1998-1999) affect formula appropriations this year, the University System of Georgia benefits from the Governor and General Assembly's foresight to maintain funds in the budget to meet current enrollment demand. The combination of additional funds to hold harmless some of the enrollment formula loss, the addition of funds for new formula costs, the use of current year reserved revenues, and the anticipated support for funds equal to this year's reduction in the fiscal year 2001 amended budget, will significantly ease the transition.

The general fund and lottery fund budget for current University System of Georgia operations is \$1.629 billion, a \$21.1 million, or 1.3%, increase over fiscal year 2000 appropriations. There are two significant additions to the Board of Regents budget which result in a total State general fund and lottery fund budget for the University System of \$1.717 billion, representing a \$109.2 million, or a 6.8%, increase over last year's budget. These additions include funding for the development of a new student information and accountability system under the auspices of the State Data & Research Center housed at the Georgia Institute of Technology (\$55 million) and for the management of the State public library system (\$33.1 million). Neither of these are actual additions to the basic instructional operations budget of the University System of Georgia.

University System teaching institutions are recommended to receive a total State appropriation allocation of \$1.43 billion, which includes \$61.2 million in new and continuing allocations for special funding initiatives.

Other organized activities ("B" unit and non-teaching "A" activities), including activities such as the Georgia Tech Research Institute, the Medical College of Georgia hospital and clinics, the Agricultural Experiment Station, Cooperative Extension Service, the Board of Regents Central Office, and now the State Data & Research Center and public library system, are recommended

to receive \$256.5 million in State appropriations, an increase of \$77.7 million above current funding levels. Lottery funds comprise a total \$31.9 million in System resources for fiscal year 2001. As a change from prior year practice, lottery funds for the Equipment, Technology and Construction Trust Fund ("ETACT") were included in the fiscal year COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Approval of Fiscal Year 2001 Budget Allocations (Continued)

2000 amended budget appropriations at the level of \$15 million. Institutions will be required to expend these funds in the current fiscal year but have through the end of fiscal year 2001 to obtain matching private funding.

Major provisions of the State appropriation budget approved by the Governor and General Assembly for the University System of Georgia are as follows:

- \$37.2 million for a 3% merit-based salary increase for faculty and staff. Salary increases for contract faculty become effective for the fall semester, while increases for all other employees become effective October 1, 2000.
- An overall tuition increase of 3.8% was recommended (Item 2 below), which is projected to raise an additional \$20.9 million in tuition revenues in fiscal year 2001, increasing total tuition revenue from \$430.4 million to \$451.3 million. These added tuition revenues will help institutions fund new costs in accordance with the budget recommendations of the Governor and General Assembly.
- \$103.9 million reduction in formula funding based on 1999 enrollments which is offset by a \$47.4 million addition to assist University System institutions in meeting recent enrollment increases. Enrollments have rebounded at most institutions, although equivalent full-time("EFT") enrollments have not yet recovered to pre-semester conversion levels.
- To help institutions further meet enrollment demand in fiscal year 2001, a \$24 million (maximum) reduction program was initiated in fiscal year 2000 with the intent of reserving these funds for use in fiscal year 2001. The Governor has agreed to seek up to a \$24 million match in the fiscal year 2001 amended budget, which together with the \$24 million reserved substantially restores funding for the University System of Georgia to fiscal year 2000 levels. This is a one-time-only adjustment to State appropriations. Appendix 1C to the Committee agenda shows the impact of these additional funds on institutional budgets and allocations. The agenda is on file with the Board of Regents Central Office.
- \$35.6 million for new formula-related costs, including health insurance premiums (\$19 million), new facilities costs (\$3.4 million), increases for major repair and rehabilitation

("MRR") funding (\$1.6 million), and other salary and fringe benefit costs (\$11.6 million). MRR funding for fiscal year 2001 will total \$52.1 million, maintaining the current percentage of total building replacement cost at approximately 1%.

Within the total \$61.2 million approved for special funding initiatives, the Governor and General Assembly approved \$17.6 million for new initiatives reflecting the Board of Regents' strategic objectives and budget for fiscal year 2001 as well as major State-level priorities. These include the following:

- \$1.46 million for the Georgia Global Learning Online for Business and Education ("Georgia GLOBE") initiative to initiate the E-Core program (a set of Web-based courses that satisfy the requirements for the University System's core curriculum at the freshman and sophomore levels), to implement the full-service Web portal for enrolled students, and to begin to develop and deliver junior- and senior-level courses and programs of strategic importance to the State's economy.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Approval of Fiscal Year 2001 Budget Allocations (Continued)

- \$3.5 million for the Georgia Eminent Scholars Program. This provides funding for seven eminent scholars at Georgia Southern University, Gainesville College, Georgia College & State University, North Georgia College & State University, Georgia State University, Macon State College, and Georgia Southwestern State University.
- \$2.64 million to invest in excellence at Georgia's historically black universities. These funds will enable Fort Valley State University to meet its federal fund matching requirement as a land grant institution and will allow Savannah State University, Albany State University, and Fort Valley State University to create new or improve existing academic programs to achieve national recognition, to enhance current technological infrastructures, and to attract and retain high-quality students.
- \$8.6 million for the Yamacraw Mission to continue the partnership among government, academia, and the private sector to attract to Georgia multi-national electronic companies that specialize in the design of world-leading electronics products in targeted market segments, such as mobile communications. Eligible institutions in the University System will participate in this project through a competitive project grant process.
- The Governor and General Assembly provided funds in the amount of \$1.05 million for an Intellectual Capital Partnership Program ("ICAPP") rural region pilot project at East Georgia College and a rural educational development program at Georgia Southern University. Additional ICAPP initiatives proposed for fiscal year 2001, such as the JumpStart program, will be eligible for support from the One Georgia Project Fund.

- \$375,000 for the Hispanic program initiative. These funds will allow for the expansion of English as a second language programs, the creation of outreach programs targeted to Hispanic populations, and cultural/language training programs for University System personnel.

Allocation Consultation and Principles

The senior leadership group in the Chancellor's Office held campus budget conferences during the month of January with each institutional president and senior staff via Georgia Statewide Academic and Medical System ("GSAMS") video. Consultation also took place with Board of Regents Chair and Committee on Finance and Business Operations Chair. The purpose of these meetings was to share information concerning the Governor's budget recommendations, particularly as they concerned formula funding and to discuss System-level priorities for funding in fiscal year 2001. With the understanding that new formula funds would not be available in fiscal year 2001, the meetings centered on a few key institutional budget priorities; institutional enrollment trends; specific campus needs, such as new facilities maintenance; and fringe benefits and institutional plans for supporting auxiliary funded programs and mandatory student fees, with special emphasis on plans for implementing new technology fees.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Approval of Fiscal Year 2001 Budget Allocations (Continued)

During the last two budget cycles, allocation recommendations have been based on a set of principles as follows:

- Institutional enrollment related to enrollment targets, formula-generated credit hours and given this transitional year, enrollment trends for recent years are essential factors in the allocations (50% of the proposed budget allocation is based upon the enrollment trends for the last three years, 50% is based on share of total budget).
- Institutional expenditures per EFT student is considered with the objective of maintaining a reasonable range among institutions within a given sector.
- Allocations are made to reinforce institutional missions and strategic initiatives.
- New State dollars, where available, are allocated to institutions to upgrade program quality and support the Board of Regents' strategic initiatives.
- Funds for specific new formula costs, such as health insurance, new facilities, and other fringe benefit needs, are allocated according to estimated need.

2. Approval of Fiscal Year 2001 Tuition And Non-Resident Fees

Approved: The Board approved the tuition rates for fiscal year 2001 to become effective in the fall semester 2000. The tuition rates for fiscal year 2001 are on file with the Office of Capital Resources.

This item was discussed in full by the Committee on Finance and Business Operations as a Committee of the Whole. (See pages 2 to 8.)

Background:

Undergraduate and Graduate Tuition

Proposed undergraduate resident tuition rates are set at a rate 3.8% above current tuition rates. This increase represents the amount required to meet new costs associated with a 3% merit salary increase Systemwide and to meet formula-related costs as expected in the Governor's budget. Graduate tuition rates, excluding certain professional graduate programs, are established at a rate 20% above undergraduate rates and out-of-state rates (matriculation and non-resident fees combined are four times in-state tuition rates). These adjustments are determined according to Board policy.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

3. Approval of Fiscal Year 2001 Tuition And Non-Resident Fees (Continued)

Professional Program Tuition

Board policy authorizes institutions to request separate tuition rate adjustments for select professional programs. The purpose is to provide additional funds for program improvement while allowing programs to remain competitive with peer programs in public colleges and universities in other states. Programs included in this category are the master of science in management program at the Georgia Institute of Technology; the University of Georgia's law, pharmacy, and veterinary medicine programs; Georgia State University's nursing and master of business administration programs; and the Medical College of Georgia's medical and dental programs. The Medical College of Georgia proposed a multi-year adjustment of its medical program tuition until in-state tuition reaches the mean of its comparator medical schools. This proposal and increases for other professional programs are supported in the tuition recommendations which appear in Appendix B to the Committee agenda, which is on file with the Office of Capital Resources.

3. Approval of Fiscal Year 2001 Mandatory Student Fees

Approved: That the Board approved increases and/or adjustments in mandatory student fees for various institutions of the University System of Georgia. Fiscal year 2001 mandatory student fees are on file with the Office of Capital Resources.

This item was discussed in full by the Committee on Finance and Business Operations as a Committee of the Whole. (See pages 2 to 8.)

Background: To support its fee requests, each University System institution is required to submit financial statements and supporting justification for any proposed increase. The fee review process carefully considers only those requests that meet the minimum submission criteria, document fully all costs and revenues, and comply with business plan objectives.

In the past few years, institutions have submitted numerous requests to establish technology fees. The requests have been held during a two-year pilot program of technology fees. An agreement has now been made with the Governor and the Georgia Student Finance Commission that technology fees up to \$75 per semester at the University System research universities and up to \$38 per semester at all other University System institutions will be HOPE Scholarship eligible. Technology fees are recommended with values ranging from a low of \$10 per semester at Gordon College to a high of \$75 per semester at the University of Georgia. No increases in technology fees are recommended for the six pilot institutions — the Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Georgia Perimeter College, Clayton College and State University, and Floyd College — which received authorization to charge technology fees three years ago.

Additionally, a fee to support renovation and new construction for a student recreation center at the Georgia Institute of Technology (\$54 per semester) and a small increase in the university center fee at Georgia State University (from \$32 to \$34 per semester) are recommended. At its March meeting, the Board endorsed a recommendation to the Georgia Student Finance Commission that current mandatory facilities fees and those facilities fees that had already been requested be eligible for HOPE Scholarship support. No other new facilities fees are recommended.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

3. Approval of Fiscal Year 2001 Mandatory Student Fees (Continued)

Only 20 specific requests to increase mandatory student fees were submitted this year (not including technology fee submissions). Because of the addition of technology fees at each University System institution, it was recommended that all other mandatory student fees be held at current rates for fiscal year 2001.

4. Approval of Salary and Wage Administration Policy

Approved: The Board of Regents approved the statement of salary and wage administration, which is as follows:

SALARY AND WAGE ADMINISTRATION POLICY FISCAL YEAR 2001

The Board of Regents allocated to each institution funds equivalent to a three percent (3%) salary increase for all employees. These increases must be provided on the basis of merit. With these funds, the institutions may grant salary increases to individual employees. It is expected that individual merit salary increases will be reasonably distributed among employees in amounts ranging from zero (0%) to ten (10%) percent. Salary increases may exceed ten (10%) percent for employees exhibiting exceptionally meritorious performance. Salary increases that exceed ten percent must be justified individually in writing when the budget is submitted. (This requirement shall be waived for information technology employees covered by the policy approved by the Board in November 1998.) Salary increases for non-faculty employees and staff shall become effective October 1, 2000 and salary increases for faculty shall become effective with the commencement of fall semester 2000.

This item was discussed in full by the Committee on Finance and Business Operations as a Committee of the Whole. (See pages 2 to 8.)

5. Approval of Policy Guidelines for Seed Capital Fund

Approved: The Board of Regents approved the policy guidelines established by the Advanced Technology Development Center ("ATDC") for the administration of the Seed Capital Fund (the

“Fund”), and the Fund will be subject to the investment policy of the Board as contained in the Board of Regents Policy Manual Section 705.02. The policy guidelines and the investment policy are on file with the Office of Capital Resources.

Further, the ATDC, through the president of Georgia Institute of Technology, must submit an annual report on the investment activities, including companies and other sources chosen for investment and outcomes of these investments, at the end of each fiscal year.

This item was presented by Dr. Daniel S. Papp, Director of Yamacraw Educational Programs.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

5. Approval of Policy Guidelines for Seed Capital Fund (Continued)

The policy guidelines for the Fund are as follows:

BOARD OF REGENTS POLICIES REGARDING THE ATDC SEED CAPITAL FUND

Legislative Action

During the 2000 session of the Legislature of the State of Georgia, the Legislature amended Chapter 10 of Title 10 of the Official Code of Georgia annotated, relating to the Seed Capital Fund.

The amended legislation created a Seed Capital Fund to provide equity risk capital to support the growth of early-stage companies engaged in next generation technology. The initial allocation of funds, totaling \$5 million, is to be used to support Yamacraw efforts in high-bandwidth communications, semiconductor technology, and content processing.

The amended legislation also defined terms, authorized the investing of seed capital funds with investment entities, repealed conflicting legislation, and authorized the publication of an annual report pertaining to the Seed Capital Fund.

The legislation created the Seed Capital Fund to be managed by the Advanced Technology Development Center (ATDC), under the authority of the Board of Regents and subject to the policies of the Board of Regents.

This document creates those policies.

Board of Regents Delegation of Authority to ATDC

In keeping with this legislation, the Board of Regents authorizes the ATDC as its designee to undertake actions detailed in the legislation, subject to the policies below.

Board of Regents Policies

The Board of Regents has established the following policies to govern the Fund:

1. The ATDC will use the Seed Capital Fund to develop early stage opportunities in targeted areas. The funds typically will:
Be matched at least 3-to-1 by private sector capital on a deal-by-deal basis;

Follow an active/passive model of investing, that is, ATDC will actively pursue opportunities in targeted areas but passively manage the investment;

Purchase a maximum of 49% ownership in a company;

Provide no more than \$500,000 in the seed round of financing; and

Be provided only after positive findings are obtained in a rigorous investment evaluation process.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

5. Approval of Policy Guidelines for Seed Capital Fund (Continued)

2. The ATDC will develop a detailed investment evaluation process that will include three stages. These stages shall be based on:

Review and discovery, during which promising opportunities shall be identified, explored, and either accepted on a preliminary basis or rejected;

Review and packaging preliminary opportunities, during which opportunities are further examined and analyzed, discussed with a Seed Fund Board of Advisors, and either packaged for the purpose of soliciting formal commitments from other investors or rejected; and

Funding and conclusion, during which other investors will be identified, due diligence will be concluded, and contracts will be finalized.

3. Money in the Seed Capital Fund that is not invested in early-stage companies will be invested per current Board of Regents Investment Policy, to which the ATDC is subject.

Reporting Mechanism

The ATDC will publish an annual report on the Seed Capital Fund, which shall be made available to the Governor, the Legislature, and the Board of Regents. The annual report shall also be made widely available by ATDC to innovative enterprises of special importance to the Georgia economy.

The annual report will set forth in detail all operations and transactions conducted by the ATDC in regards to the Seed Capital Fund. The annual report shall specifically account for the ways in which the need, mission, and programs of the ATDC described in the legislation have been carried out.

Background: The Seed Capital Fund was created by the State of Georgia to provide equity and other risk capital to support start-up of companies engaged in next generation technology, including but not limited to the Yamacraw Mission. The Board of Regents, through the ATDC, is empowered to administer the fund and to establish the policies by which monies in the fund may be invested, reinvested, and disbursed. By statute, each individual capital contribution must be

matched 3 to 1 by private sector funds, no more than \$500,000 in State funds can be provided for any investment, and ownership of any company is limited to a maximum of 49%. A rigorous evaluation process of each company is required wherein each company must submit a pro forma business plan, provide a statement on the amount, timing, and projected use of capital, and describe the potential economic impact. The legislation also requires that the ATDC publish an annual report to be made available to the Governor, the General Assembly, and the Board of Regents on the progress and successes of the program.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, April 18, 2000 at approximately 2:30 p.m. in the Court Salon of the Student Center Ballroom at Georgia State University. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., and Regents Connie Cater, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Glenn S. White, and James D. Yancey. Chair Jones reported to the Board on Wednesday that the Committee had reviewed six items, five of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Facilities Naming, Sustainable Education Building, Georgia Institute of Technology

Approved: The Board approved the naming of the Sustainable Education Building (“SEB”) at the Georgia Institute of Technology (“GIT”) the “Lamar Allen Sustainable Education Building” in memory of O. Lamar Allen.

President G. Wayne Clough presented this item to the Committee. The SEB is a three-story, 30,000-square-foot building approved by the Board in July 1997 for the School of Civil & Environmental Engineering.

Mr. Allen was the visionary who conceived the idea of the SEB to educate future engineers who better understand the relationship between economic development, technology, and the environment.

Biography of the life and contributions of O. Lamar Allen:

- He was originally from Fayetteville, North Carolina, where his father was stationed in the U. S. Army.
- Mr. Allen was an Atlanta real estate developer and investment banker.
- Though he was a graduate of the University of South Carolina with a bachelor’s degree in business administration, Mr. Allen’s loyalty and support was with GIT.
- Mr. Allen had the vision of creating a building at GIT where the areas of environmentally conscious design could come together with manufacturing and sustainable technologies.
- Mr. Allen’s business leadership helped pull together the consortium of donors to fund the SEB. Much of the building material for the \$4 million facility was donated by industry, with donors pledging to supply and use the latest sustainable technology in the SEB’s classrooms and research labs.
- Mr. Allen died at the age of 49 together with his 16-year-old son, Ashton Lamar Allen, in the explosion of TWA Flight 800 off Long Island, New York on July 17, 1996.

COMMITTEE ON REAL ESTATE AND FACILITIES

2. Facilities Naming, MRDC II, Georgia Institute of Technology

Approved: The Board approved the naming of the second building of the Manufacturing Related Disciplines Complex ("MRDC2") at the Georgia Institute of Technology ("GIT") the "J. Erskine Love, Jr. Manufacturing Building" in memory of J. Erskine Love, Jr.

President G. Wayne Clough presented this item to the Committee. The MRDC2 is a 150,000-gross-square-foot building valued at approximately \$26 million.

Biography of the life and contributions of J. Erskine Love, Jr.:

- Mr. Love was born in Gastonia, North Carolina.
- Mr. Love received his bachelor's degree in mechanical engineering from GIT in 1949 and remained a lifelong financial supporter of the institute.
- In 1956, he founded Printpack, Inc., a manufacturer of flexible packaging material for food processing companies. Printpack, Inc. has grown to be one of the largest companies in the industry.
- Mr. Love had a long record of service to GIT, including serving as a trustee of the Alumni Association, directing the Annual Roll Call campaign in 1967 and 1968, and helping to found the Thousand Club. In 1972, Mr. Love became a trustee of the Georgia Tech Foundation and served as its president from 1981 to 1983.
- At the time of his death (1987), Mr. Love was chairman of the Centennial Campaign, which raised more than \$200 million for GIT.
- Honors, Awards or Recognitions:
 - The ANAK Outstanding Young Alumnus Award in 1963.
 - The Alumni Distinguished Service Award, the institute's highest alumni honor.
 - Entrepreneur of the Year by Business Atlanta in 1985.
 - GIT's Engineering Hall of Fame, posthumously in 1994.
 - A wide number of directorships on corporate boards.
- The Love family has continued his ties with GIT since Mr. Love's death, with his widow, Mrs. Gay Love, serving as an honorary chair of the Class of 1949 Reunion Committee. To name the facility the J. Erskine Love, Jr. Manufacturing Building is recognition of Mr. Love's leadership at GIT and a commitment to GIT by the Love family.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

COMMITTEE ON REAL ESTATE AND FACILITIES

3. Rental Agreement, Atlantic Investors, Armstrong Atlantic State University

Approved: The Board authorized the execution of an Addendum to Rental Agreement between Atlantic Investors, Ltd. - Series V, Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering 48 apartment-type residential units for the period July 1, 2000 through June 30, 2001 at a monthly rental of \$23,452.60 (\$281,029.72 per year/\$5,863.15 per unit per year) for the use of Armstrong Atlantic State University ("AASU").

The terms of this Addendum to Rental Agreement are subject to review and legal approval of the Office of the Attorney General.

Background: In March 1998, the Board approved the investigation and development of a concept to construct a privatized student housing complex at AASU. This privately funded, constructed, and operated facility on campus will house targeted groups of students who comprise under 5% of AASU students; the draft request for proposal is under review by the Office of the Attorney General and will be ready to send to developers in summer 2000. The earliest potential construction completion date would be spring 2002.

AASU requested Board approval on the continued rental of 48 apartment-type residential units for use by its students.

The rental rate for the renewal period is a 5% increase over the current monthly rental.

The facilities house approximately 175 students (fall occupancy). These students are primarily intercollegiate athletic students, health science students, international students, and students in the 13-county service area who are not within commuting distance. Students will be charged \$1,272 for double occupancy and \$1,622 for single occupancy per semester.

4. Rental Agreement, 305 Fifth Avenue, Quantico, Virginia, Georgia Institute of Technology

Approved: The Board authorized the execution of a rental agreement between Humston and Associates, Landlord, and Board of Regents, Tenant, covering 5,100 square feet of office space known as 305 Fifth Avenue, Quantico, Virginia for the period beginning May, 2000 and ending June 30, 2001 at a monthly rental of \$7,012.50 (\$84,150 per year/\$16.50 per square foot per year) with option to renew for five consecutive one year periods, with the rent increasing 3% for each option exercised for use by Georgia Tech Research Institute.

The terms of this rental agreement are subject to review and legal approval of the Office of the Attorney General.

This facility will be used to house research activities supporting the U.S. Marine Corps in Quantico, Virginia, including the Realistic Operational Communication Scenarios capability developed by Georgia Tech Research Institute.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

Rent and operating expenses (utilities and janitorial services are estimated to be \$34,332 per year) are fully funded by the grants underwriting this facility and program.

COMMITTEE ON REAL ESTATE AND FACILITIES

5. Rental Agreement, 859 Spring Street and 866 West Peachtree Street, Atlanta, Georgia, Georgia Institute of Technology

Approved: The Board authorized the execution of a rental agreement covering approximately 44,209 square feet of office space known as the Haverty Building, 859 Spring Street and 866 West Peachtree Street, Atlanta, Georgia for the period beginning July 1, 2000 and ending June 30, 2001 at a monthly rental of \$44,209 (\$530,508 per year/\$12.00 per square foot per year) with the option to renew for five consecutive one-year periods, with the rent increasing 3.1% for each option exercised for the use of Georgia Institute of Technology ("GIT").

The terms of this rental agreement are subject to review and legal approval of the Office of the Attorney General.

These buildings will be used for the Center for Education in Science Mathematics and Computing ("CEISMC"), Electronic Commerce Resource Center ("ECRC"), ATDC incubator companies, and possible other units.

CEISMC and ECRC are currently located at 500 Tech Parkway. This rental agreement will permit use of 500 Tech Parkway by the Logistics Institute and Industrial and Systems Engineering.

ATDC incubator companies are currently located in GCATT. This rental agreement will permit use of this space in GCATT for the Yamacraw Mission.

Operating expenses, including utilities, janitorial and taxes, are estimated to be \$288,239 per year.

6. Information Item: Proposed Fifth Street Development, Georgia Institute of Technology

This was a walk-on item to be added to the agenda of the Committee on Real Estate and Facilities. The addition of this item to the agenda required unanimous consent of the Committee members, and all Committee members present voted to add the item to the agenda.

President G. Wayne Clough of the Georgia Institute of Technology ("GIT") presented this item to the Committee. He explained that before the 1996 Olympics, the Georgia Tech Foundation bought approximately four blocks of property on Fifth Street, from I-75/I-85 to the Biltmore Hotel. Since then, the area has improved, more Atlantans are moving into Midtown, and the old Biltmore Hotel has been renovated for businesses. President Clough stated that at this time, GIT is considering developing a complex on the property, including a continuing education center, a facility to house the Dupree College of Management, a bookstore and other retail outlets, a large parking deck, and, in cooperation with private industry, a hotel. This project will not only provide more facilities space, but will also eliminate the need for some expensive leased facilities. No State funds will be requested to fund the complex, because GIT plans to raise private funds. The anticipated total project cost, not including the hotel, is approximately \$100 million. GIT has contracted with a consulting and design architect firm to help develop this project,

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

and President Clough will report back to the Board in August 2000 with an update on the project.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, April 18, 2000 at approximately 2:10 p.m. in the Capitol Suite of the Student Center on the campus of Georgia State University. Committee members in attendance were Chair Juanita P. Baranco, Vice Chair Elridge W. McMillan, and Regents Thomas F. Allgood, Sr., Joe Frank Harris, Edgar L. Jenkins, Martin W. NeSmith, and Joel O. Wooten. Chair Baranco reported to the Board that the Committee had reviewed 22 items, 18 of which required action. Additionally, 115 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Revisions to the Policy Manual: Tenure

Approved: The Board approved the request of the Office of Academic Affairs to revise the following Policy Manual Sections: Section 803.09 (D) Tenure and Section 803.09 (F-G) Tenure, effective April 19, 2000.

Abstract: In an effort to make Board of Regents policies on tenure more consistent with the Family Medical Leave Act and to enhance the family-friendly work environment, the following changes to the Board of Regents Policy Manual were approved:

Section 803.09 (D) of The Policy Manual of the Board of Regents

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted, provided, however, ~~that no probationary credit for the period of an interruption shall be allowed~~ that an award of credit for the probationary period of an interruption shall be at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.

Implementation: A request for action on the probationary period (either for continuing or stopping the tenure clock) shall be initiated in writing by the faculty member requesting leave and shall be submitted via appropriate administrative officer(s) to the president, who will approve or deny the request. The request from the faculty member shall acknowledge that any increased time for the probationary period will not imply the award of tenure or a favorable

review. More than one request for suspension may be granted, but the total time granted for suspensions of the tenure clock for the preceding reasons shall not ordinarily exceed two years. Each institution shall develop and disseminate procedures for reviewing and responding to such requests. At the time of approval of the leave of absence, the president shall designate, and formally inform Board staff, whether the date for tenure review by the Board of Regents (which takes place only once a year) will remain the same or be delayed, with delays approved in increments of a year (up to a maximum of two years).

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. Revisions to the Policy Manual: Tenure (Continued)

Sections 803.09 (F-G) of The Policy Manual of the Board of Regents

Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the Board of Regents. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be 10 years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the Board of Regents.

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years.

Implementation: A request for action on the probationary period (either for continuing or stopping the tenure clock) shall be initiated in writing by the faculty member requesting leave and shall be submitted via appropriate administrative officer(s) to the president, who will approve or deny the request. The request from the faculty member shall acknowledge that any increased time for the probationary period will not imply the award of tenure or a favorable review. More than one request for suspension may be granted, but the total time granted for suspensions of the tenure clock for the preceding reasons shall not ordinarily exceed two years. Each institution shall develop and disseminate procedures for reviewing and responding to such requests. At the time of approval of the leave of absence, the president shall designate, and formally inform Board staff, whether the date for tenure review by the Board of Regents (which takes place only once a year) will remain the same or be delayed, with delays approved in increments of a year (up to a maximum of two years).

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University

Approved: The Board approved the request of President Oscar L. Prater that Fort Valley State

University ("FVSU") be authorized to establish charter teacher preparation programs in early childhood education and middle grades education as allowed in the Regents' Principles and Actions for the Preparation of Educators for the Schools, effective April 19, 2000.

The Regents' 1998 Principles and Actions for the Preparation of Educators for the Schools (the "Principles") provide for the following:

The Board of Regents will consider any proposal for a "Charter" teacher preparation program. Such a program will, in return for achieving specified and higher goals, receive release from many System requirements. The System will also seek to have it released from other agency requirements. It will also receive extra funding for reaching agreed-upon goals.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

The option for a charter program was included in the Principles to establish an avenue through which institutions could experiment and try whole new approaches to the preparation of teachers so long as the outcomes were higher than those specified in the policy. In keeping with this spirit, no rules and regulations were established for charter programs. Rather, an institution may apply for charter status by proposing a unique program design and ensuring that graduates will exceed expectations included in the Board's policy.

This proposal for charter programs was the first to be received. FVSU proposed a unique program design, and the institution has stipulated that all teachers prepared will exceed the outcomes stated in the Principles and that their pass rate of first-time test takers on PRAXIS II, required for teacher certification, will grow from 40% to 75% (Systemwide 1999 pass rates ranged from 40% to 94%). A description of the charter programs and a list of requested waivers from Regents' requirements follow.

Abstract: FVSU proposed the creation of charter teacher preparation programs in early childhood education and middle grades education to replace current programs in these fields. FVSU also intends to move other teacher preparation programs to the charter model in the future. The charter programs will be "housed" within three administrative units under the joint leadership of the deans of arts and sciences, education, and agriculture. (See Request for Waiver Section.)

The charter programs will require student mastery of an absolute set of high standards to at least the proficient level in order to earn credit for each course. The standards make explicit what teacher candidates must know, be able to do, and accomplish in order to complete course requirements and to be recommended for teacher certification. The standards represent high expectations and are not minimal. The standards serve as the organizing element for teaching, learning, supplemental assistance, and assessment.

Organizing a program around standards changes teaching and learning in several fundamental ways. The standards are held constant for all students. Students must reach the standards to either the proficient or advanced level in order to receive credit for a course.

The amount of time it takes each student to reach at least the proficient level on the standards will vary from student to student. (See Request for Waiver Section.) Some students will need to pay tuition and re-enroll for the same course in order to reach the proficient level on the standards. Others will just need a small amount of supplemental instruction in small groups or through short-intercessions scheduled throughout the year. (See Request for Waiver Section.)

The faculty who are teaching in the charter programs have committed to gear all instruction in

each course toward helping all students reach the standards to either the proficient or advanced level and to offer short courses or hold extra sessions as necessary to provide students with opportunities to move through the program in a reasonable amount of time without compromising standards of achievement.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

At the end of a semester, students will earn one of the following grades:

A = student has met all standards in this course to the advanced level

B = student has met all standards in this course to the proficient level

IC (Incomplete in Charter Program) = student is partially proficient on the standards but needs additional instruction to become proficient (estimate: 4 weeks or less) (See Request for Waiver Section.)

IPC (In Progress in Charter Program) = student is not yet proficient on the standards and must pay tuition and re-enroll in the course (See Request for Waiver Section.)

F = student has taken the course a second time and has still not yet reached the standards to the proficient level or students put forth insufficient effort in the course the first time

Like other System institutions that prepare teachers, until now FVSU has offered fairly traditional programs. The faculty has concluded that a traditional approach to preparing teachers is not effective for the students served by FVSU. They noted that last year, only 40% of their students aspiring to become teachers passed PRAXIS II, the examination in the teaching field required for teacher certification. The faculty and administration concluded they must 1) restructure their programs to ensure that all teacher candidates reach high absolute standards and 2) allow students additional time and provide them with extra help, if needed, to reach the high standards required for program completion.

These charter programs are unique. While the design of organizing programs by a set of absolute standards has been tested with positive results in K-12 education, it has been tried much less extensively in higher education. The faculty will continue to refine the model over time to make it work. FVSU has agreed to hold itself accountable for the outcomes that follow.

Outcomes: For students who complete the charter programs, starting with the freshman class of fall 2000:

75% pass rate of first-time test takers on PRAXIS II (three out of four students completing all courses in the program will meet certification requirements, up from two out of five)

FVSU will “guarantee” that its graduates exceed the outcomes of the Principles. Students who complete the programs:

- Will be proficient in bringing students from diverse groups to high levels of learning.
- Will have earned a grade of B or better in all core courses and courses in the major or concentrations to ensure they have sufficient subject matter knowledge in all areas included on their teaching certificates.
- Will be proficient in using telecommunication and information technologies as tools for learning.

- Will be proficient in managing a classroom effectively.
- (In early childhood programs) will be proficient in diagnosing difficulties in reading and mathematics and helping students show improvement.
- Students will pass an overall assessment conducted by a review board of faculty and public school teachers and administrators.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

The institution will likewise “guarantee” the development of a model that works for preparing minority teachers for the schools.

Need: Children from all ethnic groups would benefit from having increased numbers of minority teachers as role models. Preparation of minority teachers is deeply embedded in the mission of FVSU. To even begin meeting State need, the University System cannot afford to lower the number of teachers prepared by FVSU. Without a major change in program, it would be likely that more than 60% of the students preparing to become teachers at this institution would fail to become certified to teach. FVSU wanted to restructure its programs in ways that will turn around this situation. Since many of the students who attend this institution have not experienced academic success sufficient to allow them to be successful in traditional courses where the time is held fixed, by holding the standards constant and varying the amount of time and supplemental assistance available through the charter programs, more students should experience success.

Student Admission: There will be a two-tiered admission system:

- Freshman students will be admitted to the charter programs as pre-education majors.
- Admission to candidacy for teaching (typically in the junior year) requires students to have:
 - Achieved level 13 or higher on the Nelson-Denney Reading Inventory,
 - Passed the Regents’ test,
 - Passed PRAXIS I (required for teacher certification), and
 - Met all standards established for the core curriculum to at least the proficient level, which will earn them an overall grade point average of 3.0.

Students who have not passed the Regents’ Test after completion of 60 hours will be required to enroll in appropriate remedial courses. (See Request for Waiver Section.)

Student Support Services: All freshmen students who are pre-education majors will be required to receive instruction on test-taking strategies. All will receive ongoing advice about program requirements from an advisement center established specifically for the purpose of insuring that students are both informed and monitored. In addition, academic support resources will be available to students in the charter programs to assist them with development of skills in grammar, writing, reading, and mathematics that were not learned in high school. (See Academic Support Services Attached.)

Faculty: Faculty from the College of Education, College of Arts and Sciences, and College of

Agriculture came together as partners to develop the charter program proposal. Under the leadership of the deans of education, arts and sciences, and agriculture, these faculty members will ensure that graduates meet the outcomes stated previously.

Curriculum: Students in the charter teacher preparation programs will complete the University System core curriculum and meet the same learning outcomes, as approved for FVSU. There will be two tracks within the core, as follows:

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

- Traditional sections, with time for the length of the course held constant and student performance varying as noted by grades A-F.
- Standards-based sections (required for students in charter programs and open to students in other majors), with standards for student performance held constant and the length of the time varying student to student. In order to earn credit for a standards-based core course students must master the standards set for the course to at least the proficient level. When the course ends, students will receive either the grade of A, B, IC, IPC, or F, as defined previously. A grade of A or B is required for a student to earn credit for the course.

Students transferring out of FVSU and desiring credit for courses in the standards-based sections of the core curriculum must have earned a grade of A or B. (See Request for Waiver Section.) Students transferring into the charter teacher preparation programs from other majors within FVSU or from other institutions and desiring credit for courses in the core curriculum will be assessed to determine their performance levels on the set of absolute standards set for the course in question. (See Request for Waiver Section.) If students meet the standards to at least the proficient level, credit for the course will be given. If students do not meet the standards to at least the proficient level, additional work will be required. Credit will be given to native FVSU students and to transfer students only when they have mastered the absolute standards set for the course to at least the proficient level.

In addition to the core curriculum, students will complete extensive upper-division coursework in the arts and sciences. Current projections call for students seeking certification in early childhood education to complete an interdisciplinary major that includes 15 semester hours in reading (taught by education), 15 hours of mathematics (taught by arts and sciences), 6 hours of natural science (taught by arts and sciences), and 6 hours of social sciences (taught by arts and sciences). Projections call for students seeking certification in middle grades to complete two 12- to 15-semester-hour concentrations from among English, mathematics, science, and social science and 6 to 9 hours in the other two fields to meet the exit standards. As with the core curriculum, absolute standards will be set for each course in the interdisciplinary major and

the concentrations and student mastery must be at least proficient on all of the standards in order to fulfill program requirements.

The professional education sequence, including a minimum of 300 clock hours of field-experiences in the schools, is projected for 30 hours plus the internship. Exit standards for the professional education courses and the internship will require students to demonstrate proficiency on all of the program outcomes listed previously.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

Both charter programs will total 126 hours. (See Request for Waiver Section.) The current estimate of the breakdown of credit hours for each program follows:

Early Childhood Education	Middle Grades Education
— Core, Areas A-E: 42 Hours	— Core, Areas A-E: 42 Hours
— Interdisciplinary Major: 42 hours (includes 6 hours from Core Area F)	— Two Concentrations + 6-9 hrs in 2 areas: 42 hours (includes 6 hours from Core Area F)
— Professional Education: 30 hours (includes 12 hours from Core Area F)	— Professional Education: 30 hours (includes 12 hours from Core Area F)
— Internship: 12 hours	— Internship: 12 hours
• Total: 126 hours	Total: 126 hours

Funding: The institution will redirect some funds for these programs and will make these programs a top priority in requests for additional funding through the normal budget cycle.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the charter programs. The following data will be monitored:

- Baseline data: Numbers of students who are declared teacher education majors presently earning grades of A, B, C, D, F; number of incoming and outgoing transfer students in teacher preparation.
- Student progress: Freshman and transfer students monitored separately to program completion in order to validate the “proficiency” tests required for credit for transfer students and to see how many students repeated a course.
- Certification tests: Results monitored of first time test takers on PRAXIS I and PRAXIS II disaggregated by native and transfer students.
- Interim reports: FVSU will submit to the Central Office interim reports of student progress in the charter programs after two years and four years.
- Six-year review: After six years of experience with the Charter Program, FVSU in collaboration with the System Office of Academic Affairs will reach one of the following recommendations: continue the program as it is, specify needed revisions in the

program, or close the charter programs.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of Charter Status for Teacher Preparation Programs in Early Childhood Education and Middle Grades Education, Fort Valley State University (Continued)

**Student Academic Support Services
Charter Teacher Education Programs**

Area	Resources	Location	Type of work	Comment
Grammar and Mechanics	Perfect Copy Classic	219 Bond, 306 Hubbard	Students work on assignments until they master the skill.	Good for basic rules such as punctuation, pronouns, etc.
	Perfect Copy TechWrite Software	219 Bond, 306 Hubbard	Students work on assignments until they master the skill.	Good for coherence, conciseness, diction, sentences structure, etc.
	Learning Plus	306 Hubbard	Students are given individual accounts.	Good for grammar, math, and reading.
	Workbook of Grammar and Ideas	111 Hubbard, Campus bookstore	Students respond to questions by filing in the blank spaces.	Good for correctness, pre-writing, and sentence combining.
	ACT practice books and CD's	111 Hubbard	Students do practice exercises on the screen or in booklets and get feedback from the program.	Multiple choice exercises on usage; also good on rhetorical skills.
	Peer and Faculty tutoring	124 Bond (Comm. Skills Center)	Students take a draft or a graded paper to correct grammatical errors.	Mostly walk-in, but appointments are also available.
	Peer tutoring	Counseling Center (Peabody)	Students get assistance from tutors.	The staff also offer counseling.
Writing	Peer and faculty tutoring	124 Bond (Comm Skills Center)	Students take drafts or graded papers for discussion of content and development.	Some faculty require a visit to the lab before accepting revision.

Reading	Learning Plus	306 Hubbard	Self-paced.	Good for grammar, math, and reading.
	Readings from Core	The Advisement Center	Paper and pencil critical reading tests on philosophy and literature.	Tutors go over the answers with the students.
	Accelerated Reader	To be installed	Offers quizzes on novels.	
	Tutorials and mock testing	The Math Lab (107 Hubbard)		
Math	Learning Plus	306 Hubbard	Self-paced.	Good for grammar, math, and reading.
	Tutoring	The Counseling Center		
Support Counseling	Teacher Education Advisement Center Director/Staff	111 Hubbard Education Building	Program advisement, academic counseling, monitoring success, information about charter programs and other regulations and policies.	Major support service for charter students; connection to all services.

**Charter Teacher Preparation Programs
Requests for Waivers From System Requirements**

Policy Reference	Current Requirements	Waiver Requested
BR 3.05 The "I" Grade	The "I" grade is used to indicate satisfactory work but, for nonacademic reasons beyond a student's control, the student is unable to complete the requirements of a course.	The "IC" grade will be used for academic reasons when a student in the Charter Programs has not yet met all of the exit standards for a course (is only partially proficient) and in the judgment of the professor, the student would be able to become proficient on the standards within a period of time, not to exceed 4 weeks.
BR 3.05 The "IP" Grade	This symbol is approved to indicate "In Progress" only for dissertation, thesis, project courses, learning	The "IPC" grade will be used to indicate a student in the Charter Programs is not yet proficient on the absolute standards set for a course. When receiving a grade of "IPC", students will be required

	support, and Regents' Test remediation courses.	to pay tuition and to re-enroll in the course to gain additional instruction deemed necessary to help the student become proficient on all of the standards set for the course.
BR Minutes 92-93 Pp. 59-60 Academic Calendar	The number of minutes of instruction is specified for each unit of credit for courses taught in traditional formats.	In the Charter Programs, the number of minutes of instruction will vary as necessary to help each student reach the standards to at least the proficient level.
BR 303.01 Core Curriculum AA 2.04.04 Transfer of Core Curriculum	Students who complete the core curriculum (Areas A-F) at a USG institution are guaranteed full credit in transfer if they do not change majors or programs of study. Students who complete an area of the core curriculum are guaranteed full credit for that area in transfer if they do not change intended majors or programs of study. In areas C and E, students completing the sending institution's core are guaranteed full transfer credit regardless of changes in intended majors or programs of study.	All students (in the Charter Programs, from other majors within FVSU, and from other System institutions who transfer into the Charter Programs) must complete assessments for each course to verify they have mastered the standards set for this course to at least the proficient level. All students (native and transfer) who do not pass the assessments will be required to take appropriate remediation and be retested. Credit will be given to native Fort Valley students in the Charter Programs and to transfer students from other majors within FVSU and from other System institutions only when they have mastered the absolute standards set for the course to at least the proficient level.
BR 303.01 Core Curriculum AA 2.04.04.6 Transfer Credit	For students who transfer after completing one or more areas of the core curriculum at a System institution, the total number of hours required of the transfer student shall not exceed the number of hours required of native students in the same major field.	For outgoing transfer students, courses with a grade of "IC" or "IPC" may not be transferred.
BR 3.07 Regents Test	Each institution shall provide and require students who have not	Students in the program will not be required to take Regents' Test remediation courses until they have earned 60 credit hours. 1) The Freshman English

	passed both parts of the Regents' Test by the time they have earned 45 credit hours to take appropriate remedial course(s) each semester of enrollment until they have passed both parts.	sequence will be designed to ensure that students earning at least proficiency on the standards should be able to pass the Regents' Test. 2) There is a potential timing problem if a student receives IP grades in consecutive English courses (may reach 45 hours without completing English courses). 3) If students receive a grade of IP in both English courses, they are already required to re-enroll in the courses. 4) Students in the Charter Program will receive the extra support services listed on preceding page.
BR 304.01 Academic Calendar	The earliest beginning and latest ending dates for each term shall be determined by the Chancellor and observed by all System institutions.	Flexibility in ending dates for each term may be necessary to provide students with additional time needed to meet the standards.
AA 1.06.03 Designation for Approved Degree Programs- Administrati ve Unit	Early Childhood Education and Middle Grades Education now housed in the College of Education.	The Charter Programs will be housed within three administrative units, under the joint leadership of the deans of arts and sciences, education, and agriculture. This collaborative structure will serve as the unit for NCATE accreditation.
AA 203.05 120 Hour Rule	Baccalaureate degrees are restricted to 120 semester hours.	The Charter Programs will exceed the 120 hours by six hours.

3. Establishment of the Bachelor of Music Education, Albany State University

Approved: The Board approved the request of President Portia H. Shields that Albany State University ("ALSU") be authorized to establish a bachelor of science degree program in music education, effective April 19, 2000.

Abstract: The Department of Fine Arts within the College of Arts and Sciences in collaboration with the College of Education at ALSU requested approval to offer the bachelor of science degree program in music education. The department already offers a bachelor of arts in music with concentrations in piano, voice, and instruments and the master of music education degree. ALSU is losing undergraduate students who wish to become music teachers to other universities. A strong baccalaureate degree program is needed to provide new music teachers to the schools and to serve as a feeder to the current master of education program in music

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

(Continued)

education, just reaccredited by Georgia's Professional Standards Commission.

Need: The 1999 data from the Georgia Department of Education ("DOE") show that, on average, each current music teacher in the schools serves about 551 students. The DOE also projects about 274 music teachers to retire in the next five years. Without an increase in the number of music teachers prepared or imported from other states, the student-to-teacher ratio will escalate to 621 to 1 by 2004. This is an unacceptable ratio. In addition, only about 16% of the current music teachers in Georgia are African-American. About 50% of the K-12 students in the region of Georgia served by ALSU are African-American. Increased numbers of African-American teachers are needed in all fields. ALSU proposed to contribute toward meeting State need for African-American teachers in music through this proposed program. A survey conducted in the 24-county area served by ALSU revealed that 130 students (college freshman and high school students) expressed an interest in majoring in music education should this program be approved.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of the Bachelor of Music Education, Albany State University (Continued)

Objectives of the Program: The primary objectives of this program are as follows:

- Prepare music teachers for the schools.
- Build articulation agreements with local two-year colleges so as to attract transfer students into the music education program.
- Feature the music education students in area arts programs in schools in order to increase the number of high school students interested in becoming music teachers.
- Provide a solid undergraduate program in music education to serve as a feeder to the current MEd program in music education.

Curriculum: The program includes concentrations in vocal music, piano, and instrumental music. The program is consistent with all of the Regents' 1998 Principles and Actions for the Preparation of Educators for the Schools. The proposed program includes 128 semester credit hours, exclusive of physical education courses: 42 in Areas A-E and 18 hours in Area F of the University System core curriculum, 41 in music courses and institutional requirements, and 27 in professional education (including student teaching). Baccalaureate degree programs in music education throughout the University System are approved for 128 hours due to accreditation requirements in music.

Projected Enrollment: It is anticipated that for the first three years of the program, the number of majors will be 25, 30, and 35.

Faculty: Seven faculty members in the Department of Fine Arts will teach the major courses in the proposed program. Professional education courses required for teacher certification will be offered through the College of Education.

Funding: The Colleges of Arts and Sciences and Education at ALSU will redirect funds to cover the projected \$23,000 in start-up costs. A new academic/fine arts building is included in the institution's facilities plan. This building is the top priority of the president.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2004, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

4. Establishment of the WebM.B.A. by a Consortium of University System Institutions: Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University

Approved: The Board approved the request of the Consortium (Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University) to offer their existing master of business administration ("M.B.A.") programs via a consortial arrangement using the Internet as the primary mode of delivery, effective April 19, 2000.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of the WebM.B.A. by a Consortium of University System Institutions: Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University (Continued)

Abstract: Advances in technology provide new opportunities for educational institutions to serve markets that have always existed but were inaccessible using traditional delivery systems. The Consortium, which consists of five schools of business that are accredited by AACSB – International Association for Management Education, propose a collaborative, exclusive web-based master of business administration program to reach disparate markets in Georgia. The participating institutions propose pooling resources to offer the program in a collaborative arrangement. All of the participating institutions will offer courses and admit students who matriculate on a common but flexible curriculum. The tuition for this program will be \$250 per credit hour. The program is targeted to working professionals who are unable to matriculate through campus-based programs due to time constraints, inflexibility in professional careers, and restrictive family situations. It is anticipated that the WebM.B.A. program will not adversely impact existing campus-based programs because of the associated difference in tuition rates.

Need: Computers and the global networks they support enable new paradigms of education to transcend physical and temporal boundaries that improve access to Georgians who are restricted from continuing their education in a traditional classroom-based format. The WebM.B.A. will encourage workforce development by Georgia citizens who recognize the correlation between education and more sophisticated levels of market structures. The proliferation of Web-based business programs around the country indicates that there is a significant market for this delivery method.

Recent studies of Statewide need for business occupations and Georgians' interest in pursuing both academic studies in business as well as online learning sustain the importance of the WebM.B.A. program. The June 1999 study conducted by William Drummond and Jan Youtie of the Georgia Tech Research Corporation revealed a persistent annual shortage of 968 business occupations for which a college degree is a minimum requirement and for which the M.B.A. would be that much more valuable. At an average salary of \$40,000, this shortage translates into \$38,720,000 of possible lost income to Georgia. In addition, a series of statewide opinion surveys conducted for Georgia Global Learning Online for Business & Education ("Georgia GLOBE") between September 1999 and March 2000 reveal that more than 40% of Georgians are interested in taking courses during the next three years, more than 40% expressed interest in business as a field of study, and more than 50% would be interested in taking an Internet-based course offered by University System institutions. Finally, national studies document the powerful impact of post-graduate credentials on the earnings of the individual, persons with a bachelor's average salary of \$40,478 compared to \$63,229 for holders of advanced degrees.

Objectives: The educational objectives of the WebM.B.A. are identical to those of the campus-based programs. The WebM.B.A. program seeks to prepare its graduates for management

careers, both in for-profit and in non-profit organizations. The WebM.B.A. integrates knowledge from all the functional business areas with ongoing developments in business practice. The WebM.B.A. program seeks to develop its students' critical thinking and problem-solving skills, oral and written communication skills, and ability to solve real-world business problems. Students will demonstrate knowledge of information systems, accounting, marketing, economics, organizational behavior, finance, production, strategic planning, international and managerial issues, and team-building skills.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of the WebM.B.A. by a Consortium of University System Institutions: Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University (Continued)

Curriculum: The WebM.B.A. curriculum is similar to the curricula being offered on the campuses of the participating schools with the exception of the mode of delivery. The proposed WebM.B.A. graduate curriculum consists of 12 three-semester-hour courses. A student must complete 10 courses or 30 semester hours to complete the program plus a non-credit orientation course required of all students. Each institution will decide which of the 12 courses their students must schedule. The WebM.B.A. courses will be complemented with six Web-based prerequisite courses. Students must complete all the prerequisites before registering for any of the graduate M.B.A. courses. Three graduate classes will be offered each semester including summer terms. A student could complete the entire program in four terms. It is anticipated that the four-term WebM.B.A. cycle will then be repeated. The program has been designed to satisfy all AACSB curricula standards.

Admissions: Each school will admit students according to its own standards, but all students accepted by one school would be eligible to take all classes. The student will graduate from the school at which he/she is admitted. A work experience requirement is the only special admission criterion over and above the traditional campus-based program. Students enrolled in this program will be required to have at least two years of related business experience. The WebM.B.A. has a provision for limited crossover between existing campus-based programs and the Internet-based program. Students admitted to the campus-based M.B.A. programs at the five consortium schools may register for WebM.B.A. courses provided 1) they meet all the admission requirements of the WebM.B.A., including the experience requirement, 2) there are seats available after all the on-line students have registered, and 3) they have attended the WebM.B.A. orientation course. These students must pay the tuition associated with on-line M.B.A. courses.

Delivery and Administration of the Program:

Delivery Method

The WebM.B.A. will use WebCT as a common platform to deliver instruction associated with the program. Support for WebCT is available on the campuses and at the System level.

WebM.B.A. faculty identified as instructors in this program have either a) completed a two-session learning workshop using WebCT or b) previously gained experience using WebCT at their respective campuses.

Faculty

Each institution will provide faculty who are AACSB academically and professionally qualified. Faculty members will be appointed to the graduate faculty of all the consortium schools. Compensation for teaching the online course will be the responsibility of the individual schools.

Tuition and Consortium Fiscal Agents

Actual tuition will remain with the institutions registering the students. The tuition will be pooled at a central location. Common expenses will be paid out of the pool and the remainder, if any, distributed to the six schools equally to help defray start-up costs and operations of the program. Each of the participating institutions will collect tuition and fees from students admitted to their programs.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of the WebM.B.A. by a Consortium of University System Institutions: Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University (Continued)

The students will graduate from their home institutions. Actual State tuition monies will remain with the home institution registering the student. The tuition will be maintained in an agency account managed by a participating school that will be appointed as the Georgia WebM.B.A. Consortium fiscal agent. After payment of common program expenses, excess funds will be distributed equally to each of the participating institutions to defray start-up and operational costs.

Marketing and On-line Support

Between the desktop initiative and Georgia GLOBE, a number of services will be available for pilot programs. They include coordinated bookstore purchasing, text administration, and learning disabilities services. A help desk for students and faculty will be available. Standards for hardware and software will be finalized before the start of the program.

Student Services

At a minimum, all student support services already available at each of the participating institutions will be extended so that WebM.B.A. students will have equal access. In addition, the WebM.B.A. Coordinator will coordinate and facilitate student services activities solely for WebM.B.A. students. While some of the institutions have online application capabilities and

other services, this is not a requirement for being a participating institution. The minimum hardware and software requirements for students participating in the WebM.B.A. are the following:

Pentium 166 (or higher) computer	Microsoft Office 2000
Windows 95/98 or NT4	Internet Explorer 5
64 megs of RAM	Commercial Grade Internet Provider
1.8 Gig Hard Disk Drive	56K Modem
Monitor	Printer

Projected Enrollment: The total number of students accepted for the WebM.B.A. will be no more than 30. Each school will receive six slots per cycle. If a school cannot fill its allotment of six students by a specified date, other schools may enroll students into this program at their campuses to fill the vacant slots. At any point in time, no more than 60 students can be enrolled in the WebM.B.A. program.

Funding: Developmental costs for the innovative program will be absorbed through institutional budget redirections and other institutional advancement initiatives. The desktop learning initiative will provide support through course hosting, development, and strategic tools to facilitate faculty training and faculty development. A pilot tuition of \$250 per credit hour for in-state students and \$1,000 per credit hour for out-of-state students is established to offset expenses associated with the program.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of the WebM.B.A. by a Consortium of University System Institutions: Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University (Continued)

Assessment: The Office of Academic Affairs will work with the Consortium to measure the success and continued effectiveness of the proposed program. In 2002, the pilot tuition rate and associated costs will be revisited to determine the solvency of the program. In 2004, this program will be evaluated by the institution and the Central Office to determine the success of the programs' implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, in the proposal.

5. Establishment of the Master of Science in Quantitative and Computational Finance, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough of the Georgia Institute of Technology ("GIT") to establish the master of science in quantitative and computational finance, effective April 19, 2000.

Abstract: GIT proposed to offer an interdisciplinary program in quantitative and computational finance that involves the School of Mathematics, the School of Industrial and Systems Engineering, and the Dupree School of Management. The program heavily emphasizes the formulation, implementation and evaluation of models used by the financial sector to structure transactions, manage risk, and construct investment strategies. The program is a culmination of the knowledge of financial essentials, mathematical applications, and data analysis and programming. Graduates of the program will be equipped with the knowledge to revise and develop technical, financial contracts with specific software models based on the operations of banks, corporations, and other institutions.

Need: The need for the program has been precipitated by the growth in the development and usage of financial instruments for risk management and investment. The financial sector of the economy has increased and is not limited to energy corporations, brokerage firms, and insurance companies. Graduates with the skill and knowledge gained with the master of science in quantitative and computational finance are needed in such industries as energy, financial data and research firms, management consulting, commercial banks, insurance firms, monetary exchange, and federal agencies. The emphasis of the program is in the formulation, implementation, and evaluation of the models used by the financial sector to structure transactions, manage risk, and construct investment strategies through a knowledge of finance, knowledge of underlying mathematics and how it is applied, and knowledge of data analysis and programming. With the repeal of the Glass-Steagall Act of 1933, there is a larger

“investment” role being played by traditionally commercial banks. There are large fund and portfolio managers, such as Invesco, that use individuals with this quantitative knowledge for areas such as portfolio selection, data analysis, and risk control. There is a need for these individuals in asset-liability management firms such as ING Investment Management of Atlanta. There are federal agencies that have a presence in the State that could use graduates of this degree program such as the Federal Reserve Bank of Atlanta. There is new activity in other sectors of the State that requires this expertise. For example, Southern Company Energy markets financial contracts related to the energy industry that require knowledge of investments and portfolio selection in concert with quantitative modeling.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. Establishment of the Master of Science in Quantitative and Computational Finance, Georgia Institute of Technology (Continued)

Objectives: The primary objective of the master of science degree program is to provide students with the practical skills and theoretical understanding they need to be leaders in the formulation, implementation, and evaluation of the models used by the financial sector to structure transactions, manage risk, and construct investment strategies. Students will gain a thorough understanding of the principles, structures, and everyday activities of finance, an understanding of the mathematics that is being used to model these financial activities, and knowledge of the financial techniques of programming, numerical analysis, statistics, and optimization. Graduates will have knowledge of a core of material within finance, applied mathematics, statistics, computer science, and economics that forms a foundation for problem formulation, analysis, and solution within quantitative and computational finance. Graduates will have participated in the experimentation process used to develop accurate mathematical models of financial processes and instruments and have an increased ability to clearly discuss and present solutions. In comparison to students of other finance programs, graduates of this degree program will be able to construct mathematical models used in many financial sectors with the appropriate use of programming, applied mathematics, and statistics. Expected external outcomes include an increase in the interaction between GIT and financial communities and an increase in collaborative research partnerships related to the degree program.

Curriculum: The 36-semester-hour degree program consists of 18 semester hours of core courses involving finance and investments, derivative securities, numerical methods in finance, stochastic processes in finance, and the design and implementation of systems to support computational finance. Three semester hours of coursework in financial optimization methods are required along with six semester hours focusing on the statistical techniques of financial data analysis.

Projected Enrollment: It is anticipated that for the first three years of the program,

student enrollment will be 15, 18, and 18.

Funding: GIT will initiate and maintain the program through institutional resources and internal redirection.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2004, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

6. Reorganization of Academic Administration, Waycross College

Approved: The Board approved the request of President Barbara P. Losty that Waycross College be authorized to reorganize its academic administration, effective April 19, 2000.

Abstract: The proposed structure replaces a 12-month division chair and three 9-month department heads with three 12-month division chairs. This reorganization is a response to an opportunity provided by a vacancy and a new hire. Currently, the division chair of arts and sciences (12-month) reports directly to the vice president and dean and supervises three department heads (9-month) who in turn oversee a total of 18 other faculty members. The institution has recommended a new vice president and dean to replace a **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

6. Reorganization of Academic Administration, Waycross College (Continued)

retirement, and the division chair is resigning to become a vice president and dean elsewhere. Faculty members were consulted about their current departmental placement and all chose to stay in the same departments.

The positive aspects of this reorganization are as follows:

- The increase from a single division chair teaching two summer courses benefits the summer budget. The academic program is more strongly evident on the vice president's council. Three of seven people will represent teaching faculty. The vice president will now have seven, rather than five, people reporting directly, to that position. Each division chair will teach two courses as part of load in the summer (and three each semester during the academic year).
- There is a reduction in teaching load during the academic year. In the previous model, the division chair taught two courses and each department head taught four, for a total of 14 per semester. In the new model, each division head will teach three courses, for a total of nine per semester. Department chairs will use part-time faculty to replace essential courses. The percentage of part-time faculty is now normally 25% or less.

- Three active division chairs in the summer will enhance student advising. Students can pre-register for fall semester in the summer. The three division chairs can set office hours to assure that one or more is always available as an advisor.
- The plan is cost-effective. The savings will be used to employ a director of institutional research. Waycross College will have its Southern Association of Colleges and Schools reaccreditation visit in 2003, and division chairs and personnel in other areas will be well served by this position, which will report to the president.

7. Establishment of the Milford B. Hatcher, M.D. Chair in Surgery, Medical College of Georgia

Approved: The Board of Regents approved the request of President Francis J. Tedesco to establish the Milford B. Hatcher, M.D. Chair in Surgery, effective April 19, 2000.

Abstract: The requested Milford B. Hatcher, M.D. Chair in Surgery will be used to support the salary of a faculty member in the Department of Surgery at the Medical College of Georgia. The Medical College of Georgia Foundation (the "Foundation") has on deposit \$500,000 in an endowment for the endowed chair. Funds for this chair in surgery come from two sources: 1) gifts and income from the Hatcher family totaling \$461,000 and 2) a matching grant of \$39,000 from Foundation institutional support funds, which have come from donations by corporations and banks.

Biographical Sketch: Dr. Hatcher was a 1935 graduate of the Medical College of Georgia. He was active in alumni affairs and President of the Alumni Association, and he received the Alumni Affairs Distinguished Service Award. He chaired the Investment Committee and created the mind set that led to the Foundation's growth.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Establishment of the Milford B. Hatcher, M.D. Chair in Surgery, Medical College of Georgia

(Continued)

Dr. Hatcher was active in medical and surgical affairs on all levels. Nationally, he was diplomat of the American Board of Surgery, fellow of the American College of Surgeons, diplomat and on the board of directors of the International College of Surgeons, a fellow of the Southeastern Surgical Congress, a member of the board of directors at AMPAC, and a member of the board of governors for Hospital Corporation of America.

On the State level, Dr. Hatcher was President of the Medical Association of Georgia and was organizer and first chairman of GAMPAC as well as the Georgia Medical Hospital Council. He was President of the Georgia Surgical Society and a director of the Georgia Chapter of the American College of Surgeons. Locally, Dr. Hatcher was President of both the Bibb County and Sixth District Medical Societies. He was Chairman of the Building Committee of the new

Macon Hospital and on the steering committee and first board of trustees of Coliseum Park Hospital. He was founder and first Director of the Surgical Residency Program at the Medical Center of Georgia.

8. Establishment of the Presidential Distinguished Chair, Medical College of Georgia

Approved: The Board of Regents approved the request of President Francis J. Tedesco to establish the Presidential Distinguished Chair, effective April 19, 2000.

Abstract: The Presidential Distinguished Chair will be used to support the salary of a distinguished faculty member of the Medical College of Georgia. The Medical College of Georgia Foundation (the "Foundation") has on deposit \$1,500,000 in an endowment for the Presidential Distinguished Chair. The funding amount meets and exceeds the requisite level of \$1 million for a distinguished chair at a research or regional university. The funding for the Presidential Distinguished Chair comes from a combination of sources: 1) \$750,000 from an anonymous philanthropic foundation and 2) a matching grant of \$750,000 from the Foundation institutional support funds, which have come from donations by corporations and banks.

9. Renaming of the Fred C. Davison Chair to the Fred C. Davison Distinguished University Chair, University of Georgia

Approved: The Board of Regents approved the request of President Michael F. Adams to rename the Fred C. Davison Chair to the Fred C. Davison Distinguished University Chair, effective April 19, 2000.

Abstract: The request for the renaming of the chair is a result of the endowment's growth. As of June 30, 1999, the endowment reached \$2,127,110. Thus, it was requested that the original agreement be amended to reflect the name change of this professorship from University Chair to Distinguished University Chair, which requires a \$2 million minimum fund balance.

Biographical Sketch: The Fred C. Davison Chair of Veterinary Medicine was established in 1986 in honor of Fred C. Davison, a 1952 graduate in veterinary medicine and President of the university from 1967 to 1986. The Fred C. Davison endowed chair is located in the College of Veterinary Medicine, Department of Physiology and Pharmacology. The occupant of this chaired position is an outstanding research scientist who is at the forefront of the discipline of toxicology, the study of the nature and effects, and detection of poisons and the treatment of poisoning.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

10. Establishment of the Georgia Research Alliance Eminent Scholar Designated as the Roberto C. Goizueta Chair for Excellence in Chemical Engineering, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough to establish the Georgia Research Alliance Eminent Scholar Designated as the Roberto C. Goizueta Chair for

Excellence in Chemical Engineering, effective April 19, 2000.

Funding: The Goizueta Foundation, Inc. (the "Goizueta Foundation") and the Georgia Tech Foundation (the "Foundation") have each funded an equal amount of \$750,000 for this endowment. It is the understanding of the Foundation that the Georgia Research Alliance ("GRA") will match the Goizueta Foundation contribution in the amount of \$750,000.

Biographical Sketch: Cuban-born Roberto C. Goizueta was educated in Havana and received a degree in chemical engineering from Yale University. Upon returning to his native country after completing his education, he joined the family business but eventually took a position with The Coca-Cola Company ("Coca-Cola").

After fleeing the Castro regime, which took over the Cuban government in 1959, Goizueta continued to work for Coca-Cola in Atlanta, eventually becoming its president and chief executive officer, a position he held until his death in 1997. He is widely credited with leading the company to a global position and increasing sales and profits meteorically. He was also an acknowledged force in the City of Atlanta, taking a leadership position in business, civic activities, and social activism.

In recognition of Goizueta's roots in chemical engineering and in memory of his respect for the field, the Goizueta Foundation provided initial funding for this chair. Matching funds in the amount of \$750,000 have been committed through the GRA.

Rationale: The Roberto C. Goizueta Chair directly supports the strategic vision of the School of Chemical Engineering. The vitality of the school, both externally and internally, will be enriched by the presence of this senior scholar of international eminence, whose leadership will contribute in many ways to the learning environment. Each activity with which the chairholder is involved (e.g., invited lectures, publications, academic conference organization, presentations, professional society offices, committee assignments and consultations) will promote the School of Chemical Engineering and serve to enhance the caliber of its programs and participants.

11. Establishment of the Eminent Scholar in History, Gainesville College

Approved: The Board approved the request of President Martha T. Nesbitt to establish the Eminent Scholar in History, effective April 19, 2000.

Eminent Scholar Program: In 1986 the General Assembly of the State of Georgia created the Eminent Scholars Endowment. This endowment matches private funds raised by University System of Georgia institutions to endow academic chairs at a minimum of \$1 million.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

11. Establishment of the Eminent Scholar in History, Gainesville College (Continued)

Funding: Currently, the institution has \$241,000 on deposit in contributions toward the endowment of the chair. Signed and notarized agreements in payment towards the chair make up the additional \$259,000. These agreements are located in the foundation office.

The primary responsibilities of the holder of the Eminent Scholar in History include involvement in research activities focused on the local and State level, development and implementation of educational programs for the entire community, service as a college liaison to the community and appropriate educational institutions, and service to the college's students through the scholarly teaching.

12. Termination of the Major in Workforce Education Under the Bachelor of Science Degree, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube to terminate the major in workforce education under the bachelor of science degree, effective August 1, 2000.

Rationale: The rationale for this request was based on low enrollment and low graduation for a number of years. Current enrollment in the undergraduate program shows a total of zero students. As of fall 1999, no new students had been admitted to the program. A single faculty member supports the Workforce Education major. The instructor has taught for three years on a temporary basis. Because of low enrollment in the program, the decision was made to redirect the position to an area within the College of Education where the need is greater. Students who wish to major in this field will be encouraged to seek admission at the University of Georgia. The University of Georgia offers programs in this field throughout the State via a combination of Georgia Statewide Academic and Medical System ("GSAMS") courses and internships.

13. Termination of the Major in Adult and Vocational Education Under the Master of Education Degree, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube to terminate the major in adult and vocational education under the master of education degree, effective December 31, 2000.

Rationale: The rationale for this request concerns low enrollment and low graduation for a specified number of years. Current enrollment in the undergraduate program consists of fourteen students. As of fall 1999, no new students were admitted to the program. This is a one-faculty-member program. The instructor has taught for three years on a temporary basis. Because of low enrollment in the program, the decision was made to redirect the position to an area within the College of Education where the need is greater.

14. Termination of Associate Degree Programs at the Medical College of Georgia

Approved: The Board approved the request of President Francis J. Tedesco that all associate degree programs be terminated at the Medical College of Georgia, effective April 19, 2000.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

14. Termination of Associate Degree Programs at the Medical College of Georgia (Continued)

Abstract: As a research university, the Medical College of Georgia has a mission of training at the baccalaureate, master's, and doctoral level. The programs listed below have no students enrolled, and the faculties have been redirected to other institutional programs:

- Associate of science in dental hygiene
- Associate of science in nuclear medical technology
- Associate of science in occupational therapy assistant
- Associate of science in radiography
- Associate of science in radiation therapy technology

Although the Medical College of Georgia, as a research university, serves the entire State, local and technical schools and other University System institutions with missions appropriate to the associate degree level offer similar programs. It is anticipated that these programs can meet the needs of the State's populace. Examples of other System institutions that offer associate-level programs in the allied health sciences with and without cooperative Department of Technical and Adult Education ("DTAE") programs include the following:

Dental Hygiene

Valdosta State University – Associate of applied science ("A.A.S.") in health with an option in dental hygiene (DTAE co-op)

Armstrong Atlantic State University – Associate of science in dental hygiene

Atlanta Metropolitan College – A.A.S. in health with an option in dental laboratory technology (DTAE co-op)

Darton College – A.A.S. in health with an option in dental assisting (DTAE co-op)

Floyd College – Associate of science in dental hygiene

Gainesville College – A.A.S. in health with an option in dental hygiene (DTAE co-op)

Gainesville College – A.A.S. in dental hygiene

Georgia Perimeter College – A.A.S. in health with an option in dental assisting (DTAE co-op)

Middle Georgia College – A.A.S. in health with an option in dental assisting (DTAE co-op)

Occupational Therapy Assistant

Bainbridge College – A.A.S. in health with an option in occupational therapy assistant

Radiation Therapy Technology, Radiography, Nuclear Medical Technology

Valdosta State University – A.A.S. in health with an option in radiologic technology (DTAE co-op)

Valdosta State University – A.A.S. in health with an option in radiation therapy (DTAE co-op)

Armstrong Atlantic State University – Associate of science in radiologic technologies

Macon State College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

Abraham Baldwin Agricultural College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

Bainbridge College - A.A.S. in health with an option in radiologic technology (DTAE co-op)

Darton College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

East Georgia College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

14. Termination of Associate Degree Programs at the Medical College of Georgia (Continued)

Floyd College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

Georgia Perimeter College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

Middle Georgia College – A.A.S. in health with an option in radiologic technology (DTAE co-op)

The Medical College of Georgia has moved in this direction strategically based on the System's definition of research universities, which has been incorporated into the Medical College of Georgia's mission statement. The strategic orientation of this request was predicated upon the fact that there are no students enrolled in the program and any programmatic funds have been redirected to other programs and areas of need within the institution.

15. Termination of the Bachelor of Science With a Major in Medical Technology, Georgia State University

Approved: The Board approved the request of President Carl V. Patton to terminate the bachelor of science ("B.S.") with a major in medical technology, effective April 19, 2000.

Abstract: The termination of the bachelor of science with a major in medical technology was requested due to curricular changes that have occurred with the change in departments. With the merger in 1996 of the Department of Medical Technology with the Department of Nutrition and Dietetics (now the Department of Nutrition), it was the decision of the college, for purposes of curriculum streamlining and budgetary efficiencies, to discontinue the B.S. in medical technology. The last class of students accepted into the program in the fall of 1997 has now graduated. The University System still affords Georgia's citizens with opportunities to obtain a B.S. in medical technology at the following institutions: Medical College of Georgia, University of Georgia, Armstrong Atlantic State University, Augusta State University, Georgia Southwestern State University, and Savannah State University. The termination of this program will have no adverse impacts on faculty or students.

16. Termination of the Bachelor of Science With a Major in Physical Therapy, Georgia State University

Approved: The Board approved the request of President Carl V. Patton to terminate the bachelor of science with a major in physical therapy, effective April 19, 2000.

Abstract: It was requested that the bachelor of science with a major in physical therapy be terminated due to accreditation and licensure changes that are occurring throughout the State. In line with other programs within the State and with the Commission of Accreditation on Physical Therapy Education, the bachelor's degree in physical therapy was replaced in September 1997 with an entry-level master's of physical therapy. The last class of students accepted into the program in the fall of 1997 has now graduated. The termination of this program will have no adverse impacts on faculty or students.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

17. Renaming of the Department of Management and Information Systems to the Department of Management, Valdosta State University

Approved: The Board approved the request of President Hugh C. Bailey to rename the Department of Management and Information Systems to the Department of Management, effective April 19, 2000.

Abstract: Valdosta State University requested approval to rename the Department of Management and Information Systems to the Department of Management because the former baccalaureate program in management information systems is no longer offered within the College of Business. Currently, the institution offers, through its College of Arts and Sciences, a bachelor of science degree with a major in computer information systems. This change will not have any adverse impact on administrators, faculty, or students. Internal and external constituents readily recognize the information systems courses and program offered through the College of Arts and Sciences.

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

The following administrative and academic appointments were reviewed by Education Committee Chair Juanita P. Baranco and were approved by the Board. All full-time appointments are on file with the Office of Academic Affairs.

Summary of Full-Time Faculty Appointments

<u>University System Institutions by Type:</u>	<u>Totals:</u>
Georgia Institute of Technology	26
Georgia State University	12
Medical College of Georgia	0
University of Georgia	13
Total Research Universities Appointments	51
Georgia Southern University	5
Valdosta State University	0
Total Regional Universities Appointments	5
Albany State University	1
Armstrong Atlantic State University	2
Augusta State University	0

Clayton College & State University	0
Columbus State University	0
Fort Valley State University	1
Georgia College & State University	9
Georgia Southwestern State University	2
Kennesaw State University	7

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

(Continued)

North Georgia College & State Univ.	1
Savannah State University	0
Southern Polytechnic State University	0
State University of West Georgia	6

Total State Universities Appointments 29

Dalton State College	0
Macon State College	0

Total State Colleges Appointments 0

Abraham Baldwin Agric. College	0
Atlanta Metropolitan College	0
Bainbridge College	0
Coastal Georgia Community College	1
Darton College	1
East Georgia College	1
Floyd College	0
Gainesville College	0
Georgia Perimeter College	0
Gordon College	3
Middle Georgia College	1
South Georgia College	0
Waycross College	1

Total Two-Year Colleges Appointments 8

TOTAL FULL-TIME FACULTY APPOINTMENTS 93

GEORGIA INSTITUTE OF TECHNOLOGY

LEAVE OF ABSENCE APPROVALS:

KLEIN, HANS K.: ASSISTANT PROFESSOR, LEAVE FROM JANUARY 1, 2000 THROUGH JANUARY 1, 2001, WITH PAY.

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

HUNTON, HELEN: PROJECT COORDINATOR, MANAGEMENT AND PROJECT SUPPORT, AS NEEDED FOR PERIOD BEGINNING FEBRUARY 1, 2000 AND ENDING JUNE 30, 2000.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

(Continued)

GEORGIA STATE UNIVERSITY

EMERITUS APPOINTMENTS:

BOLES, JAQUELINE: PROFESSOR EMERITA OF SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF SOCIOLOGY, EFFECTIVE MAY 11, 2000.

DAY, SHERMAN R.: PROFESSOR EMERITUS OF COUNSELING AND PSYCHOLOGICAL SERVICES, COLLEGE OF EDUCATION, DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES, EFFECTIVE MAY 1, 2000.

FINK, GARY: PROFESSOR EMERITUS OF HISTORY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF HISTORY, EFFECTIVE APRIL 1, 2000.

HILL, CAROLE: PROFESSOR EMERITA FOR ANTHROPOLOGY AND GEOGRAPHY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF ANTHROPOLOGY AND GEOGRAPHY, EFFECTIVE APRIL 1, 2000.

KRAMER, VICTOR: PROFESSOR EMERITUS OF ENGLISH, COLLEGE OF ARTS AND SCIENCES,
DEPARTMENT OF ENGLISH, EFFECTIVE APRIL 1, 2000.

MATTHEWS, JOHN: ASSOCIATE PROFESSOR EMERITUS OF HISTORY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF HISTORY, EFFECTIVE APRIL 1, 2000.

PETERSON, DAVID: PROFESSOR EMERITUS OF SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF SOCIOLOGY, EFFECTIVE APRIL 1, 2000.

PILLSBURY, RICHARD: PROFESSOR EMERITUS OF ANTHROPOLOGY AND GEOGRAPHY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF ANTHROPOLOGY

AND GEOGRAPHY, EFFECTIVE APRIL 1, 2000.

RUMBAUGH, DUANE: PROFESSOR EMERITUS OF PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF PSYCHOLOGY, EFFECTIVE APRIL 1, 2000.

SMITH, BRENDA: PROFESSOR EMERITA FOR ACADEMIC FOUNDATIONS, COLLEGE OF ARTS AND SCIENCES, DEPARTMENT OF ACADEMIC FOUNDATIONS, EFFECTIVE APRIL 1, 2000.

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

BIRD, SARA G.: ADMINISTRATIVE ASSISTANT, GEORGIA STATE UNIVERSITY, AS NEEDED FOR PERIOD BEGINNING JULY 1, 2000 AND ENDING JUNE 30, 2001.

BURDEN, CHARLES: PROFESSOR EMERITUS, DEPARTMENT OF MANAGEMENT, AS NEEDED FOR PERIOD BEGINNING JANUARY 15, 2000 AND ENDING JANUARY 14, 2001.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

(Continued)

JONES, WILLIAM A.: PROFESSOR EMERITUS, DEPARTMENT OF MANAGEMENT, AS NEEDED FOR PERIOD BEGINNING JANUARY 4, 2000 AND ENDING JANUARY 3, 2001.

MEDICAL COLLEGE OF GEORGIA

EMERITUS APPOINTMENTS:

ETERSQUE, STANLEY: ASSOCIATE PROFESSOR EMERITUS OF BIOMEDICAL COMPUTING, SCHOOL OF ALLIED HEALTH SCIENCES, EFFECTIVE APRIL 20, 2000.

HOWARD, EUGENE F.: ASSOCIATE PROFESSOR EMERITUS OF BIOCHEMISTRY AND MOLECULAR BIOLOGY AND SCHOOL OF GRADUATE STUDIES, SCHOOL OF MEDICINE, DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY, EFFECTIVE APRIL 20, 2000.

MCINTOSH, SANDRA B.: ASSOCIATE PROFESSOR EMERITA, SCHOOL OF MEDICINE, DEPARTMENT OF RADIOLOGY, SCHOOL OF ALLIED HEALTH SCIENCES, DEPARTMENT OF RADIOLOGIC SCIENCES, EFFECTIVE APRIL 20, 2000.

REESE, ANDY C.: ASSOCIATE PROFESSOR EMERITUS OF CELLULAR BIOLOGY AND ANATOMY, AND SCHOOL OF GRADUATE STUDIES, SCHOOL OF MEDICINE, DEPARTMENT OF CELLULAR BIOLOGY AND ANATOMY, EFFECTIVE APRIL 20, 2000.

TENURE STATUS CHANGE APPROVALS:

RATZ, JOHN L.: ASSOCIATE PROFESSOR, DEPARTMENT OF MEDICINE, FROM
TENURE
TRACK TO NON-TENURE TRACK, EFFECTIVE MAY 1, 2000.

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

CRUMRINE, ROBERT S.: PROFESSOR EMERITUS, SCHOOL OF MEDICINE,
DEPARTMENT OF
ANAESTHESIOLOGY, AS NEEDED FOR PERIOD BEGINNING MAY 1, 2000 AND ENDING
APRIL 30, 2001.

UNIVERSITY OF GEORGIA

EMERITUS APPOINTMENTS:

JACKSON, EDWIN L.: SENIOR PUBLIC SERVICE ASSOCIATE EMERITUS, CARL VINSON
INSTITUTE OF GOVERNMENT, EFFECTIVE JULY 1, 2000.

LEDVINKA, JAMES D.: PROFESSOR EMERITUS OF MANAGEMENT , COLLEGE OF
BUSINESS,
DEPARTMENT OF MANAGEMENT, EFFECTIVE FEBRUARY 1, 2000.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

**18. Administrative/Academic Appointments and Personnel Actions - Various System
Institutions**

(Continued)

PERENICH, THERESA: PROFESSOR EMERITA, TEXTILES MERCHANDISING AND INTERIOR,
EFFECTIVE MAY 1, 2000.

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

BENNETT, JACK: MANAGEMENT INFORMATION SPECIALIST, OFFICE OF THE SENIOR VICE
PRESIDENT FOR FINANCE AND ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING
MARCH 1, 2000 AND ENDING JUNE 30, 2000.

BURRELL, LENETTE: INSTRUCTOR, GERONTOLOGY CENTER, AS NEEDED FOR PERIOD
BEGINNING DECEMBER 1, 1999 AND ENDING JANUARY 7, 2000.

CRANE, ELAINE D.: SECTION SUPERVISOR, ATHLETIC ASSOCIATION, AS NEEDED FOR
PERIOD BEGINNING MARCH 9, 2000 AND ENDING JUNE 30, 2000.

CROSBY, DONALD F.: MECHANICAL TECHNICIAN, AGRICULTURAL AND ENVIRONMENTAL
SCIENCES, AS NEEDED FOR PERIOD BEGINNING APRIL 3, 2000 AND ENDING JUNE 30, 2000.

FLATT, WILLIAM P.: PROFESSOR EMERITUS, DEPARTMENT OF PSYCHOLOGY, AS NEEDED FOR PERIOD BEGINNING FEBRUARY 21, 2000 AND ENDING FEBRUARY 22, 2000.

HARRINGTON, DAVID: MARINE FISHERIES SPECIALIST, MARINE EXTENSION SERVICE, AS NEEDED FOR THE PERIOD BEGINNING JULY 1, 2000 AND ENDING JUNE 30, 2001.

MELIN, JOHN B.: AGRICULTURAL RESEARCH ASSISTANT III, AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JULY 1, 2000 AND ENDING JUNE 30, 2001.

MILLER, RICHARD D.: EDUCATIONAL PROGRAM SPECIALIST, AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUGUST 1, 2000 AND ENDING JUNE 30, 2001.

PARKER, OLIN G.: PROFESSOR EMERITUS, SCHOOL OF MUSIC, AS NEEDED FOR PERIOD BEGINNING JANUARY 7, 2000 AND ENDING MAY 9, 2000.

RIVERS, JOHN B.: MARINE FISHERIES SPECIALIST, MARINE EXTENSION SERVICE, AS NEEDED FOR PERIOD BEGINNING JULY 1, 2000 AND ENDING JUNE 30, 2001.

RIVES, JOHN E.: PROFESSOR EMERITUS, PHYSICS AND ASTRONOMY, AS NEEDED FOR PERIOD BEGINNING JULY 1, 2000 AND ENDING JUNE 30, 2001.

ROBERTS, HAROLD: PUBLIC SERVICE REPRESENTATIVE, SMALL BUSINESS DEVELOPMENT CENTER, AS NEEDED FOR PERIOD BEGINNING MAY 1, 2000 AND ENDING JUNE 30, 2000.

STELL, WALTER J.: PROFESSOR EMERITUS, DRAMA AND THEATRE, AS NEEDED FOR PERIOD BEGINNING JANUARY 7, 2000 AND ENDING MAY 9, 2000.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

18. Administrative/Academic Appointments and Personnel Actions - Various System Institutions

(Continued)

SUMNER, MALCOLM: PROFESSOR, AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUGUST 15, 2000 AND ENDING DECEMBER 15, 2000.

THOMPSON, CHARLES: DEPARTMENT MANAGER, OFFICE OF SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING MAY 1, 2000 AND ENDING AUGUST 31, 2000.

GEORGIA SOUTHERN UNIVERSITY

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

WILLIS, FAITH: ASSISTANT PROFESSOR, COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES, DEPARTMENT OF POLITICAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JULY 1, 1999 AND ENDING JUNE 30, 2000.

GORDON COLLEGE

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

KILGO, SUE ANN: INSTRUCTOR, DIVISION OF BUSINESS AND SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JANUARY 10, 2000 AND ENDING MAY 11, 2000.

SUMMARY OF THE PROMOTION OF FACULTY

University System Institutions by Type:

Totals:

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Medical
College of
Georgia

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Clayton
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North
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**Two
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SYSTEM TOTALS

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SUMMARY OF THE GRANTING OF TENURE

University System Institutions by Type:

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Waycross
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19. Information Item: Arrangement of Existing Programs to Collaborate in Education For Students Who Are Deaf or Hard of Hearing, University of Georgia and Georgia State University

Abstract: The University of Georgia (“UGA”) and Georgia State University (“GSU”) informed the Board of Regents that they will bring together the only existing master’s level programs in the State (e.g., University of Georgia – master of education (“M.Ed.”) degree with a major in communication science and disorders and master of arts (“M.A.”) degree with a major in education; Georgia State University – master of education degree with a major in multiple and severe disabilities) that prepare educators of students who are deaf or hard of hearing, effective April 19, 2000. The M.A. degree is for students interested in research or who later plan to enter a doctoral (Ph.D.) program in this field. The M.Ed. is for students interested in practice in the schools. The CIP code is 51020100.

By sharing resources, the combined programs will qualify for national accreditation by the Council on Education of the Deaf. The combined programs will also improve the comprehensiveness of the master’s level preparation and reduce redundancy in course offerings across the two institutions. The students will meet all requirements for admission, registration, retention, graduation, and appeals specified by their home institutions. Students will attend most of their classes at their home institutions. The collaborative will include only the six core courses in both programs, and three will be taught by the UGA and three taught by GSU. Administration of the collaborative involves only scheduling the six courses to serve students at both institutions.

Need: The Department of Communication Sciences and Disorders at UGA had previously made the decision to suspend admission to the M.Ed. and M.A. degree programs with a major in deaf/hard of hearing because of too few faculty members with expertise in the area. Because of State need for teachers in this field, the Professional Standards Commission recommended to UGA the hiring of additional faculty members to sustain the program. Through this collaborative with GSU, the number of faculty members needed is available to sustain the program and to meet State need.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

19. Information Item: Arrangement of Existing Programs to Collaborate in Education For Students Who Are Deaf or Hard of Hearing, University of Georgia and Georgia State University (Continued)

Objectives of the Collaborative Programs: The primary objectives of this collaborative are to:

- Provide more comprehensive master’s level programs for the preparation of educators for deaf and hard of hearing students than either university can do alone.

- Meet the standards for attaining national accreditation from the Council on Education of the Deaf through combining faculty resources at the two universities.
- Utilize more efficiently the highly specialized faculty at each university by dividing the teaching of core courses required in the programs.
- Eliminate redundancy and strengthen the quality of programs offered.

Curriculum: The M.Ed. program is 46 semester hours; the M.A. program is 43 to 46 hours. Both programs require three academic year semesters plus one summer session of coursework, followed by one semester of internship in the schools.

The collaborative curriculum includes six core courses. UGA will teach three of these courses, and GSU will teach three.

The courses at UGA will focus on early intervention; speech, hearing, language, and cochlear implant habilitation; and inclusion of audiology, speech-language pathology. The courses at GSU will focus on school-age children, speech education, multi-disabilities, and inclusion of regular education, special education personnel in education of the deaf and hard of hearing. These shared courses will be taught at the Gwinnett Center or via the Georgia Statewide Academic and Medical System (“GSAMS”) to allow greater accessibility to the program. The foundational courses, practica, and internships will be taken separately.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 16, 20, and 20. In the event that enrollment does not reach these levels, a deactivation recommendation will be expected at the fourth-year evaluation.

Funding: Since both institutions currently offer this program, no new costs are projected.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

20. Information Item: Applied Learning Experiences/Clinical Training

Pursuant to authority granted by the Board at its meeting on February 7 and 8, 1984, the presidents of the listed institutions have executed the indicated number of memoranda of understanding respecting affiliation of students for applied learning experiences/clinical training in the programs indicated:

Georgia State University		Health Programs	2
Kinesiology & Health	1		
Nursing	3		
Physical Therapy	1, 1R	Georgia College & State University	
Psychology	1R	Health Programs	14
Medical College of Georgia		Kennesaw State University	
Allied Health Sciences	22, 7R	Nursing	5, 2R
Dentistry	3		
Hospital and Clinics	3R	North Georgia College & State Univ.	
MCG Research Institute	3, 13R	Nursing	5, 9R
Medicine	9	Physical therapy	1, 7R
Nursing	5		
University of Georgia		Savannah State University	
Child & Family Dvlpmt.	1	Social Work	1
Communication Sciences	1, 1R		
Counseling	9	Dalton State College	
Pharmacy	1	Nursing	2
Recreation & Leisure	5		
Georgia Southern University		Coastal Georgia Community Coll.	
Family & Consumer Sci.	1	Nursing	2
Health & Kinesiology	1		
Leadership/Development	2, 1R	Darton College	
Nursing	4	Health Programs	6, 5R
Valdosta State University		Floyd College	
Nursing	35, 57R	Nursing	2R
		Physical Therapy Asst.	1, 2R
Armstrong Atlantic State University			
Physical Therapy	1	Total	258

R = Renewal

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

21. Information Item: Service Agreements

Pursuant to authority granted by the Board at its meeting on February 7 and 8, 1984, the presidents of the listed institutions have executed service agreements with the indicated agencies for the purposes and periods designated, with the institutions to receive payments as indicated:

Purpose	Agency	Duration	Amount
University of Georgia			
Provide Codes 2000 program income	Georgia Dept. of Community Affairs	10/6/99	\$10,470
Conduct Georgia Educational Improvement Plan	Georgia Dept. of Education	2/1/99 - 1/31/01	\$53,246
Provide program income to FMT 2000	Georgia Office of Planning & Budget	3/1/00	\$6,555
Conduct character education program	Georgia Humanities Council	1/1/00 - 12/15/00	\$10,000
Georgia Southern University			
Serve Georgia Family Link	Children's Trust Fund	2/15/00-2/14/01	\$85,294
Darton College			
Conduct ROPES course	Worth Co. High School ROTC	4/7/00	\$600
Conduct ROPES course	Marine Corps Systems Division	3/7/00	\$550

TOTAL AMOUNT - APRIL	\$ 166,715
TOTAL AMOUNT FY 2000 TO DATE	\$23,701,231
TOTAL AMOUNT FY 99 - TO APRIL	\$29,166,643
TOTAL AMOUNT FY 99	\$31,358,479

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

22. Information Item: Intellectual Property Income Summary

The table below presents royalty income received from intellectual properties during fiscal year (“FY”) 1999. The total income of \$5,290,817 represents a decrease of \$549,299 or 9.4% below fiscal year 1998.

Institution	Inventions	Software	Copyrights/ Trademarks	Totals
Georgia Institute of Technology	\$364,118	\$1,618,035	\$55,925	\$2,038,078
Georgia State University	0	0	\$160	\$160
Medical College of Georgia	\$27,395	0	\$12,578	\$39,973
University of Georgia	\$3,184,544	\$20,142	\$3,741	\$3,208,427
Augusta State University	0	0	\$89	\$89
North Georgia Coll. & State Univ.	0	0	\$4,090	\$4,090
Totals	\$3,576,057	\$1,638,177	\$76,583	\$5,290,817

**Summary of Intellectual Property Income by Institution
Fiscal Year 1995 through Fiscal Year 1999**

Institution	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Georgia Institute of Technology	\$2,253,951	\$2,124,959	\$2,291,709	\$2,305,729	\$2,038,078
Georgia State University	\$695,029	\$601,886	\$414,581	\$218	\$160
Medical College of Georgia	\$30,384	\$98,554	\$38,533	\$143,097	\$39,973
University of Georgia*	\$1,548,000	\$1,065,900	\$3,072,600	\$3,389,700	\$3,208,427
Augusta State University	0	0	\$538	\$56	\$89
Clayton Coll. & State Univ.	0	0	0	\$960	0
North Georgia Coll. & State U.	0	0	0	0	\$4,090
Macon State College	0	0	0	\$356	0
TOTALS	\$4,527,364	\$3,891,299	\$5,817,961	\$5,840,116	\$5,290,817

*The University of Georgia’s (“UGA”) totals in this table are corrections of original submissions. Income from research funding linked to licenses, which is normally not included in national benchmarks, had been included in previous years’ figures. UGA’s fiscal year totals and each System total have been adjusted accordingly.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, April 18, 2000 at approximately 3:05 p.m. in the Capitol Suite of the Student Center on the campus of Georgia State University. Committee members in attendance were Chair Elridge W. McMillan and Regents Juanita P. Baranco, Joe Frank Harris, Edgar L. Jenkins, and Martin W. NeSmith. Chair McMillan reported to the Board on Wednesday that the Committee had 11 applications for review. Ten applications were denied, and one was continued. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Paul Lapidés at Kennesaw State University, concerning grievances, the application for review was denied.
22. In the matter of Gerald Mackey at the Georgia Institute of Technology, concerning termination of his employment, the application for review was denied.
23. In the matter of Preston Hughes at the University of Georgia, concerning disciplinary suspension, the application for review was denied.
24. In the matter of Liam M. Quinlan at the University of Georgia, concerning his academic status, the application for review was denied.
25. In the matter of William Pollard at Valdosta State University, concerning grievances, the application for review was continued at the request of the applicant.
26. In the matter of Belita T. Smith at Georgia State University, concerning termination of employment, the application for review was denied.
27. In the matter of Nikeisha Vinson at Middle Georgia College, concerning eligibility to play softball, the application for review was denied.
28. In the matter of Frederick McLaughlin at Fort Valley State University, concerning denial of promotion, the application for review be denied.
29. In the matter of Pamela Shelley at Middle Georgia College, concerning eligibility to play softball, that the application for review was denied.
30. In the matter of Charna Williams at the Georgia Institute of Technology, concerning termination of employment, the application for review was denied.
31. In the matter of Julia Campbell at Georgia State University, concerning termination of employment, the application for review was denied.

CHANCELLOR'S REPORT TO THE BOARD

After the Committee meeting reports, Chancellor Portch gave his report to the Board, which was as follows:

Thank you Mr. Chairman. T.S. Eliot once claimed April is the cruelest month. He may be right in England but not in Georgia; Eliot never saw azaleas, the sun, or 70° in April. It's a sweet month, as Chaucer centuries earlier noted.

April is the month when we visit one of our campuses. While we may not be many yards from our regular meeting place, we still have much to learn about Georgia State University. Urban institutions have particular challenges, yet given the urbanization of America, their roles and responsibilities have never been greater. And Georgia State has, to my mind, responded with great effectiveness. It is not just in the city, it is of the city. Its education, research, and service have made this a better city and had helped the State, region, and nation at large. Its data tell an impressive story of progress. The human faces you've seen the last couple of days affirm that progress.

April is also the month when we work on the fruits of the legislative session. We allocate dollars, we set tuition and fees, and the planning for the next academic year steps into high gear. We enter that year with a tight but workable budget thanks to the innovation of the Governor, the support of the legislature, and the management skills of our presidents.

April is also the last full month of the academic year and fatigue begins to set in for faculty, staff, and students! There are definite rhythms in academic life that we often forget in a Central Office. But that's because we have to start planning for the next legislative session, which will be with us just months away.

I've had a good month. It was my pleasure to participate in the inauguration of President Bruce Grube at Georgia Southern University. This was a particularly uplifting event, held outside at the quaintly named "Sweetheart Circle" (and if you'd have been there, you would have learned how it got its name), in defiance of the forecast rain, which had the good manners to go everywhere else in Georgia except Statesboro.

It was my privilege to make one of my futuristic speeches to the board secretaries of the nation at the Association of Governing Boards in New Orleans. I always get nervous before speeches, but this was particularly pressure-filled because [Secretary to the Board] Gail Weber has a leadership role in the organization. She still does, so it must have been okay.

And then, there was the pressure of sitting between two lawyers on a panel at

the University of Georgia on education reform. The two lawyers happened to be Governor Barnes and Otis Brumby! It was a lively session, and I came away convinced the Governor isn't done yet. Stay tuned!

CHANCELLOR'S REPORT TO THE BOARD

I also spoke at a luncheon for honor students from the two-year colleges. It was a fine reminder for me about the quality and diversity of students at our two-year colleges. This was reaffirmed with recent visits to ABAC (Abraham Baldwin Agricultural College) and to Middle Georgia College. You've already met Lia Powell our *USA Today* Academic All-American. Also featured were a sampling of the previous winners. Some of you will recall 1996 honoree R. Patrick Lucas, who was attending Middle Georgia College at the time. Patrick, whose mother teaches at Middle Georgia, is now a student at the Medical College of Georgia. Why, you might ask, would I talk about two-year colleges when we're visiting Georgia State? Well, one of the features of an urban university is its accessibility and attractiveness to transfer students. Over 3,500 students transfer to Georgia State every year.

Talking of Georgia State — which we seem to be doing a lot today (!) — I also filmed a segment for a video to honor our very own [Regent] Juanita Baranco being inducted into Georgia State University's J. Mack Robinson College of Business Hall of Fame. I don't know which segment they used, but I wanted to assure Regents White and Yancey that I did tell about her performance at a recent candidate interview! Congratulations to Juanita.

Also congratulations are due to:

- Michael F. Adams, President of the University of Georgia, who took office as chair of the board of directors of the American Council on Education. This is a very important and prestigious national organization.
- State University of West Georgia senior Candace Cato has received the prestigious President's Award for Outstanding Presentation of Original Research from the Southeastern Branch of the American Society for Microbiology. Cato started at West Georgia at age 16 as a student in the Advanced Academy of Georgia.
- Rigoberto Hernandez, Assistant Professor of Chemistry and Biochemistry at Georgia Tech, has been named a 2000 Sloan Research Fellow. Awarded by the Alfred P. Sloan Foundation, the two-year fellowship is intended to enhance the careers of the best young faculty members in the nation.

Also in the "Good News" category:

- We have a new doctor in the house. Sue Sloop (Assistant Director of System Policy Research) from our office successfully defended her doctoral dissertation at UGA on Monday. It was on HOPE, incidentally. Sue is very talented...she, for instance, is our starting guard for the Runnin' Regents.

While the press is full of legal discussions about diversity, I'm proud that our institutions are going about the business of increasing the diversity of our faculty. Regent McMillan has pointed out too that the Education Committee approved:

- Tenure appointments for 41 African-Americans (out of a total of 341)

CHANCELLOR'S REPORT TO THE BOARD

- African-American VPs appointed at Georgia Southwestern and Waycross College
- Nine tenure African-American appointments at Georgia State. He points out that in his memory (and it's a long memory indeed!) that there has never been such diversity in total for the System at any single meeting.

Next month, we will be bringing a number of national champions to meet the Board. I think you'll enjoy the range of achievement that continues to characterize the University System of Georgia.

We will also hear extensively from the consultants who've been swarming our offices and some of the campuses in recent weeks as part of the management review and benchmarking exercise.

So Chaucer's sweet showers of April, the activities of this month, are those that will ultimately inform and guide the Board in setting our future direction. And I hope our presence of the last two days on a campus gives you a further feel for the crucial work you are doing on behalf of the citizens of the State of Georgia.

Thank you.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

At approximately 10:00 a.m., Chair Cannestra convened the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern thanked Regent Cannestra. He recognized Ms. Meg Amstutz and Mr. Thomas S. Landrum, Executive Assistant to the President, from the University of Georgia. He then asked Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson to make a presentation to the Committee.

Dr. Hudson greeted the Regents and explained that at this meeting, they would explore a new idea for the System: the creation of short research briefs dedicated to small topics. The following principle was adopted by the Board as part of its “Access to Academic Excellence” document: “The University System of Georgia shall develop reliable, broad-based data... for its policy decisions” (Principle 28). Many members of Dr. Hudson’s staff focus on collecting and analyzing data, which fits into this principle. The staff produce multiple routine reports during the year, such as the Semester Enrollment Report, the Information Digest, and reports on degrees confirmed, hours enrolled, etc. The staff want to begin organizing information on ad hoc topics in the form of short research briefs in order to dig a little deeper into the information that the System collects. Dr. Hudson showed the Regents a prototype of a research brief, for which Director of Communications/ Marketing John Millsaps had created the layout. The research briefs will be focused on policy outcomes. At times, they will be used to compare University System data to State, regional, or national data. The briefs will analyze trends over time, not just report the numbers over time. The staff also want to use the briefs to answer ad hoc questions as well as pose questions for the future. At the same time, the staff realize they could never attempt to answer all the questions on any topic and they cannot usually answer one question completely or definitively. In doing research for the briefs, the staff want to make full use of what the System has invested in its data systems. There are currently data systems on students, faculty, and curriculum, and the staff want to link those data sets to other data sources where possible. All in all, the staff want to sustain a “culture of evidence” in higher education by providing the best information possible to the Regents to inform their decision making.

At this meeting, Dr. Hudson would provide an example of a research brief on several questions related to the effects of the HOPE Scholarship (“HOPE”) on University System enrollment. This would provide the Board with an idea of the types of studies the staff could do in the future. She remarked that a person could spend a lifetime examining the effects of HOPE and never raise or answer all of the questions. She recognized Assistant Director of System Policy Research Sue L. Sloop, who was the primary researcher on the data that Dr. Hudson would be presenting at this meeting. Dr. Hudson noted that in higher education, it is seldom possible to pinpoint the exact cause of any outcome. There are almost always many variables involved in any issue. It oversimplifies the complexity of the context of higher education if one variable’s effect is isolated. For example, if a researcher studies the effects of HOPE on the University System, it is difficult to separate the effects of other policies that have occurred at the same time. An example of that would be the new admissions policy. Both HOPE and the admissions policy are working as incentives for Georgia’s students to work harder, take more difficult courses, and perform better in both high school and college. Pinpointing exact causes of outcomes is also difficult because policies change over time.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Dr. Hudson presented some basic information about HOPE. She recognized Mr. Glenn Newsome, Executive Director of the Georgia Student Finance Commission, and Mr. Bill Fluke, Director of the HOPE Scholarship Program, who were present at the meeting to answer any specific questions about HOPE. Since its inception in 1993, HOPE has served almost 440,000 students. Almost 200,000 of those students are University System students. HOPE has spent \$570 million on University System students alone and \$950 million altogether. Of this year’s entering freshman class, 78% received HOPE. Of all undergraduates currently enrolled, about one-third receive HOPE. HOPE has been incredibly successful and popular. It served as the blueprint for the federal scholarship tax credit program to encourage parents to save money for college, and other states have tried to follow HOPE’s example. Florida’s Bright Future Scholarship and Louisiana’s Tuition Opportunity Program for Students (“TOPS”) are examples of other scholarship programs based on HOPE. There are also similar programs in Kentucky, Maryland, and South Carolina. HOPE was designed to encourage more Georgia students to go to college, to provide incentives for students to meet and maintain high standards both in high school and in college, and to encourage Georgia’s best students to attend college in the State. HOPE is merit-based, rather than based on need. That way, HOPE provides incentive for students to do better. They get HOPE if they have a high school grade point average (“GPA”) of 80, which is the equivalent of a 3.0 college GPA. They keep HOPE if they maintain a college GPA of 3.0, which is evaluated at 30, 60, and 90 semester credit hours. Those are the points at which students become sophomores, juniors, and seniors, respectively.

At this meeting, Dr. Hudson would discuss two basic questions: 1) Are more high school seniors enrolling in University System institutions since the implementation of HOPE? and 2) Are better Georgia students enrolling in University System institutions since HOPE? To answer those questions, she would be looking at changes in high school course-taking patterns and changes in high school GPAs and Scholastic Aptitude Test (“SAT”) scores. She used two data sources for this research: the University System Student Information Reporting System, which has records dating back to 1983 on all students enrolled but has limited information in some areas, and The College Board’s SAT Student Descriptive Questionnaire, which dates from 1997. The latter source provides different kinds of information than is available in the University System. The staff want to use other types of national data and some State data in the future in the same way to expand what they can know about the System. The staff compared the characteristics of two groups of students: a pre-HOPE cohort of students from 1992 and a post-HOPE cohort from 1997. Using both data set, a picture of students in the System before and after HOPE was developed. The answer to the first question is yes; more high school students are enrolling in University System institutions since HOPE. The data show that the rate of growth before and after HOPE is approximately 19%. The percentage of SAT takers in Georgia has also grown by 16%, and the University System is enrolling a slightly larger percentage of those SAT takers now than in the past. It is difficult to attribute all of this enrollment growth to HOPE, Dr. Hudson warned, because there has also been growth in the number of high school graduates in the same period. Still, the data demonstrate that the University System is enrolling a larger proportion of Georgia’s high school graduates since HOPE.

Next, Dr. Hudson addressed HOPE’s possible effects on course-taking patterns. The data show that after the implementation of HOPE, larger percentages of students took harder courses, such as physics and chemistry, and larger percentages of students took four years of math. She remarked that the new admissions policy is also likely affecting course-taking patterns. Combined with HOPE, it encourages more students to take more math and science in high school. A majority of students taking the SAT in Georgia have high school GPAs of 80 or better both before and after HOPE, but the percentage of high school

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

students with an 80 GPA increased after HOPE. If the incentive theory of HOPE is correct and students are studying harder to get HOPE, then the increase GPA is a result of better preparation. However, some people have suggested that this might be due to grade inflation. Dr. Gary T. Henry, Director of the Applied Research Center, has studied the increase in high school GPAs and has found no evidence of grade inflation in high schools. He analyzed correlations between high school GPAs and SAT scores and found that SAT scores increased as GPAs increased. So, this is the result of improved preparation in high school. Changes in SAT scores provide additional evidence that students are better prepared after HOPE than before HOPE. The data show that there has been a significant increase in the number of students taking the SAT, and the percentage of students scoring at the upper end of the SAT score distribution has increased. The data also show that there is a larger proportion of students with high SAT scores after HOPE than before. Dr. Hudson noted that in every category, there are more students in higher levels than before. Next, she showed the Regents a chart depicting the increase in the average SAT scores of entering fall freshmen over the last ten years. The average SAT score in fall 1999 was 1016, the same as the average of all SAT takers in the nation. The gap between Georgia's average and the nation's average has narrowed in the last ten years. The chart depicted an increase of about 50 points in that period, with most of the increase occurring in the last three years. Dr. Hudson noted that during the first two years of HOPE, students were granted HOPE under certain conditions that do not exist today, such as an income cap. At that time, the SAT scores began to rise. Then, the new admissions policy was adopted in 1997. Since then, scores have continued to rise. Therefore, there are many policies at work encouraging students to do well. In summary, Dr. Hudson stated that it is clear that more high school students are enrolling in the University System and better students are enrolling in the System since the introduction of HOPE.

Next, Dr. Hudson turned the discussion to recent changes in HOPE legislation and how those changes might affect the University System and its students. The first change will occur this summer. From 1993 to 1999, all courses taken in high school were used in the calculation of the high school GPA on which HOPE is based. This meant that non-academic courses, such as physical education, were included in the high school GPA. For students graduating from high school this spring, only the grades from the 16-unit college preparatory curriculum will be included in the calculation of the high school GPA. This is the same set of courses that the University System will use in calculating the freshman index beginning in summer 2001. In the short term, this may mean that fewer students qualify for HOPE. In the long term, however, it is projected that more students who qualify for HOPE will keep it in years to come. As it stands, 43% of students who entered in fall 1998 no longer had HOPE in fall 1999. Of the second cohort of HOPE students in 1994, only 14% still had HOPE when they became seniors. So, the intention is to increase the chances that students will keep HOPE over time. This change in the way the high school GPA is calculated means that there is less of a disconnect between the two GPAs, and therefore, the likelihood of keeping HOPE should go up. This is a projection, so the staff will have to monitor this to see if it is actually happening. A second change involves the Pell Grant ("Pell"), which is a need-based grant, and it occurred during this year's legislative session. In the past, students who were eligible for both Pell and HOPE received Pell first. Now, students who are eligible for both may receive both. This change may mean that more students have access to college, and it may encourage more low-income students to enroll in college. A third change is that college seniors may now enter or re-enter the HOPE program. In the past, students who lost HOPE in earlier years could not re-enter as seniors, but now they can. This change is projected to act as an additional incentive for students to do well in college. Again, Dr. Hudson stressed that these are projections that the staff will monitor over the next few years. Another change concerns the HOPE Promise Grant for teacher

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

education. In the past, students who were education majors needed to have a 3.6 college GPA to get the grant. Now, they will be required to have a 3.2 GPA. The intention is to encourage more high-achieving students to enter teacher education. An unintended consequence of HOPE is that sometimes HOPE students, in an effort to keep the scholarship, do not take as many courses so that they can study harder in the ones they do take. The staff need to determine whether this is really true and whether HOPE, in that way, has increased the amount of time it takes to earn a college degree.

In closing, Dr. Hudson gave two examples of other kinds of research her staff may do over the coming months. She explained that nationally, there is concern about the large number of faculty who will be retiring in the next few years, and the staff want to ascertain whether that is also the case in Georgia or whether Georgia is different from the nation. They will examine this matter and come back to the Board this summer with data on the “greying” of the faculty. The staff also want to track students into the labor market using Department of Labor data from the unemployment insurance files. This way, the staff can determine what industry a student enters and whether he is employed in Georgia. Dr. Hudson asked whether the Regents had any questions and whether they had any suggestions for other subjects for research briefs.

Regent Cannestra asked Dr. Hudson about the discrepancy between the number of Georgia students who have HOPE and the number of those students in the University System.

Dr. Hudson noted that HOPE funds students in private institutions in Georgia as well as Department of Technical and Adult Education (“DTAE”) students.

Regent Cannestra asked whether there are more than half of the HOPE scholars in private institutions.

Chancellor Portch remarked that virtually all students in DTAE institutions are on HOPE because there is not a GPA requirement. Therefore, in terms of numbers, there are very large numbers of HOPE students at DTAE institutions. He asked Mr. Newsome to comment on this.

Mr. Newsome stated that at DTAE institutions, HOPE is a grant for which students do not have to maintain a 3.0 GPA. So, any Georgia resident can go into a DTAE program on HOPE. He noted that roughly 40% to 45% of HOPE scholars are in DTAE institutions, and about 60,000 are in private colleges. The remainder are in the University System.

Regent Cannestra asked how much funding HOPE provides toward private college tuition.

Mr. Newsome responded that HOPE provides \$3,000 toward private college tuition as well as a book allowance of \$300 a year. Additionally, private college students qualify for a \$1,000 tuition equalization grant.

Regent Jenkins stated that Dr. Hudson had said that only 14% of college seniors still have HOPE. He asked whether that is correct.

Dr. Hudson stated that this is correct and stressed that these are students who had continued to receive HOPE at every point during their college tenure.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Regent Jenkins asked whether the data indicate the financial backgrounds of those students.

Dr. Hudson responded that the data set did not include that information.

Chancellor Portch added that the Student Finance Commission does not have that information either. He stressed that this data comes from a very early cohort where the qualifications for HOPE were not as strong. Now that the qualifications will be stronger, that 14% may go up significantly over time. While the staff project it likely will, they will not know for several years.

Regent Baranco commended the Chancellor, Dr. Hudson, and the staff for the wealth of information they provide to the Regents. She remarked that it lends credibility to the work of the Central Office.

Regent Cannestra noted that Vice Chair Coleman was in the General Assembly when HOPE was approved.

Seeing that there were no further questions, Chair Leebern asked for a motion to recess the meeting of the Committee of the Whole. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

UNFINISHED BUSINESS

Chair Cannestra called on Chancellor Portch to brief the Board on a new presidential appointment.

Chancellor Portch reminded the Regents that at the March 2000 meeting, they had authorized him and Regent Baranco to make a personnel appointment for the presidency at Clayton College & State University ("CCSU") at their discretion before this meeting, with the appointment to be ratified by the Board at that meeting. He stated that he had been to Michigan to visit Thomas K. Harden's campus, and he was convinced that this is a superb match for CCSU and the University System. The Chancellor recommended the ratification of this appointment and noted that President Harden will begin work on June 1, 2000. In closing, he thanked the CCSU Presidential Search Committee.

Regent Baranco moved for the approval of the appointment, and the motion was variously seconded. With motion properly made, seconded, and unanimously approved, the Board ratified the appointment of President Hardin.

NEW BUSINESS

Chair Cannestra stated that it was time for the Regents to start considering recommendations for fiscal year 2001's Chair and Vice Chair. He created a Committee of three Regents to develop recommendations for these positions. Regent Leebern has agreed to be Chair of that Committee. Regent Baranco and Vice Chair Coleman will also serve on the Committee. Chair Cannestra reminded the Regents that Vice Chair Coleman is going to become the Commissioner of Transportation.

PETITIONS AND COMMUNICATIONS

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, May 9 and Wednesday, May 10, 2000 in the Board Room in Atlanta, Georgia.

EXECUTIVE SESSION

At approximately 10:40 a.m., Chair Cannestra called for an Executive Session for the purpose of discussing the reappointments of presidents as well as the Secretary and Treasurer to the Board. With motion properly made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Cannestra, Vice Chair J. Tom Coleman, Jr., and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, and James D. Yancey. Chancellor Stephen R. Portch was also in attendance, and Secretary to the Board Gail S. Weber joined the session after her reappointment was confirmed. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.

In Executive Session, the Board unanimously accepted the Chancellor's recommendation that Gail S. Weber be reappointed as Secretary to the Board and Dr. Lindsay Desrochers be reappointed as Treasurer to the Board for fiscal year 2001, per Board of Regents Bylaws IV.8 and IV.9. No action was taken in Executive Session with regard to the reappointment of System presidents.

EXECUTIVE SESSION

At approximately 11:25 a.m., Chair Cannestra reconvened the Board meeting in its regular session and

announced that, in the Executive Session, the Secretary and Treasurer to the Board had been reappointed. Also in Executive Session, the Board had discussed the reappointment of University System presidents as well as the director of the Skidaway Institute of Oceanography, as listed below.

Chair Cannestra called for a motion to approve in open session all of these actions. With motion properly made, variously seconded, and unanimously adopted, the Board approved the above-referenced actions.

The approved presidential reappointments were as follows: Michael F. Adams, University of Georgia; Jeremiah J. Ashcroft, East Georgia College; Hugh C. Bailey, Valdosta State University; Jacquelyn M. Belcher, Georgia Perimeter College; David A. Bell, Macon State College; William A. Bloodworth, Jr., Augusta State University; Clifford M. Brock, Bainbridge College; Carlton E. Brown, Savannah State University; Frank D. Brown, Columbus State University; James A. Burran, Dalton State College; G. Wayne Clough, Georgia Institute of Technology; H. Lynn Cundiff, Floyd College; Rosemary DePaolo, Georgia College & State University; Bruce F. Grube, Georgia Southern University; Michael L. Hanes, Georgia Southwestern State University; Nathaniel Hansford, North Georgia College & State University; Edward D. Jackson, Jr., South Georgia College; Dorothy L. Lord, Coastal Georgia Community College; Barbara P. Losty, Waycross College; Harold J. Loyd, Abraham Baldwin Agricultural College; Steve Maradian, Middle Georgia College; Martha T. Nesbitt, Gainesville College; Carl V. Patton, Georgia State University; Oscar L. Prater, Fort Valley State University; Lisa A. Rossbacher, Southern Polytechnic State University; Beheruz N. Sethna, State University of West Georgia; Portia H. Shields, Albany State University; Betty L. Siegel, Kennesaw State University; Peter J. Sireno, Darton College; Francis J. Tedesco, Medical College of Georgia; Harold E. Wade, Atlanta Metropolitan College; Jerry M. Williamson, Gordon College; and Herb Windom (Director), Skidaway Institute of Oceanography.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:30 a.m. on April 19, 2000.

s/ _____
Gail S. Weber
Secretary to the Board
Board of Regents
University System of Georgia

s/ _____
Kenneth W. Cannestra
Chair, Board of Regents
University System of Georgia