

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
270 Washington St., S.W.  
Atlanta, Georgia  
February 13 and 14, 2001**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, February 13 and Wednesday, February 14, 2001 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 1:00 p.m. on Tuesday, February 13. Present on Tuesday, in addition to Chair White, were Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Connie Cater, Michael J. Coles, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, Joel O. Wooten, Jr., and James D. Yancey.

Chair White welcomed to the Board Regents Michael J. Coles and Allene H. Magill, who had been sworn in earlier that morning at the Governor's Office.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, February 13, 2001 by Secretary Gail S. Weber, who announced that Regents Hugh A. Carter, Jr., Joe Frank Harris, and J. Timothy Shelnut 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 January 9 and 10, 2001 were unanimously approved as distributed.

**SPECIAL PRESENTATION: VIDEO OF THE FORTIETH ANNIVERSARY CELEBRATION OF UNIVERSITY OF GEORGIA'S DESEGREGATION**

Chair White called upon President Michael F. Adams of the University of Georgia ("UGA") to make a special presentation to the Board.

President Adams thanked Chair White. He explained that in January, UGA celebrated the fortieth anniversary of its desegregation. At this meeting, the Regents would watch a 14-minute video of some of the events associated with UGA's desegregation. He noted that there is an additional 14-minute segment the Regents would not view that showcases the activities of the recent two-day celebration at UGA. The celebration was the brainchild of Ms. Jane Kidd, Program Coordinator for Development at the State Botanical Garden of Georgia at UGA and daughter of former Governor S. Ernest Vandiver, Jr. President Adams recognized the many people who contributed to this effort, particularly the family of Hamilton Holmes, and noted that Mr. Holmes' brother Gary was present at this meeting. GPTV will be showing the entire program, *Conquering the Divide*, later this summer. At the conclusion of this presentation, President Adams would update the Board about UGA's recent efforts in minority recruitment, and he will be back again in June 2001 for a further update. In closing, he stated that recent publicity can have a chilling impact on young African-Americans who are looking at the culture of UGA even today. UGA is working on these issues, but it still has a long way to go and it is uncertain what effects the recent lawsuits and

publicity will have on applications. President Adams remarked that he would be surprised if the numbers of African-American applicants match those in previous years. However, UGA is putting in place procedures that will address these issues in the long term. He then began the film.

After the film, Chair White thanked President Adams and remarked that the film was a chilling account of what Charlene Hunter and Hamilton Holmes endured. He stated that he appreciated the efforts of everyone involved in creating the video and that he looked forward to seeing the program in its entirety on GPTV.

President Adams thanked the Board for approving the Holmes-Hunter Building, which he said had helped unite everyone at UGA. He remarked that no two people were more deserving of such an honor.

Regent McMillan noted that nearly every weekend during that period in UGA's history, Ms. Hunter would come to Atlanta and would visit him in Atlanta to retreat with her friends from the situation on campus. He accompanied her to New York on one weekend to attend the annual convention of the National Association of Negro Hairdressers (the "Association"), and the Association gave her a new Ford Falcon to drive from Athens to Atlanta so that she would be able to get off campus for the weekends.

Regent Hunt stated that he had classes with both Ms. Hunter and Mr. Holmes.

Chair White remarked that it was incredible to him that this occurred only 40 years ago. He thanked President Adams again for this special presentation to the Board. He then called upon Interim Senior Vice Chancellor for External Activities and Facilities Thomas E. Daniel to introduce a special guest to the meeting.

Mr. Daniel introduced Representative Ralph Hudgens (District 24).

Representative Hudgens greeted the Board and thanked President Adams and UGA for their accurate depiction of history. He remarked that he is glad that issue and the state flag issue are both behind us and noted that Georgia is a great place to live.

### **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Chair White next 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 explained that the first part of this meeting of the Strategic Planning Committee would be a presentation on graduate and professional education delivered by Dr. Karen A. Holbrook, Provost and Senior Vice President for Academic Affairs at the University of Georgia ("UGA"). After Dr. Holbrook's presentation, Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp would be making a presentation on the benchmarking data related to graduate and professional education in the University System of Georgia. Chair Leebern then introduced Dr. Holbrook.

Dr. Holbrook greeted the Board. She noted that graduate students are typically older students who have come back to graduate school after they have been in the workforce for a period of time. They train in a number of different disciplines, and they are typically seeking master's or doctorate degrees. Professional program students follow a very prescribed course of training and prepare

for degrees that are largely humanitarian. Such degrees include medicine (“M.D.”), dentistry (“D.D.S.”), pharmacy, veterinary medicine (“D.V.M.”), law, and business. She would discuss the students, objectives, credit hours, program lengths, degree level, licensing, location, and variants in both graduate and professional programs.

Dr. Holbrook said that in the past, master’s degrees were often thought of as default degrees that students obtained when they were not successful in a doctoral program, but that has very much changed. A master’s degree is a professional degree or an interim degree, but it is very much sought after as a very important degree and not necessarily a “stepping stone” degree. Employers often describe master’s degree holders as people “who are able to apply theory to problems in the real world with an increased level of competence, confidence, and professionalism.” Students who enter master’s degree programs are typically in-state students. Very often, a student will stay in the institution where he received his bachelor’s degree and continue his studies either to go into greater depth into a subject area or to work with a particular professor. Most students in master’s degree programs are older students. The average national age for a master’s degree student is 33. Many of them come out of the workforce to enter a graduate program either full-time or part-time, usually to obtain a new credential that will help them in their careers, either by gaining additional training or upgrading their degrees. Most people who enter master’s programs spend anywhere from one to three years in their programs, if they are full-time students. If they are part-time students, a master’s degree may take longer, particularly in colleges of education. Many students return as part-time students and will prepare for five or more years to get a master’s degree. Often, 30 or more credit hours are necessary to complete a master’s degree. In many cases, there is often a thesis, project, or internship requirement in addition to course work. So, obtaining a master’s degree is more demanding than just taking more classes in a particular field. In most cases, there is not a licensing requirement following a master’s degree, but there is in certain fields, such as social work.

Dr. Holbrook reiterated that many students stay in their own undergraduate institutions to pursue master’s degrees. For many students who enter college with a lot of advanced placement (“AP”) credit such that they enter college at the near junior-level status, staying at the same institution is a good way to earn two degrees in five years in what are known as “3-2” programs. In other words, a student enters as an advanced undergraduate, completes the undergraduate program in a few years, and goes on to finish a master’s degree. These are very efficient programs, and they are very good for students.

Master’s degrees are offered in a large number of disciplines, stated Dr. Holbrook. At UGA, over 100 different fields offer master’s degrees in various disciplines. A master of business administration (“M.B.A.”) degree is one such degree, but it is slightly different, because M.B.A. students for the most part do not come directly out of an undergraduate program, but rather come from work experiences. In fact, many schools require related work experience for admission into their M.B.A. programs. This is an advantage to the program in that students are more focused and bring real life experiences with them that benefit other students as well. Master’s degrees are often also partnered with a professional degree, such as the M.D./master of public health degree.

The doctorate is a very different degree from a master’s degree, Dr. Holbrook explained, because the main focus of a doctoral degree is research. Students are at the cutting edge of knowledge, and while they are training, they are also generating new knowledge and being part of the knowledge-generating environment at a university. For the doctoral degree, original research is required in almost every field. The data from 1999 indicate that approximately 41,000 doctorates were awarded in the United States. While this sounds like a large number, Dr. Holbrook explained that it is actually a very essential number for this country. That number is down 3.6% over the

previous year, which represents the first decline in doctoral degrees in a 14-year period. The disheartening thing about that, Dr. Holbrook said, is that the decline is not in the degrees across all disciplines, but rather, the decline was in the areas of engineering and physical sciences, two of the areas in which this nation needs more trained doctoral graduates to enhance the research economy and the economy overall. So, this is actually a serious decline, whereas many of the Regents may have heard the years of concern that the nation was preparing too many doctoral students without careers to enter. Returning to the data, Dr. Holbrook said that California led the nation in 1999 by awarding 4,747 of the 41,000 degrees. Illinois awarded approximately 2,200; Florida granted about 1,900; North Carolina granted about 1,100; Virginia granted about 1,000; and Georgia granted 935 doctoral degrees. Dr. Holbrook noted that Georgia ranks very high in the generation of doctoral graduates, which is very good not only for the state but also for the nation.

The data also show that there is an increase in minorities earning doctoral degrees, explained Dr. Holbrook. In 1999, African-Americans showed an increase of 7.6%, and this increase is not just in some of the fields where minorities have traditionally earned doctorates, but also in the sciences and more challenging fields. Seventy percent of the doctorates were earned by U.S. citizens. In Georgia, 82% of doctorates are awarded to U.S. citizens. More importantly, 58% of University System students are Georgia citizens. Doctoral students are typically a mix of in-state and out-of-state students. For doctoral degrees, the University System recruits the very best and brightest students from the top institutions no matter where they come from because it can better retain those students. The data show that 70% of students who graduate from University System graduate programs actually stay in the state, and these are the students who feed Georgia's economy with the highest level of income. Doctoral students are different from master's degree students because they come from around the nation and internationally. They are also typically older. The average doctoral student is 34. They are typically married (60%), and they are typically employed (70%). They are different also because this is a population of students who are very dedicated, and they have to be because they will spend from three to eight years preparing for this degree. Also, these are students to which the institution makes a very significant commitment. It is costly to prepare a doctoral student as well as time and resource consuming, which means that the institutions that have the faculty and resources are the ones who need to prepare doctoral students. They do not need to be trained by every institution, because of the cost. Dr. Holbrook noted that although it is expensive to educate a doctoral student, in the institutions where some faculty are research-based faculty, these students are also generating funds and research grants while they are preparing for their degrees. So, not only are they contributing knowledge, but they are also generating funds through grants and contributing to the research base of the environment. She mentioned that the national average for completion of a doctorate is 7.3 years, but five years is adequate time for a full-time student to complete a doctoral program. A doctorate is usually 60 credit hours or more, and a student typically does original research and writes a dissertation. This is typically a terminal degree, except in some of the sciences, physical and natural sciences in particular, where students will often continue for another one to three years of post-doctoral training to become very proficient in a particular area of research or they choose to train for another one to three years in teaching. Licensing is not typical for a doctorate. Dr. Holbrook noted that students are generally encouraged to leave their original institutions to go elsewhere for their doctoral training so they get a different perspective, exist in a different environment than they are accustomed to, and go to the best programs in their fields. A doctorate can be obtained in a number of different disciplines. There are also variations of the doctorate other than the doctor of philosophy degree ("Ph.D."), including the doctor of education degree ("Ed.D."). The Ed.D. is a degree that is regionally very important in that it prepares students in education.

Professional degrees are degrees that provide students with a very specific curriculum and usually a certain period of hands-on training, said Dr. Holbrook. The students often remain in the same

state in which they completed their undergraduate degrees, but students will often apply to many schools and accept the program that accepts them, since the programs are very competitive. Professional programs are very specific career programs; students know what they want to do and are very committed to their career choices entering the programs. Program lengths are quite variable. A law degree takes about three years for a full-time student, while a degree in medicine can take eight to ten years, depending on how specialized the program is. Professional degrees are generally terminal degrees, and licensing is almost always required after obtaining a professional degree. One of the interesting things about professional degrees is that they do not necessarily prepare students for the careers they are going to enter. Many of the degrees actually become background degrees. For instance, someone who earns an M.D. may never practice medicine but choose instead to pursue biomedical research. Likewise, a student with a law degree may go into government or policy.

Dr. Holbrook next discussed student admissions into graduate and professional programs. She noted that undergraduate credentials, such as grades, are very important. Most programs require admissions tests, such as the Graduate Record Exam (“GRE”). In some programs, work experience is essential. Recommendations are often important, as are students’ personal statements about their backgrounds, experiences, and goals. She noted that graduates of these programs enter the workforce with a much greater earning potential than others with only bachelor’s degrees. She reiterated that most of these graduates (70%) stay in the state, so this contributes to the tax base and economy of the state. These are degrees that upgrade skills of people already in the workforce, people who really impact regional economic development. Areas such as Silicon Valley, Route 128 in Boston, and Research Triangle Park are all built around great universities where there are students who can enter the workforce in very high-level, high-tech positions. The Governor’s initiatives and the Georgia Research Association’s initiatives in the state, such as the Cancer Coalition and Yamacraw, are important to the economy and they represent fields that will require people who have master’s and doctoral degrees. These degrees also help the research productivity in the university, state, and nation. Moreover, when graduate students are properly prepared, trained, and supervised, they make excellent teachers themselves. They often teach in their institutions, thereby helping to cut down the costs of higher education. They also provide a great deal of social impact for the state. These are students who are participating and contributing their time to research and public service. They are bringing in funding for research, helping in the classrooms, and preparing for their own futures at the same time.

In summary, Dr. Holbrook stated that graduate and professional education is very different from undergraduate education in that it is much more self-motivated and hands-on. Master’s, doctoral, and professional education differ from each other in what they provide and how they prepare students for the workforce. In general, graduate and professional programs are very important, accounting for a great deal of input into university research environments and into the reputation of institutions. She remarked that the rankings of institutions are based largely upon research dollars and graduate programs of excellence. These programs also contribute to the economy and the quality of life in the state.

Chair Leebern thanked Dr. Holbrook and asked her what could be done to increase the percentage of graduate and professional school graduates who stay in the state.

Dr. Holbrook responded that students like to stay at home, but they go where the jobs are. So, initiatives such as Yamacraw and the Cancer Coalition ought to retain many graduates. As the economy rises, students will stay at home and contribute to the economy. It is very important to have the kinds of jobs that graduates want.

Chair Leebern asked what kind of multipliers affect the economy.

Dr. Holbrook responded that there are many multipliers, including jobs created, research dollars brought into the state, kinds of companies brought into the state, construction on campus, goods and services purchased from the community outside, numbers of programs and conferences brought in, and many other broad things that effect the economy. She said that every university ought to examine what it does for the state. There is a factor for every state that comes out of the Department of Commerce that can be used to look at the jobs created as a result of research dollars being brought in. There are many quantitative measures as well as formulas to measure economic impact.

Regent White noted that increasingly, programs are requiring students to have work experience for admission to a program. He asked what is the rationale behind this and whether it is working.

Dr. Holbrook replied that for the M.B.A., it is very important to have work experience. It is hard to take a college graduate who has never been in the business environment and start teaching her how to be first-rate in business administration. The idea is to introduce people into the workforce, get them identifying problems in the workforce, and then bring them back to school to look for solutions. Work experience also gives students a better sense of purpose in their programs.

Regent NeSmith asked why students are encouraged to change institutions for their doctoral programs.

Dr. Holbrook responded that if students stay in the same environment, it is comfortable. Every time a person goes somewhere new, it is another growth experience. New people, environments, and ideas are very challenging and allow a student to broaden his experiences.

Chancellor Portch added that in some disciplines, the concentration of a particular program at one institution is very different from that of another. If a student gets all of her degrees from the same institution, she will have the same faculty and learn the same perspectives throughout all the programs. So, going to a different institution provides a deeper and broader education. When the Chancellor advised graduate students, he advised them to get their doctorates from different institutions than their other degrees.

Chair Leebern asked Dr. Holbrook to explain the 3-2 program concept.

Dr. Holbrook explained that there are 3-2 programs and 4-1 programs. What happens is that after a particularly bright student has finished his major and core requirements and is taking credits just to graduate, in some programs, he can take graduate courses in his junior and senior years to keep him stimulated and get him working toward a master's degree so that by the time he leaves the university, he has two degrees. There is also a fiscal advantage to this. By getting students into upper-division and graduate courses, they are bringing more revenue into the system earlier. She stated that there is no point in having students take credits for the sake of taking credits. They need to be challenged, and they need to earn credentials that are of value. So, there is a mutual benefit to this type of program, and many institutions are starting to do this. This is particularly good for particularly bright students who enter college with many AP credits from high school.

Chair Leebern asked whether a student in the 3-2 program would be encouraged to enter the workforce before doing master's level work.

Dr. Holbrook replied that an M.B.A. is the one degree that requires a student to get work-related

experience before entering a master's program. However, other programs do not require that, particularly in the 3-2 model, because you do not want to send a student out who has not finished her degree because she may not come back. In information technology in particular, there is a hazard that students are so well prepared by their junior year that they can get high-paying jobs without finishing their degrees. However, many degrees include real life experiences, such as internships and study-abroad opportunities.

Chair Leebern asked whether the Regents had any further questions, and seeing that they did not, he introduced Dr. Papp.

Dr. Papp thanked Chair Leebern. He explained that he would be discussing the University System's graduate and professional programs in the context of the broader national benchmarking information. Within the University System, master's degree programs are offered by nearly all of the state, regional, and research universities. Doctoral programs are offered by only the research universities, because such degrees are primarily research degrees. The exception is the Ed.D., which is offered at UGA, State University of West Georgia, Georgia Southern University, and Valdosta State University and which provides for the regional needs in education. Professional degrees include the M.D. and D.D.S. at the Medical College of Georgia ("MCG"), law programs at Georgia State University ("GSU") and UGA, and pharmacy and D.V.M. programs at UGA. In fall 2000, total enrollment in the University System was 205,878. Enrollment in graduate programs was 26,368, and enrollment in professional programs was 3,341. During the 1990s, the University System experienced an approximate 25% growth in the number of students in graduate programs. Conversely, at the undergraduate level, there was only an approximate 6% growth over the same period. In professional programs, the numbers have grown at about 12.5%. Part-time status of students varies tremendously from university to university and program to program. In some cases, this is intentional. For example, if one compares UGA's law school with GSU's, UGA concentrates exclusively on full-time students. GSU, however, consciously created its law school to provide opportunities for both part-time and full-time students. The type of program offered by discipline also has a significant impact on the percentage of students in part-time or full-time programs.

With regard to enrollment by race and ethnicity, Dr. Papp noted that Dr. Holbrook's data were from 1999, whereas his data were from 1998 and 2000. So, there were some differences between their figures. Dr. Papp remarked that across the nation, there is still a very low percentage of African-American students in professional and graduate programs. In some fields, the percentage is particularly low; however, the University System is generally within the national normative range. In fiscal year 2000, the University System conferred 721 doctorate degrees. Of those, 521 were conferred to White students, 54 to Black students, 132 to Asian students, and 21 to Hispanic students. The same year, the University System enrolled a total of 3,341 students in professional programs. Of those, 2,751 were White students, 209 were Black, 273 were Asian, and 40 were Hispanic. In fiscal year 2000, the University System conferred a total of 767 professional degrees. Of those, 651 were conferred to White students, 38 to Black students, 49 to Asian students, and 14 to Hispanic students.

Dr. Papp remarked that statistics on gender provide some interesting information. He reminded the Regents that over the course of the last 30 to 40 years, the majority of the undergraduate population has shifted from male to female. At the doctoral level, there has also been significant growth in the percentage of Ph.D.s earned by females, 42% as of 1998. Again, there are wide differences by discipline and profession. For instance, in 1998, the percentage of females earning doctorates in computer science was 17%, while the percentage of females earning doctorates in education was 63%. Dr. Papp stressed that this is a national issue and that University System graduate enrollment by gender is within national norms. In fall 2000, 26,368 total graduate students were enrolled in the University System. Of those, 11,128 (42%) were male and 15,240 (58%) were

female. Dr. Papp noted that in the University System, the graduate enrollment proportions by gender are identical to undergraduate proportions. In fiscal year 2000, the University System conferred 721 doctorates. Of those, 410 were conferred to males and 311 were conferred to females. While females are earning many more doctorates than women in the past, he noted that there are still significant differences with respect to discipline. For instance, in fiscal year 2000, women earned 67% of doctorates conferred in the field of education, but only 16% of doctorates in computer science. As with graduate enrollment, University System professional program enrollment by gender is within national norms. In fall 2000, 3,341 University System students were enrolled in professional programs; 1,779 (53%) of those were male and 1,562 (47%) were female. Of 767 professional degrees conferred in fiscal year 2000, 417 (54%) were conferred to men, and 350 (46%) were conferred to women. Again, there are differences by discipline. While in fiscal year 2000, women earned 63% of professional degrees conferred in the field of veterinary medicine, they only earned 30% of medical degrees.

Data from the Bureau of the Census (1998) indicates the economic value of advanced degrees, said Dr. Papp. For instance, the median annual salary of a person with a professional degree is \$75,239 and the median annual salary of a person with a doctorate is \$63,361, while the median salary for a person with a bachelor's degree is \$41,872 and the median salary of someone with only a high school diploma is \$26,592. Dr. Papp reiterated that, as Dr. Holbrook had noted, there is a return to the state tax base on the basis of advanced degrees. In closing, he asked whether the Regents had any questions or comments.

Chair Leebern asked how the University System can encourage women's participation in professional and graduate programs in which their numbers are low.

Dr. Papp responded that there have been a number of studies that indicate that as young women move through the educational system, particularly in elementary grades, they perform as well as males and are as interested in things mathematical, scientific, and technical. For some reason, however, in the junior high school years, there is a substantial drop-off in the level of interest and performance in these areas. The question is how that particular issue can be overcome, and Dr. Papp did not have any insights into this issue.

Regent Coles noted that increasingly junior high and high schools have converted to single-gender classrooms in subjects such as math and science because of this phenomenon. Many believe that both young men and women will excel in these areas if they learn separately from each other.

Regent Baranco noted that graduate programs, particularly doctoral programs, are extremely expensive. She said that it might be useful to try to determine the return on investment in the programs. The Board needs to understand how to quantify what the University System gets in return for this cost.

Dr. Papp replied that one return on the investment is the research dollars generated. Much of the research monies that come to UGA, GSU, MCG, and the Georgia Institute of Technology ("GIT") would not come to the institutions without graduate students.

Regent NeSmith stated that if an institution has a very good student, he did not understand why that institution would encourage the student to attend another institution for his doctoral program.

Dr. Papp said that there is a sort of informal agreement among all of the research universities around the nation that the faculty encourage their students to go elsewhere to broaden their experiences and perspectives.

Chancellor Portch added that with four public research universities, a student does not necessarily



have to go out of Georgia in order to experience a different academic environment.

Regent Cater remarked that he was also going to ask why a student should have to go out of state.

Dr. Papp responded that a student does not necessarily have to go out of state. As a matter of fact, all of the students in MCG's current entering class are from the State of Georgia. Many of them graduated from UGA, GIT, GSU, and elsewhere in the University System.

Chair Leebern asked how many students were in that entering class.

Dr. Papp responded that there are approximately 180 students in that class.

Chair Leebern asked how many of those students will likely stay within the state after graduation.

Dr. Papp responded that he did not know the answer to that question.

Chair Leebern asked whether there were any further questions or comments. Seeing that there were none, he noted that on Wednesday, the Strategic Planning Committee would be hearing a presentation on satisfaction surveys. He then asked for a motion to recess the Strategic Planning Committee as a Committee of the Whole. Motion properly made and seconded, the meeting was adjourned into its regular session.

Chair White thanked Dr. Papp and Dr. Holbrook for their presentations to the Board. He reminded the Regents that there would be a reception that night with the board of the Department of Technical and Adult Education and stressed that it was important to have good Regent representation. He then adjourned the Board into its regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, February 14, 2001 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair White, were Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Hugh A. Carter, Jr., Connie Cater, Michael J. Coles, Joe Frank Harris, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, J. Timothy Shelnut,, and James D. Yancey.

### **INVOCATION**

The invocation was given on Wednesday, February 14 by Secretary Gail S. Weber.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, February 14, 2001 by Secretary Gail S. Weber, who announced that Regent Joel O. Wooten, Jr. had asked for and been given permission to be absent on that day.

### **COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY**

The Committee on Information and Instructional Technology met on Tuesday, February 13, 2001 at 11:15 a.m. in the Training Room, room 6041. Committee members in attendance were Chair Martin W. NeSmith and Regents Michael J. Coles and James D. Yancey. Board Chair and ex-

officio Committee member Glenn S. White was also in attendance. Chair NeSmith reported to the full Board on Wednesday that the Committee had reviewed four items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Presentation Item: Distributed Education**

Assistant Vice Chancellor for Distance Education and Academic Innovation Kris Biesinger presented this item to the Committee. She explained that throughout the University System of Georgia, technology extends student access to resources, people, and communities that enhance students' learning, enrich their understanding of the world, and allow them to develop tools for lifelong learning. Faculty draw on technology to enhance each student's learning by providing multiple paths and enriched experiences infused with sound, graphics, video, and interactive exercises.

Technology does more than enhance the experience; it is shifting the way learning is accomplished by extending the learning day, opening the learning place, and bringing learning to students rather than students to learning. Distributed education is the term used to describe this newly emerging educational model, which encourages student participation and interaction outside the traditional classroom. In her presentation, Dr. Biesinger described the University System's activities in the area of distributed education to date and what it is doing in preparation for technology's increasing impact on the future of higher education. She also provided a glossary of related terms for reference.

Dr. Biesinger explained that the Advanced Learning Technologies ("ALT") department of the Office of Information and Instructional Technology ("OIIT") is a group of 20 individuals in Athens whose work focuses on using information technology ("IT") successfully in higher education. She explained that IT is incorporated in many ways, including the Georgia Statewide Academic and Medical System ("GSAMS"), e-mail, Internet, and WebCT. WebCT is a course management system that incorporates e-mail, bulletin boards, chat rooms, content delivery, Internet links, online testing, student tracking, and file exchange; 33 System institutions and 30% of faculty currently use WebCT capabilities. WebCT supports programs such as the WebMBA, Georgia Global Learning Online ("Georgia GLOBE™"), and the eCore™. Dr. Biesinger noted that there has been a dramatic increase in distance education opportunities since the addition of Internet-based courses in 1999.

The System's distributed education efforts respond to the technology principles outlined in "Educational Technology and the Age of Learning: Transforming the Enterprise," which was approved by the Board in June 1999. Moreover, they are in line with the efforts of other institutions and systems of higher education as well as the vision of legislators and community leaders. The leadership of this Committee will be instrumental in propelling the System further.

After Dr. Biesinger's presentation, Chair NeSmith asked Vice Chancellor for Facilities William K. Chatham to update the Committee on negotiations with the University of Georgia Foundation, Inc. regarding the building of facilities to house the OIIT/ALT operations. Mr. Chatham reported that the negotiations were still in progress. He noted that University of Georgia President Michael F. Adams and Vice President for Business and Finance Henry M. Huckaby would be attending the March 2001 Committee meeting to discuss the matter further and that members of the Committee on Real Estate and Facilities would be invited to attend as well.

2. **Approval of the Role, Responsibilities, and Organization of the Information and Instructional Technology Advisory Committee**

Approved: The Board approved the revised role, responsibilities, and organization of the Information and Instructional Technology Advisory Committee (the “Advisory Committee”), which were originally presented to the Committee as information at its January 2001 meeting. The final version of the document is as follows:

**INFORMATION AND INSTRUCTIONAL TECHNOLOGY  
ADVISORY COMMITTEE**

**Role, Responsibilities, and Organization**

**Role**

The Board of Regents Committee on Information and Instructional Technology (the “Regents Committee”) has requested the establishment of a committee composed of professionals knowledgeable about information technology to act in an advisory capacity to the Regents Committee regarding information and instructional technology-related matters. It is the opinion of the Regents Committee that much could be gained by involving individuals from business, government, and education to provide advice on different perspectives for the planning and implementation of technology. The Regents Committee also seeks advice to ensure that graduates are properly equipped to succeed in an increasingly technologically dependent society.

**Responsibilities**

The responsibility of the Information and Instructional Technology Advisory Committee (the “Advisory Committee”) is to provide advice on technology-related issues as requested by the Regents Committee such as:

1. System information and instructional technology strategies,
2. Major technological opportunities for the System,
3. Major technological challenges that face the System and proposed solutions to those challenges, and
4. Preparation of students to participate fully and effectively in the information age environment.

**Organization**

The membership of the Advisory Committee will be composed of individuals approved by the Committee representing the business community, government, and education. The Advisory Committee will elect its own chair and will meet quarterly. Except for the original three-year appointments of no more than 50% of the Advisory Committee, all appointments will be for a period of two years.

3. **Information Item: Information and Instructional Technology Advisory Committee Status Report**

Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp provided to the Committee an update on the progress toward the selection of members to serve on the new Information and Instructional Technology Advisory Committee (the “Advisory Committee”). He reported that 11 individuals had been contacted regarding their potential membership on the Advisory Committee and that the Advisory Committee membership should be in place by the

March 2001 Board meeting.

**4. Information Item: Discussion of University System of Georgia and Southern Association of Colleges and Schools Information Technology Literacy Requirements**

The University System of Georgia, through some of its institutions, is investigating the issue of students' information technology literacy. The accrediting agency for its institutions, the Southern Association of Colleges and Schools ("SACS"), has some language in its current set of guidelines and has plans to strengthen them for institutions undergoing review beginning in 2002. Introduced by Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp, this discussion was focused on current System issues and others that may arise out of the new SACS guidelines.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, February 13, 2001 at approximately 2:30 p.m. in the Board Room. Committee members in attendance were Chair James D. Yancey, Vice Chair Connie Cater, and Regents Michael J. Coles, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Donald M. Leebern, Jr., and Joel O. Wooten, Jr. Chair Yancey reported to the Board on Wednesday that the Committee had reviewed four items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Approval of Amendment to the Board of Regents Pension Plan for the Early Retirement of Employees of the Medical College of Georgia**

Approved: The Board approved an amendment to the pension plan for the early retirement of employees of the Medical College of Georgia ("MCG") to clarify that either the participant's highest average compensation or his/her compensation for the period July 1, 1999 through June 30, 2000, whichever is highest, shall determine the basis upon which additional compensation benefits are calculated under the early retirement plan.

Background: The Board of Regents approved an early retirement program for employees of MCG in August 1999. The plan provides for additional compensation to an employee for five years in addition to the amount to which the employee would be entitled as of June 30, 2000, which becomes the "determination date" as defined under the Teachers Retirement System ("TRS") benefit formula. The TRS formula uses the average of the two highest years of compensation as the basis upon which benefits are calculated. The wording in the current plan states that the employee's compensation for the period July 1, 1999 through June 30, 2000 would be the basis for the basic benefit calculation, which is inconsistent with TRS policy. This amendment corrects the language, keeping the plan in conformance with original intent. Section 9.01 of the plan reserves the right of the Board of Regents to make amendments to the plan with or without retroactive effect. This amendment would be retroactive to August 11, 1999, the date of initial adoption of the plan.

## **2. Acceptance of Gifts and Donations for the Georgia Institute of Technology**

Approved: The Board accepted on behalf of the Georgia Institute of Technology (“GIT”) gifts-in-kind from the following corporations:

<u>Company</u>	<u>Value</u>	<u>Items</u>	<u>Department</u>
Microsoft Corporation	\$307,585.00	Miscellaneous computer equipment, including workstations, servers, and software	Electrical and Computer Engineering labs
Microsoft Corporation	\$159,500.00	Software licenses for Windows 2000	Electrical and Computer Professional (first engineering labs installment of a \$795,339 gift)
Microsoft Corporation	\$101,406.75	Miscellaneous computer lab equipment, including workstations, servers, and software	Electrical and Computer Engineering labs
Ericsson, Inc.	\$239,488.58	Computer hardware equipment	Electrical and Computer Engineering labs

The Board also accepted on behalf of GIT the following cash donation:

<u>Donor</u>	<u>Value</u>	<u>Items</u>	<u>Department</u>
Estate of Peter A. Rose	\$700,000.00	Cash	DuPree College of Management

Background: GIT has been named as a beneficiary of the estate of Peter A. Rose, who died on June 12, 2000. Mr. Rose, a native of Macon, Georgia, proposed the funds be utilized in a manner that would provide a long-term benefit to GIT and provide an opportunity for his memory to be commemorated on the GIT campus. The estate further specified that the funds be utilized to provide support for the DuPree College of Management.

GIT has already received distributions totaling \$497,134.50 and expects additional distributions of approximately \$200,000 once the probate estate has been settled.

Board policy requires that any gift to a University System of Georgia institution with an initial value greater than \$100,000 must be accepted by the Board of Regents. GIT has advised that there is no material cost implications anticipated by the acceptance of these gifts.

## **3. Report on Pooled Investments Funds by Trusco Capital Management**

Trusco Capital Management (“Trusco”) was represented at this Committee meeting by James R. Dillon, Jr. CFA, Managing Director - Equity; Doug Hickman, Senior Administrative Advisor; and Marc Schneidau, Vice President - Equity. They reported to the Committee on the status of the

University System of Georgia's pooled investment funds. There are 26 institutions and/or their affiliated organizations participating in this investment option. They reported that excellent investment performance had been achieved for all pooled funds in the short and long term. Trusco continues to expect market volatility and more normalized investment returns, and they noted that an accommodating Federal Reserve is usually positive for the stock market. In closing, Mr. Dillon thanked the Committee for its long-standing relationship with Trusco and stated that Trusco is committed to providing consistent superior investment performance and outstanding client service in the years ahead.

#### **4. Report on Health Insurance Reserve Funds by Peachtree Asset Management**

Peachtree Asset Management ("Peachtree") was represented at this Committee meeting by Dennis Johnson, President and Chief Investment Officer, and Jim Wallace, Director of Client Services. They reported to the Committee on the status of the University System of Georgia's health insurance reserve fund investments. Peachtree has been actively managing the investment portfolio to meet the University System's liquidity requirements and working effectively with the Office of Fiscal Affairs to meet those needs. The portfolio has been earning the best rate of return, considering its cash flow requirements. In closing, they thanked the Committee for this important relationship.

### **COMMITTEE ON REAL ESTATE AND FACILITIES**

The Committee on Real Estate and Facilities met on Tuesday, February 13, 2001 at approximately 2:55 p.m. in the Board Room. Committee members in attendance were Chair George M. D. (John) Hunt III, Vice Chair Hilton H. Howell, Jr., and Regents Connie Cater, Michael J. Coles, Donald M. Leebern, Jr., Joel O. Wooten, Jr., and James D. Yancey. Chair Hunt reported to the Board on Wednesday that the Committee had reviewed seven items, six of which required action. One agenda item was withdrawn prior to the Committee meeting. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

#### **1. Gift of Property From Mrs. Luck F. Gambrell, East Georgia College**

Approved: The Board accepted title to two parcels of real property totaling approximately 19.795 acres in Swainsboro, Georgia from Mrs. Luck F. Gambrell for the use and benefit of East Georgia College ("EGC").

The legal details involved with accepting these gifts of property will be handled by the Office of the Attorney General.

The two parcels will be developed as the main entrance for EGC as part of the master plan for EGC.

Background: The property is located at the intersection of Lambs Bridge Road and Meadowlake Parkway and is contiguous to existing Board of Regents property to the west. To the north of the property is a 100-acre wooded parcel of property owned by the Emanuel County Development Authority to be developed as the Emanuel County Technology Park. The two parcels of property are separated by a 150-foot-wide right-of-way for a proposed county road linking the new main entrance for EGC and the Emanuel County Technology Park with Meadowlake Parkway and Lambs Bridge Road.

The Phase I Environmental Assessment for the two parcels indicates no significant environmental issues.

The appraised value of the two parcels of property is \$69,100.

**2. Demolition of Buildings Number 1080 and 1081, University of Georgia**

Approved: The Board declared Building Numbers 1080 and 1081 at the College of Veterinary Medicine, University of Georgia (“UGA”), Athens, Georgia to be no longer advantageously useful to UGA or other units of the University System of Georgia and authorize the demolition and removal of these buildings.

The Board also requested that Governor Barnes issue an Executive Order authorizing the demolition and removal of these buildings from the College of Veterinary Medicine compound on the main campus.

<u>Name</u>	<u>Area</u>	<u>Year Built/ Acquired</u>	<u>Former Use</u>
Building 1080	5152 sf	1964	Veterinary Diagnostic Lab
Building 1081	2576 sf	1967	Veterinary Diagnostic Lab

The demolitions will be conducted by public works contract at an estimated cost of \$42,000 using project funds for Project No. I-51, “Animal Health & Bioresources, Phase II.”

Background: Buildings 1080 and 1081 are Butler-type metal buildings purchased and erected in the 1960s. Interior walls are primarily conventional wood framing covered with Sheetrock. Both buildings are aged beyond the expected life span of this building type and have inadequate and failing structural and mechanical systems.

The current user of the facilities is being moved into a newly constructed building (Project No. I-90, “Vet Diagnostic Lab, Athens”). The campus master plan calls for the Animal Health & Bioresources Building to be placed in this location.

**3. Non-Exclusive Easement for Utility Installation, Project No. I-8, “Health & Physical Education Building,” Fort Valley State University**

Approved: The Board declared an approximately 20-foot-wide parcel of land on the campus of Fort Valley State University (“FVSU”) no longer advantageously useful to FVSU, or other units of the University System but only to the extent and for the purpose of allowing this land to be used under the terms of a non-exclusive easement by Flint Electric Membership Corporation to install and maintain power lines.

The Board also authorized the execution of a non-exclusive easement with Flint Electric Membership Corporation covering the above-referenced approximately 2.223-acre parcel of land located on the campus of FVSU for the installation and maintenance of power lines.

This easement will provide for the relocation of power lines which cross and conflict with the construction site for Project I-8, “Health & Physical Education Building,” to a more desirable location along University Boulevard.

An additional benefit of this relocated easement will be improved access to power to portions of the campus lying south of University Boulevard to support new facilities identified in the campus master plan.

The relocation will be funded entirely by Flint Electric Membership Corporation. There will be no

cost to the Board of Regents.

In granting this easement, Flint Electric Membership Corporation will quitclaim all rights to the existing prescriptive easement that has been in use since before 1969.

**4. Intergovernmental Rental Agreement, Mitchell County, University of Georgia**

Approved: The Board authorized the execution of an intergovernmental rental agreement between Mitchell County Board of Commissioners of the State of Georgia, Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering 132.33 acres of land known as the C. M. Stripling Irrigation Research Park in Mitchell County for the period no later than 30 days from date of the agreement through July 1, 2016, at a lump sum of \$78,705 (equivalent to \$5,247 per year/\$39.65 per acre per year), with options to renew for three additional consecutive ten-year terms at a rent rate to be equal to the average property tax for similar property in Mitchell County for use of the University of Georgia (“UGA”).

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

Background: The University of Georgia College of Agricultural and Environmental Sciences wishes to lease this property from the Mitchell County Board of Commissioners to establish a state-of-the-art irrigation research park. The park will provide a high-profile location to centralize the new research and outreach of the UGA Agricultural Water Initiative.

Research will be conducted in the type of irrigation work necessary to support Georgia agriculture on land of moderately deep, well-drained, sandy soil common to the Dougherty Plain of the Flint River. The facility will allow hands-on education for students in the state’s technical colleges and the other units of the University System, as well as demonstrate opportunities for farmers and irrigation companies.

Funding will be state-appropriated research support funds. Money to develop the irrigation research park will come from state and federal appropriations and from contracts and grants to support operations. Approximately \$1 million is being requested from the legislature as one-time funding for equipment purchases and the construction of two sheds and one containment building.

Similar parcels of land in Mitchell County rent for \$50 to \$80 per acre. The land is being donated by Mr. C. M. Stripling to Mitchell County for the specific purpose of leasing this property to the Board of Regents for this irrigation research park.

**5. Authorization of Lease Agreement/Sale of Property, Medical College of Georgia**

Approved: The Board declared approximately 0.69 acres of real property, including an approximately 3,000-square-foot building contained thereon, located at 1247 Fifteenth Street, Augusta, Georgia to be no longer advantageously useful to the Medical College of Georgia (“MCG”) or other units of the University System of Georgia but only to the extent and for the purpose of allowing this property to be leased and conveyed to Paine College.

The Board also authorized the execution of a lease and sale agreement for the above-referenced 0.69 acres of real property between the Board of Regents, Landlord and Grantor, and Paine



College, Tenant and Grantee, for a lease period of five years at an annual rent rate of \$49,440 with an agreement to sell the property to Paine College at the end of the five-year lease with \$46,968 of the annual rent being apportioned to the sales price of \$235,334.

The sale of the above-referenced 0.69 acres of real property to Paine College is subject to a reversion of the property to the Board of Regents should Paine College cease to use the property for educational purposes.

The above-referenced transaction is subject to the satisfactory completion of an appropriate environmental evaluation.

The terms of the above-referenced lease and sale agreement are subject to review and legal approval of the Office of the Attorney General.

Background: The property is contiguous to the campus of Paine College and is located across Fifteenth Street from the MCG campus. The building on the property, the McGinnis Building, is a one-story brick building that was constructed in 1963 and is in generally good condition.

Acquisition of the property was approved by the Board of Regents in April 1988. The building has been used by MCG for Environmental Health and Occupational Safety and Transportation Services, but has been vacant for approximately one year. Paine College plans to use the property for offices and storage.

Three independent appraisals of the property have been conducted, as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
William E. Hollingsworth, MAI, Augusta	\$233,000	\$235,334
Elzie W. Reese, II, MAI, Augusta	\$238,000	
Ashby R. Krouse, III, MAI, Augusta	\$235,000	

The proceeds from the sale will be used for plant maintenance.

**6. Authorization of Project, “Baseball Stadium Replacement,” Georgia Institute of Technology**

Approved: The Board authorized Project No. BR-30-0104, “Baseball Stadium Replacement,” Georgia Institute of Technology (“GIT”), with a total project budget of approximately \$11 million from private donations.

The Board also declared the Russ Chandler (Baseball) Stadium (Building Number 68) located on the campus of GIT, Atlanta, Georgia, to be no longer advantageously useful to GIT or other units of the University System of Georgia and authorize the demolition and removal of this stadium.

The Board requested that the Governor issue an Executive Order authorizing the demolition and removal of the existing stadium from the campus of GIT.

The Board also authorized an amendment to the lease agreement between the Board of Regents, as Lessor, and Georgia Tech Athletic Association, as Lessee, to include the new stadium facility upon completion of construction, and with GIT to provide a revised survey of all properties included within the lease agreement.

The legal details involved with the granting of the site license are subject to the review and legal approval of the Office of the Attorney General.

This is the first of two agenda items to be brought forth for Board approval to upgrade existing athletic facilities at GIT. The second item will request approval for the renovation of and expansion to Bobby Dodd Stadium.

Background: The existing Russ Chandler (Baseball) Stadium, located along Ferst Drive and Fowler Street at Rose Bowl Field, does not meet current ADA requirements or NCAA (post-season tournament) specifications for size, amenities, and field orientation. In addition, pitching warm-up positions are currently located too close to the field area and are not in accordance with NCAA standards.

The project involves construction of approximately 93,000 gross square feet and 5,000 seats for a new baseball stadium on the site of the existing stadium. The project will provide for a new playing surface with improved drainage, an enclosed batting facility, new entry gates, seating and concession areas, lighting, press boxes, restrooms, and locker rooms.

In April 1997, the Board of Regents authorized the execution of a renewal to the lease agreement with the Georgia Tech Athletic Association through June 30, 2007. Rose Bowl Field, which includes Chandler Stadium, is an included facility in this lease agreement.

The project is in compliance with the GIT's master plan.

**7. Information Item: Agreement With Athens-Clarke County, University of Georgia**

The Chicopee Interpretive Center will be established by Athens-Clarke County for a period of 50 years on an approximately 1.74-acre parcel of land on the campus of the University of Georgia ("UGA") along the Oconee River as a section of the Heritage Trail/Greenway.

Athens-Clarke County will construct improvements to UGA parking lots adjacent to the proposed Chicopee Interpretive Center at no cost to the Board of Regents and will construct additional parking on adjacent county property.

Reciprocal use of parking will provide UGA with a net increase in parking availability of 39 spaces.

**8. Information Item: Master Plan, Darton College**

This item was withdrawn from the agenda.

**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

The Committee on Education, Research, and Extension met on Tuesday, February 13, 2001 at approximately 2:30 p.m. in room 6041, the Training Room. Committee members in attendance were Vice Chair Elridge W. McMillan and Regents Juanita P. Baranco, Allene H. Magill, and Martin W. NeSmith. Chair Harris reported to the Board that the Committee had reviewed 14 items, 12 of which required action. Additionally, 90 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. Presentation: The Status of Healthcare in Georgia: A Preliminary Summary of Workforce Needs and Projections for the Future**

Dr. Charlene Hanson, Professor of Nursing at Georgia Southern University and co-chair of Georgia's Healthcare Workforce Technical Advisory Committee ("TAC") of the Health Strategies Council, presented to the Committee a status report of the state's current and future healthcare workforce needs, as well as preliminary recommendations to address those needs. Established in August 2000 by the Office of the Governor under the direction of the Department of Community Health, TAC serves as an informational resource on allied health workforce planning in Georgia, focusing specifically on nursing, allied health, and behavioral health professions. During the preliminary stage, TAC was encouraged to 1) consider solutions that address the current shortages as well as the long-term dynamics that drive workforce supply, 2) make recommendations to the state and the healthcare industry on actions needed to ensure that an adequate supply of healthcare workers is available to Georgia in the near future, and 3) analyze supply and demand side factors such as education, recruitment and retention, community networks, job integration, and new technologies. TAC has been working closely with the Georgia Hospital Association's Nursing Task Force to collaboratively move forward with the initial steps formulated by the TAC and approved by the Health Strategies Council. The preliminary recommendations of TAC were reviewed with the understanding that a comprehensive final report is scheduled for completion by spring 2001. TAC's preliminary recommendations include, but are not limited to, the following:

- Increasing funding and availability of student financing options, particularly state service cancelable loan scholarships, to encourage more young people to pursue and practice health careers
- Enacting legislation to allow Georgia to participate in the multi-state compact to expand the pool of licensed nurses
- Developing targeted and sophisticated recruitment efforts to encourage more young people, minorities, and non-traditional workers to become health professionals

**2. Establishment of the Major in Adult Education Under the Existing Master of Education, Armstrong Atlantic State University**

Approved: The Board approved the request of President Thomas Z. Jones that Armstrong Atlantic State University ("AASU") be authorized to establish a major in adult education under the existing master of education degree, effective February 14, 2001.

Abstract: The proposed master of education degree with a major in adult education will serve as a mechanism for training professionals in Human Resource Development and in Literacy Education. Documented need for such professionals exists in Southeast and Coastal Georgia. Graduates of this program will provide leadership and instruction for adult learners in diverse settings such as community centers, public and private continuing education programs, business and industry, correctional facilities, healthcare facilities, and post-secondary institutions.

Need: The field of adult education recognizes that appropriate instruction for adult learners in

community and workplace settings demands unique teaching strategies. Adult educators help ensure the literate and skilled workforce that is key to economic growth. Numerous public and private sector organizations in the coastal and southeastern region of the state have expressed a desire to employ well-prepared practitioners in these fields.

Objectives: The intent of this master's level program is to prepare competent, knowledgeable professionals who will provide effective instruction and administration for adult learning units in public and private sector settings.

Curriculum: Applicants must meet the master's level admission requirements for AASU's School of Graduate Study. A student's program of study will consist of at least 36 semester-credit hours, including 15 hours in the core area of adult education. To ensure access by part-time and non-traditional students, the core courses will be offered in evenings or by distance delivery methods, but the majority of the courses will be offered on campus. Students will be required to pass a comprehensive examination to receive the degree.

Projected Enrollment: Based on a survey of potential students, the institution anticipates an initial enrollment of eight students. As one means of increasing enrollment in the degree program, the institution plans to offer related post-baccalaureate non-degree certificate programs to expose potential students to the course offerings.

Funding: No new state allocation has been requested. The institution will redirect resources to support the program. The program does not require any new faculty, staff, or facilities.

Assessment: AASU will seek accreditation Society for Human Resource Management and the American Society for Training & Development (professional societies for human resources managers and trainers) for post-baccalaureate certificates that are components of the master of education with a major in adult education. In addition, internal evaluation procedures will utilize standards set by the collegiate commission of the American Association of Adult and Continuing Education. The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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.

### **3. Establishment of the Associate of Applied Science in Histologic Technology, Darton College**

Approved: The Board approved the request of President Peter J. Sireno that Darton College be authorized to establish the associate of applied science in histologic technology, effective February 14, 2001.

Abstract: Darton College requests approval to establish an associate of applied science in histologic technology because a community needs assessment revealed "this health profession is experiencing a projected vacancy rate of 13% in the southwest Georgia region." Histotechnologists, or histology technicians, cut and stain tissue specimens for microscopic examination by pathologists, assist pathologists at autopsies, and preserve organs for later examination and reference.

Need: According to the Bureau of Labor Statistics, allied health jobs in Georgia are expected to increase by over 131,000 by 2006, a 45% increase. The national need for histotechnologists is expected to increase by 17% over the next five years. Within Georgia, the need for histologic

technicians is estimated to increase 30% by 2006. Until recently, individuals in this profession received on-the-job training or medical technologists served in dual capacities at area health facilities. As the vacancies for histotechnologists increased, the National Society for Histotechnology decided that high school completion and on-the-job training for certification in-field would be discontinued beginning January 2005. Instead, the completion of a college curriculum with foundation courses in the sciences and core courses in histotechnology will be required. As the first program in the state, the degree enables those practicing in the field and aspirants in the profession to gain certification. Letters of support for the program have been provided by John D. Archibold Memorial Hospital and Phoebe Putney Memorial Hospital. The proposal also received a favorable review by the Medical College of Georgia.

Objectives: Upon completion of the program, histologic technology graduates will be competent in the following areas: 1) receiving and sectioning tissue specimens, 2) preparing tissue specimens for microscopic examinations, and 3) assisting with frozen section procedures in histopathology.

Curriculum: The 65-semester-credit-hour program is designed to be completed within two years. In addition to 17 credit core hours in chemistry, biology, and laboratory sciences, major courses that complete the program include the theory and techniques of fixation, processing and decalcification, embedding and sectioning, immunologic staining, electron microscopy, and in-situ hybridization and flow cytometry. The program follows the National Accrediting Agency for Clinical Laboratory Sciences requirements and the National Society for Histotechnology guidelines.

Projected Enrollment: The institution anticipates enrollments of 10, 13, and 15 for the first three years of the program.

Funding: No new state allocation has been requested. Initial funding for the program will be derived from a federal grant awarded under the "Strengthening Institutions" program. In addition, the institution will redirect resources to support the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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 Associate of Applied Science in Psychiatric Technology, Darton College**

Approved: The Board approved the request of President Peter J. Sireno that Darton College be authorized to establish the associate of applied science in psychiatric technology, effective February 14, 2001.

Abstract: Demographic trends confirm an increased life expectancy and burgeoning elderly population. The incidence of medical conditions related to aging such as Alzheimer's disease, stroke, dementia, head trauma related to falls, and depression secondary to chronic illness and isolation is increasing. Psychiatric technicians provide care for mentally disordered, developmentally disabled, and aged clients under the direction of a physician, psychologist, rehabilitation therapist, or other allied health professional personnel. The psychiatric technician's scope of activity involves basic hygiene care, measurement of vital signs, performance of prescribed medical treatments, and the facilitation of individual and group therapeutic activities.

Need: The national need for psychiatric technicians is predicted to increase by 62% by 2006, and in Southwest Georgia, there is an estimated increase of 130 jobs by 2006. Letters of support for the program have been garnered from several agencies, including Archbold Northside Hospital, Phoebe Putney Memorial Hospital, and the Georgia Department of Human Resources.

Objectives: Upon completion of the program, graduates will have the skills and experience required to complete the following activities germane to the profession: 1) perform basic client care services, 2) under the supervision of a psychiatrist or psychologist, lead basic group therapy sessions, 3) as an assistant to the mental health team, evaluate and intervene in basic crisis situations, and 4) through team facilitation, assess, plan, implement, and evaluate care for the mentally ill.

Curriculum: The curriculum for the 67-semester-credit-hour program will be modeled on successful programs in California and designed to meet the needs of local mental health institutions. The associate degree program will prepare students for immediate employment in a social or health services agency.

Projected Enrollment: The institution anticipates enrollments of 20, 24, and 29 for the first three years of the program.

Funding: No new state allocation has been requested. Initial funding for the program will be derived from a federal grant awarded under the "Strengthening Institutions" program. In addition, the institution will redirect resources to support the program.

Assessment: The Office of Academic and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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.

## **5. Establishment of the Bachelor of Science in Software Engineering, Southern Polytechnic State University**

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University ("SPSU") be authorized to establish the bachelor of science in software engineering, effective February 14, 2001.

Abstract: The bachelor of science in software engineering was developed to prepare software developers with a focus on the engineering of software systems, those systems built within industrial quality standards that require programming, deliverables, cost estimation, validation, and testing. An outgrowth of Yamacraw, the program addresses the need for individuals with specific expertise in embedded systems, networking, and real-time systems.

Need: The need for software professionals is based on the evolving needs of software, the demand for software professionals, and current practices in the industry. According to the Bureau of Labor Statistics, the projected demand for software professionals will increase by 1.3 million jobs between 1996 and 2006. The specific area of computer engineers and scientists, which includes software engineers, is expected to grow by 114% during this period, which is an increase of 14% for all occupations combined. A 1995 study published by the *Electronic Industry Association* estimated the U.S. Department of Defense would spend \$42.5 billion on computer systems of which \$35.7 billion would consist of software costs. This exacerbates the perceived labor shortage in the field.

Objectives: The objectives of the program are 1) to provide students with a foundation and focused application on computer science and mathematics as it relates to engineering software systems, 2) to apply engineering design to software by focusing on the life-cycle concept from traditional engineering with an emphasis on specification, design, and implementation, and 3) to provide skilled practitioners in the technology that drives engineering systems.

Curriculum: In addition to completing the core curriculum and supporting courses in math and science, the program focuses on advanced topics such as embedded systems design and real-time systems. The institution will seek accreditation from the Accreditation Board of Engineering and Technology (“ABET”) for the program. To satisfy both the university core and ABET requirements, SPSU requests approval for a degree waiver. The program would require 128 semester-credit hours for completion. This request is similar to established engineering and engineering technology programs which require between 128 to 130 semester credits for completion.

Projected Enrollment: The institution anticipates enrollments of 10, 20, and 30 for the first three years of the program.

Funding: No new state allocation has been requested. The institution will redirect resources to establish and implement the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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.

## **6. Establishment of the Bachelor of Science in Information Technology, Southern Polytechnic State University**

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish the bachelor of science in information technology, effective February 14, 2001.

Abstract: Information technology is the term used to describe the convergence of computer science, management, and information systems. The broad occupational classification can be used to describe the support or management of computer-based information systems, particularly software applications and computer hardware. The bachelor of science in information technology degree is targeted for the metropolitan Atlanta region and will serve those students interested in combining computer science with an information technology curriculum.

Need: By expanding the offerings within the information technology area, SPSU will be able to attract a broad base of students and provide Georgia companies with information technology graduates. Many of these jobs include such positions as project manager, network administrator, network analyst, user support manager, communications planner, and business process analyst. The need for information technologists is one of the fastest growing industrial requirements in the country and state. The number of unfilled information technology jobs in the United States is now 346,000 and is expected to exceed 500,000 by 2005. Computer systems analysts, engineers, and scientists held about 1.5 million jobs in 1998, including about 114,000 who were self-employed. Occupational growth will be driven by increases in the computer and data processing services industries. These industries are projected to be the fastest growing in the U.S. economy (Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2000).

Objectives: The objectives of the program include, but are not limited to 1) providing students with a solid foundation of both computer science and management courses, and 2) developing knowledge in the strategy, development, and administration of integrated computing and technology systems that supports both strategic and operational business processes.

Curriculum: The School of Management and the College of Arts and Sciences' Computer Science Department will jointly administer the program. The Association of Collegiate Business Schools and Programs requires that the incorporation of the business common body of knowledge. The 120-semester-credit-hour program will include required courses in software development cycles, electronic commerce, visual applications, network and telecommunication management, network systems administration, database systems, intranet, router skills, and Web development.

Projected Enrollment: The institution anticipates enrollments of 10, 20, and 30 for the first three years of the program.

Funding: No new state allocation has been requested. The institution will redirect resources for the start-up and implementation of the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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.

## **7. Establishment of the Major in International Business Under the Existing Bachelor of Business Administration, Georgia College & State University**

Approved: The Board approved the request of President Rosemary DePaolo that Georgia College & State University be authorized to establish the major in international business under the existing bachelor of business administration, effective February 14, 2001.

Abstract: A growing number of U.S. companies are conducting business in international markets as well as dealing with competitors in domestic markets. This reality requires graduates with the necessary skills to conduct business in a global environment. A major in international business will provide students with the skills and knowledge required to pursue career opportunities with national and international organizations that operate in several environments. The interdisciplinary and liberal arts aspects of the professional program are found in the required second language requirements.

Need: Institutional surveys indicate there is a significant market for this program in the Central Georgia area. A number of companies based in Georgia and Florida, such as The Coca-Cola Company, CNN, and Proctor & Gamble, are looking for graduates with an international business background with knowledge of a second language. For example, companies with an interest in Latin America are looking for graduates with a good working knowledge of Spanish as well as the ability to deal with the business community in Central and South America. This is also the case for a number of foreign companies like the New Zealand Dairy Board, which is in the market for graduates in international business. Advertisements regularly appear in *The Economist* looking for graduates in international business who are also bi-lingual. The international business major will provide graduates with the tools necessary to succeed in the highly competitive international business environment.



Objectives: The major in international business is designed to prepare students to face the issue of globalization in the business environment. The curriculum provides graduates with the expertise to obtain careers in multinational companies, financial institutions, and governmental units. A range of courses will provide students with an introduction to corporate ventures and investing, the regulatory framework of trade and services, cross-cultural business practices, contract research, economic development, import/export financing, and international management and marketing.

Curriculum: The 120-semester-credit-hour major will be a significant asset to the university's liberal arts mission. Currently an international business minor is offered for both business and non-business majors. The proposed international business major is composed of courses from different departments in the School of Business and the College of Arts and Sciences. Three electives are planned for the major, which would provide for at least one internship experience.

Projected Enrollment: The institution anticipates enrollments of 40, 40, and 50 for the first three years of the program.

Funding: No new state allocation has been requested. The institution will redirect resources to support the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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.

## **8. Establishment of the Bachelor of Science in Dental Hygiene and Termination of the Associate of Science in Dental Hygiene, Clayton College & State University**

Approved: The Board approved the request of President Thomas K. Harden that Clayton College & State University ("CCSU") be authorized to establish the bachelor of science in dental hygiene and discontinue the associate of science in dental hygiene, effective February 14, 2001.

Abstract: CCSU proposes to phase out its existing associate of science in dental hygiene and replace it with the proposed bachelor of science in dental hygiene. The shift from an associate to a bachelor's degree is consonant with the latest trends and national standards to move entry into the profession to the baccalaureate level. Dental hygienists work in a range of settings that include health maintenance organizations, long-term care facilities, military bases, school systems, dental supply companies, public health agencies, and government agencies. The proposed program will be offered in addition to the existing bachelor of applied science with a major in dental hygiene practice and administration, a program offered exclusively for students who already hold licensure and the associate's degree in dental hygiene. The bachelor of science in dental hygiene degree was developed as part of the institution's broader plan to offer baccalaureate programming that is targeted to the needs of the southern crescent of metropolitan Atlanta.

Discontinuation and Future Termination of the Associate of Science in Dental Hygiene: The associate of science in dental hygiene degree will no longer be offered upon approval of the bachelor of science in dental hygiene. Students presently enrolled in the first year of the associate-level program will continue in the published course sequence to complete their associate degree in Spring 2002. The associate of science in dental hygiene program phase-out will be effective fall 2001.

Need: The *2000–2001 Occupational Outlook Handbook* indicates that dental hygiene is one of the 30 fastest growing professions in the country. The Bureau of Labor Statistics predicts that the number of new jobs for dental hygienists is projected at 40,000, a 41% growth rate, between 1992 and 2005. Although demographically Atlanta has 21.3% of Georgia’s population, only 13% of dental hygienists practice in this area, as compared to 26.8% of the professionals in the state. CCSU surveyed 80 potential employers concerning the salutary qualities of a baccalaureate dental hygiene degree. Approximately 75% of the employers indicated they would be interested in employing a baccalaureate-prepared dental hygienist. An internal survey of 47 associate degree students indicated 98% of the respondents were interested in receiving a baccalaureate degree.

Objectives: Student outcomes associated with the program include the following: 1) the ability to identify and discuss oral cavity etiology problems and treatments, 2) to provide dental hygiene treatment that is both preventative and therapeutic, 3) to use dental hygiene procedures that do not place the clinician or patient at risk, 4) to recognize and counsel patients on the effect of diet, prescriptions, and general health on oral health, 5) to provide educational services to promote oral health, 6) to assess, diagnose, and provide treatments for patients with periodontal disease, and 7) to successfully demonstrate didactic and clinical skills necessary for state regulations with respect to all facets of dental hygiene practice.

Curriculum: The 120-semester-credit-hour program will consist of eight semesters of full-time study. Two years of study in general education will precede admission to upper-division dental hygiene coursework. Required core courses include human anatomy and physiology, microbiology, and healthcare statistics. Courses germane to the major include dental radiology, pharmacology, periodontics, pathology, and advanced clinical dental hygiene.

Projected Enrollment: The institution anticipates enrollments of 30, 30, and 32 for the first three years of the program.

Funding: No new state allocation has been requested. The institution will redirect resources to support the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, 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

## **9. Establishment of Collaborative Associate of Applied Science Degrees With Albany Technical College, Georgia Southwestern State University**

Approved: The Board approved the request of President Michael L. Hanes that Georgia Southwestern State University (“GSSU”) be authorized to establish collaborative associate of applied science degrees in cooperation with Albany Technical College, effective February 14, 2001.

Abstract: As part of GSSU’s continuous efforts to increase access to associate-level education, the institution has established a collaborative agreement with Albany Technical College. The institution currently has existing agreements with Middle and South Georgia Technical Colleges. In November 1995, the Board of Regents and the State Board of Technical and Adult Education approved the Student-Centered Collaboration for Public Postsecondary Education in Georgia. In fulfillment of the requirements of this agreement, the two state agencies have developed and

forwarded to their respective institutions procedures for implementing cooperative associate of applied science degrees. Staff members in the two central offices have jointly reviewed the proposal and have determined that it meets the criteria approved by both boards. Specifically, GSSU and Albany Technical College have developed and are seeking approval for the following four associate of applied science degrees that will build on specific technical programs:

Associate of Applied Science in Business:

- Accounting
- Business and Office Technology
- Computer Information Systems
- Hotel/Restaurant/Travel Management
- Management and Supervisory Development
- Marketing Management

Associate of Applied Science in Health:

- Dental Assisting
- Medical Assisting
- Radiologic Technology
- Surgical Technology

Associate of Applied Science in Services:

- Cosmetology
- Culinary Arts
- Early Childhood Care and Education
- Environmental Horticulture
- Law Enforcement
- Practical Nursing

Associate of Applied Science in Technology:

- Air Conditioning Technology
- Electrical Construction and Maintenance
- Electronics Fundamentals
- Electronics Technology
- Forestry Technology
- Industrial Maintenance Technology
- Printing and Graphics Technology

**10. Administrative and Academic Appointments and Personnel Actions, Various System Institutions**

The following administrative and academic appointments were reviewed by Education Committee Chair Joe Frank Harris and were approved by the Board. All full-time appointments are on file with the Office of Academics and Fiscal Affairs.

**SUMMARY OF FULL-TIME FACULTY AND TENURED FACULTY APPOINTMENTS**

<b><u>System Institution by Type</u></b>	<b><u>Totals</u></b>
Georgia Institute of Technology	8
Georgia State University	11
Medical College of Georgia	8
University of Georgia	17
<b>Total Research University Appointments</b>	<b>44</b>
Georgia Southern University	7
Valdosta State University	3
<b>Total Regional University Appointments</b>	<b>10</b>
Albany State University	0
Armstrong Atlantic State University	1
Augusta State University	0
Clayton College & State University	0
Columbus State University	0
Fort Valley State University	0
Georgia College & State University	0
Georgia Southwestern State University	0
Kennesaw State University	0
North Georgia College & State University	0
Savannah State University	0
Southern Polytechnic State University	0
State University of West Georgia	2
<b>Total State University Appointments</b>	<b>4</b>
Dalton College	0
Macon State College	0
<b>Total State College Appointments</b>	<b>0</b>
Abraham Baldwin Agricultural College	0
Atlanta Metropolitan College	1
Bainbridge College	0
Coastal Georgia Community College	0
Darton College	2
East Georgia College	0
Floyd College	1

Gainesville College	0
Georgia Perimeter College	6
Gordon College	0
Middle Georgia College	1
South Georgia College	0
Waycross College	0

**Total Two-Year College Appointments 11**

**TOTAL FULL-TIME FACULTY APPOINTMENTS 69**

**SUMMARY OF PART-TIME APPOINTMENTS OF SYSTEM RETIREES**

**System Institution by Type                      Totals**

Georgia Institute of Technology	1
Georgia State University	4
Medical College of Georgia	0
University of Georgia	12

**Total Research University Appointments 17**

Georgia Southern University	1
Valdosta State University	0

**Total Regional University Appointments 1**

Albany State University	0
Armstrong Atlantic State University	0
Augusta State University	0
Clayton College & State University	0
Columbus State University	0
Fort Valley State University	0
Georgia College & State University	0
Georgia Southwestern State University	0
Kennesaw State University	0
North Georgia College & State Univ.	0
Savannah State University	0
Southern Polytechnic State University	0
State University of West Georgia	2

**Total State University Appointments 2**

Dalton College	0
Macon State College	0

**Total State College Appointments 0**

Abraham Baldwin Agricultural College	0
Atlanta Metropolitan College	0
Bainbridge College	0
Coastal Georgia Community College	1

Darton College	0
East Georgia College	0
Floyd College	0
Gainesville College	0
Georgia Perimeter College	0
Gordon College	0
Middle Georgia College	0
South Georgia College	0
Waycross College	0

**Total Two-Year College Appointments 1**

**TOTAL PART-TIME RETIREE APPOINTMENTS 21**

**GEORGIA INSTITUTE OF TECHNOLOGY**

**Part-Time Appointments of System Retirees:**

Breazeal, Freida Ann: School of Industrial & Systems Engineering, beginning February 1, 2001 and ending June 30, 2001.

**GEORGIA STATE UNIVERSITY**

**Part-Time Appointments of System Retirees:**

Brown, Josephine V.: Assoc. Research Professor, Department of Psychology, beginning February 1, 2001 and ending June 30, 2001.

Gaunt, Larry D.: Professor, Department of Risk Management & Insurance, beginning January 8, 2001 and ending May 10, 2001.

Hill, Carole E.: Professor, Department of Anthropology and Geography, beginning September 1, 2000 and ending August 31, 2001.

Prager, Kathleen Ann: beginning January 16, 2001 and ending January 11, 2002.

**Leave of Absence Approvals:**

Marvin, Charles A.: Professor, College of Law, leave from January 8, 2001 through May 15, 2001, with pay.

Winkler, Carol K.: Dept Head-Assoc Prof, Department of Communications, leave from January 2, 2001 through May 10, 2001, with pay.

**MEDICAL COLLEGE OF GEORGIA**

**Tenure Status Change Approvals:**

Wark, Elizabeth T.: Asst Professor, Department of Physical Therapy, from tenure track to non-tenure track, effective February 15, 2001.

## UNIVERSITY OF GEORGIA

### **Conferral of Emeritus Titles:**

Allison, James M.: Professor Emeritus, Department of Biological and Agricultural Engineering, effective February 1, 2001.

Ennulat, Egbert M.: Professor Emeritus, School of Music, effective February 1, 2001.

Graham, Richard: Professor Emeritus, School of Music, effective February 1, 2001.

Verrastro, Ralph: Professor Emeritus, School of Music, effective February 1, 2001.

Waln, Ronald L.: Professor Emeritus, School of Music, effective February 1, 2001.

### **Part-Time Appointments of System Retirees:**

Ashe, Robert G.: beginning January 10, 2001 and ending June 30, 2001.

Bailey, Sheila Chatfield: Part-Time Instructor, Department of English, beginning August 16, 2000 and ending May 8, 2001.

Belk, Elaine W.: beginning March 1, 2001 and ending June 30, 2001.

Coile, Velma M.: Division of Academic Assistance, beginning January 8, 2001 and ending June 30, 2001.

Coley, Jane H.: beginning February 1, 2001 and ending June 30, 2001.

Golley, Frank Benjamin: Research Professor, Institute of Ecology, beginning November 1, 2000 and ending June 30, 2001.

Hale, William Harvey Jr.: Part-Time Associate Professor, Carl Vinson Institute of Government, beginning February 22, 2001 and ending June 30, 2001.

Oliver, John E. Jr.: Professor Emeritus, Department of Small Animal Medicine, beginning October 10, 2000 and ending July 31, 2001.

Parker, Olin Griffith: Professor Emeritus, School of Music, beginning January 5, 2001 and ending May 8, 2001.

Reeves, Walter F.: Public Service Associate, beginning February 1, 2001 and ending June 30, 2001.

Thrasher, Ernest J.: beginning January 1, 2001 and ending June 30, 2001.

Whitsitt, Stanley J.: beginning January 12, 2001 and ending June 30, 2001.

### **Leave of Absence Approvals:**

Kidula, Jean Ngoya: Asst. Professor, School of Music, leave from January 1, 2001 through December 1, 2001, without pay.

Whiffen, Helen J. H.: Asst. Professor, leave from April 13, 2001 through August 19, 2001, without pay.

### **GEORGIA SOUTHERN UNIVERSITY**

#### **Part-Time Appointments of System Retirees:**

Bonds, Lella G.: Part-Time Assistant Professor, Department of Curriculum, Foundations, and Research, beginning January 1, 2001 and ending May 31, 2001.

#### **Leave of Absence Approvals:**

Ma, Li : Asst. Professor, Department of Physics, leave from January 1, 2001 through May 31, 2001, without pay.

### **ARMSTRONG ATLANTIC STATE UNIVERSITY**

#### **Leave of Absence Approvals:**

Primatic, Stephen: Asst. Professor, Department of Art, Music, & Theatre, leave from August 1, 2001 through December 31, 2001, with pay.

### **AUGUSTA STATE UNIVERSITY**

#### **Conferral of Emeritus Titles:**

Dubose, Marya M.: Professor Emeritus, Department of Languages, Literature and Communications, effective December 17, 2000.

### **STATE UNIVERSITY OF WEST GEORGIA**

#### **Part-Time Appointments of System Retirees:**

Davidson, Thomas Jack Jr.: Part-Time Professor, Department of Early Childhood Education and Reading, beginning January 5, 2001 and ending May 10, 2001.

Gruber, Ellen Joan: Part-Time Professor, Department of Early Childhood Education and Reading, beginning January 5, 2001 and ending May 10, 2001.

#### **Leave of Absence Approvals:**

Colley, Rae M.: Visiting Assistant Professor, Department of English and Philosophy, leave from January 5, 2001 through May 10, 2001, without pay.



## COASTAL GEORGIA COMMUNITY COLLEGE

### **Part-Time Appointments of System Retirees:**

Carver, Carolyn: Asst. Professor, beginning March 22, 2001 and ending May 24, 2001.

## FLOYD COLLEGE

### **Leave of Absence Approvals:**

Perry, Melvin J.: Assoc. Professor, Division of Social and Cultural Studies, leave from January 9, 2001 through May 12, 2001, with pay.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### **11. Establishment of the Virgil P. Sydenstricker, M.D. Chair, Medical College of Georgia**

Approved: The Board approved the request of President Francis J. Tedesco that the Medical College of Georgia ("MCG") be authorized to establish the Virgil P. Sydenstricker, M.D. Chair, effective February 14, 2001.

Abstract: MCG has gathered the required private donations to establish the Virgil P. Sydenstricker, M.D. Chair within the School of Medicine. The Medical College of Georgia Foundation (the "Foundation") has on deposit \$504,486 in an endowment for the chair. The funding level for the chair meets and exceeds the minimum requirement of \$500,000 required by the Board for research and regional universities. The funding for this special faculty position comes from contributions provided by several individual donors to the Foundation in the name of Virgil P. Sydenstricker.

Biographical Sketch: Dr. Sydenstricker was a pioneer in early research into the nature and cause of sickle-cell anemia and pellagra, a chronic disease caused by a lack of niacin and characterized by skin eruptions and digestive and nervous disorders. He was a nationally known figure with notable achievements and recognition in the areas of nutritional diseases. A major wing of the MCG's hospital and clinics was named in his honor.

This endowed chair will be used to support the salary of a distinguished faculty member in the Department of Medicine at MCG.

### **12. Establishment of the Robert D. Fowler Distinguished Chair in Communication, Kennesaw State University**

Approved: The Board approved the request of President Betty L. Siegel that Kennesaw State University ("KSU") be authorized to establish the Robert D. Fowler Distinguished Chair in Communication, effective February 14, 2001.

Abstract: KSU has gathered the required private donations to establish the Robert D. Fowler Distinguished Chair in Communication within the College of Humanities and Social Sciences. KSU has on deposit \$500,000 in an endowment for the chair. The funding level for the chair meets the minimum requirement of \$500,000 required by the Board for state colleges and universities. The funding for this special faculty position comes from contributions provided by Mrs. Judy Fowler of Gwinnett County in memory of her husband, the late Robert D. Fowler.

Biographical Sketch: Mr. Fowler began his career at the *Marietta Daily Journal* in Cobb County, where he was involved in all aspects of managing a daily newspaper including service as editor from 1958 to 1964. He used his professional talents to establish the Gwinnett County weekly, *Lawrenceville News-Herald*, which began circulation in 1964. In 1987, Mr. Fowler and his partners sold News Company, Inc., which included the *Gwinnett Daily News*, *Forsyth County News*, and the *Winder News* to *The New York Times* for an estimated \$103 million. Mr. Fowler, a former president of the Georgia Press Association, died in June 1993.

Mr. Fowler left a legacy of professionalism and personal service to the Cobb and Gwinnett County communities. Mr. Otis Brumby, a first cousin of Mr. Fowler, recalled recently that Mr. Fowler chaired the committee that recommended the placement of an institution of higher education in north Cobb County as opposed to other counties in the region. Mr. Fowler also chaired the committee that selected the current site upon which KSU is located.

The KSU community feels a special bond to and appreciation for Robert D. Fowler's commitment to higher education and his dedication to professional excellence.

### **13. Establishment of the Charles H. Wheatley Professorship in the Arts and the Abraham Baldwin Professorship in Humanities, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish the Charles H. Wheatley Professorship in the Arts and the Abraham Baldwin Professorship in Humanities, effective February 14, 2001.

Abstract: In 1994, the University of Georgia Foundation Executive Committee approved the allocation of \$250,000 to create the Charles H. Wheatley Professorship in the Arts and Abraham Baldwin Professorship in Humanities. Appreciation and earnings have increased the fund balance to support the professorships. The fund has been divided to accommodate the corpus of each professorship with at least \$250,000.

The creation of these two distinguished professorships for the faculty give added strength and provide necessary leadership for curriculum development in these areas of the core curriculum. Holders of these professorships will give the College of Arts and Sciences and the university added visibility among the humanities and fine arts disciplines. The principal qualification for holding these professorships will be distinguished scholarship in one of the humanities and fine arts disciplines.

Charles Wheatley Biosketch: Mr. Wheatley was a native and lifetime resident of Americus, Georgia. He was a 1920 graduate of the University of Georgia with a bachelor of science degree in civil engineering, at a time when engineering programs were taught on the UGA campus. Mr. Wheatley was born on September 15, 1899, the son of Walker K. Wheatley, an 1890 graduate of the UGA Law School. He was a member of XPS fraternity and the Demosthenian Society. He was founder and owner of Americus Engineering and Construction Company and Wheatley Realty Company. A life-long bachelor, Mr. Wheatley left the proceeds of the sale of Americus Engineering and Construction Company to an endowment fund in the University of Georgia Foundation.

Abraham Baldwin Biosketch: Mr. Abraham Baldwin attended Yale University and became a minister and tutor at Yale. He served as a chaplain in the Continental Army, studied law, and then

practiced law in both Connecticut and Georgia. He attended the Constitutional Convention and the Continental Congress. He was elected to the U.S. Congress, where he served for 18 years in both the House of Representatives and Senate. He began efforts to advance higher education in Georgia and worked with others to found a state college in Georgia, modeled after his alma mater, Yale. In 1785, UGA was granted a state charter, and Abraham Baldwin was named its first president. The first students matriculated in 1801.

14. 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:

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Provide training services to HIV/AIDS health workers	Georgia Dept. of Human Resources	9/29/00 - 9/15/01	\$129,600
Evaluate public health services	“ ” “	9/15/00 - 12/31/00	\$200,000
Provide assistance to needy families	“ ” “	9/30/00 - 9/15/01	\$515,000
<b>University of Georgia</b>			
Provide operating support - fiscal year 2001	Georgia Council for the Arts	7/01/00 - 6/30/01	\$52,902
Develop nutrition resources for low-income women and children	Georgia Dept. of Human Resources	10/01/00 - 9/30/01	\$185,116
Develop nutrition resources for older adults	“ ” “	10/01/00 - 9/30/01	\$128,371
Conduct family nutrition program	“ ” “	10/1/00 - 9/30/01	\$1,321,835
Develop smart water house	Georgia Dept. of Natural Resources	10/1/00 - 3/31/01	\$10,000
Study energy conservation in agriculture	Georgia Environmental Facilities Authority	10/2/00 - 9/30/01	\$50,000
Purpose	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>University of Georgia(Continued)</b>			
Conduct Georgia comprehensive passenger safety education	Governor’s Office of Highway Safety	10/1/00 - 9/30/01	\$657,600
Assess nutritional deficiencies in high risk elders	N.E. Georgia Regional Development Center	9/30/00 - 9/28/01	\$25,824
Conduct senior citizens outreach program	“ ” “	1/01/01 - 6/30/01	\$778
Print extension tobacco publications	Georgia Commodity Comm. Tobacco	7/1/00 - 6/30/01	\$7,000
Evaluate bulk tobacco barns for nitrous oxide	“ ” “	7/1/00 - 6/30/01	\$3,000

Provide regional economic business assistance	“ ” “	12/22/99 - 12/22/00	\$105,600
Score and report student writing assessment 2000-01	Georgia Dept. of Education	11/01/00 - 6/30/01	\$726,288
Conduct survey 2000-01 of safe and drug-free schools	“ ” “	10/16/00 - 6/30/01	\$40,000
Conduct board training institute	Georgia Dept. of Human Resources	3/01/00 - 6/30/01	\$20,020
Conduct nutrition training workshops	“ ” “	10/1/00 - 9/30/01	\$212,851
Conduct Children of Choice FY 2001 program	“ ” “	11/01/00 - 8/30/01	\$63,000
Conduct adopted teen project	“ ” “	10/15/00 - 8/31/01	\$57,229
Assess Altamaha River’s water quality/productivity	“ ” “	10/1/00 - 9/30/01	\$29,189
Inform decision makers about water quality - Phase I	Georgia Dept. of Natural Resources	10/1/00 - 9/30/01	\$56,700
Heighten awareness of water quality issues - Phase II	“ ” “	10/1/00 - 9/30/01	\$54,193
Provide energy education	Georgia Environmental Facilities Authority	9/8/00 - 9/30/01	\$75,000
Develop web project	Georgia Forestry Comm.	10/01/00 - 9/30/01	\$52,500
Provide assistance in quality child care project	Georgia Childcare Council	10/15/0 - 9/30/01	\$164,450
Conduct charter school discussion group evaluation project	Georgia Dept. of Education	9/25/00 - 3/05/01	\$28,000
<b>Georgia Southern University</b>			
Conduct maritime forest restoration initiative	Georgia Dept. of Natural Resources	8/01/99 - 8/31/01	\$13,280
Conduct grassroots art program FY 01	Georgia Council for the Arts	7/1/00 - 6/30/01	\$13,549
Study effective use of technology for language arts	Georgia Humanities Council	1/1/01 - 6/30/01	\$1,800

<b>TOTAL AMOUNT – FEBRUARY</b>	<b>\$ 5,000,675</b>
<b>TOTAL AMOUNT FY 2001 TO DATE</b>	<b>\$19,923,199</b>
<b>TOTAL AMOUNT FY 00 (TO FEBRUARY)</b>	<b>\$22,289,280</b>
<b>TOTAL AMOUNT FY 00</b>	<b>\$25,106,814</b>

**COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, February 13, 2001 at approximately 3:45 p.m. in the room 7019, the Chancellor’s Conference Room. Committee members in attendance were Chair Juanita P. Baranco and Regent Allene H. Magill. Regent McMillan reported

to the Board on Wednesday that the Committee were recommending approval of two mutual aid agreements. The Committee also considered four applications for review, all of which were denied. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Public Safety Mutual Aid Agreements**

Approved: The Board approved South Georgia College's mutual aid agreement with Coffee County, Georgia. The Board also approved North Georgia College & State University's mutual aid agreement with Lumpkin County, Georgia.

Background: The Georgia Mutual Aid Act (O.C.G.A. § 36-69-4) requires Board approval of all mutual aid agreements between campus security officials and local law enforcement agencies. The Board of Regents Office of Legal Affairs reviewed both of these agreements and found them to be in compliance with Board policies and the provisions of the Georgia Mutual Aid Act.

**2. Applications for Review**

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. The following applications for review were considered by the Committee and approved by the Board:

- a. In the matter of Theodore Hill at the Georgia Institute of Technology, concerning the grievance of June 2, 1999, the application for review was denied.
- b. In the matter of Brian Carr at the Georgia Institute of Technology, concerning termination of his employment, the application for review was denied.
- c. In the matter of William Pollard at Valdosta State University, concerning grievances, the application for review was denied.
- d. In the matter of Nancy Kingsbury at Georgia Southern University, concerning review of merit pay/evaluation, 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. My time this month has been consumed by the legislative session and by the MCG (Medical College of Georgia) presidential search. I've been reflecting on both and want to offer some thoughts.

We are exactly at the halfway point of the session. Now in my seventh session, I can say with some authority each is unique. This one has been focused to date more on some key issues than the budget. So inevitably, the next 20 days are going to accelerate and intensify, especially on the budget front.

Let me bring you up to date on the budget situation. The Governor's recommended amended budget — that is the budget that is for this current fiscal year — has passed the House and is now under consideration by the Senate. Not unusually, the House has some changes to the Governor's recommendations. They include — surprise, surprise — some we like, some we don't like, and some we can live with. Two items in particular are a problem.

First, as you will recall, we had agreement last year that if we saved \$24 million, it would be matched in the amended budget. This funding was to mitigate our formula loss from semester conversion, since the funding is based on the enrollment from two years ago. And because our enrollment is recovering, we needed the funding for our current students. The Governor did recommend the \$24 million, but the House cut that by \$5 million to \$19 million. We are urgently asking the Senate to restore this item. Please help us if you can.

This, I'm sure, was not a cut of intent. Rather, I suspect it was from a misunderstanding. Some comments were made that semester conversion was not to "cost" the State. And, in fact, it did not. Our enrollment funding the last year under quarters was \$1.356 billion; this year, with the full \$24 million included, it would be \$1.347 billion.

We will face this same issue next year, too. So, that makes its successful resolution all the more important. The Governor wants us to work with his Budget Office to agree on a phase-out of this so-called "hold harmless" over a two- or three-year period, with the expectation that that would allow us sufficient time to recover credit hours. You will recall that even with increasing standards, our headcount has virtually recovered. However, credit hours are critical, since they drive funding. I think the Governor's approach is a wise one. We'll certainly be working on it.

We are also working on restoring \$1 million to our equipment and technology fund. This has long been funded at the \$15 million level. The House reduced it to \$14 million. Impressively, we've been matching this (actually overmatching it) with over \$75 million in private funds. Our concern, of course (in addition to the \$1 million), is the impact this might have on private giving. Again, we are asking the Senate for help on this item.

In the "we like" category are several additions that align with the Board's original request. Most notable is the addition of \$27 million in capital projects for the IT project at Georgia Southern, for a military leadership center at North Georgia, for a wellness center and classrooms at Middle Georgia College, and for math/science classrooms at Kennesaw.

So we've got some good support yet have some work yet to do. We're still fishing for more success. Since I moved Tom Daniel (Interim Senior Vice Chancellor for External Activities and Facilities) to a commission basis, I'm confident we'll do well.

And, of course, the House has now started work on the "big budget." This is the time of the session when we start juggling different budgets in different sessions.

We're enormously helped by the presidents and some of their staff. And, in addition, we're blessed to have Sherman Day helping us.

Quite honestly, my greatest pride in this job has been securing and matching talent. This is the second call to duty for Sherm. Another double-duty doer is on board at MCG. Julius Scott (Interim President) is already weaving his unique brand of magic at MCG, having previously been enormously valuable at Albany State. We are simply so fortunate to have the Sherm Days and Julius Scotts willing to lend their talents and energies to our cause.

And MCG is a cause. My involvement in the presidential search has only deepened my sense of opportunity that we must all grasp. Thanks to the extraordinary work of many, including Don Snell, the MCG Health, Inc. CEO, and that Board (which includes Regents Leebern, NeSmith, and Shelnut), the fiscal turnaround of the hospital and clinics has been nothing short of miraculous. A senior health administrator in another state told me that, in his judgement, it was the largest turnaround in the country last year. We have moved from the two-thirds of "institutions losing money" to the one-third with a positive cash flow. From a projected loss of \$22 million last year, we're looking at a positive \$10 million this year. Remarkable. Or, as Julius Scott is prone to say, "Marvelous." Just as marvelous has been the increase in patients. Truthfully, the clinical operation exists so we can teach our students, while helping patients with their health needs.

Yes, it has been controversial. Early retirement. Aggressive marketing. Outsourcing. Reworking processes and business functions. Much higher demands on many people. Many tough decisions. Detractors internally and externally. But let me be clear. There was no other alternative. We couldn't continue to hemorrhage red ink. We couldn't go to the Governor and legislature and say throw money at our hospital problem year after year. The Governor and legislature want to cure cancer not cover deficits.

And the Governor's cancer initiative gives us a unique window of opportunity to make the quantum leap this Board desires. It will take finding funding partners. It will take vision and leadership. And it will take all groups working together.

Another discovery I've made this past month is the depth of talent at MCG. I met some young researchers already working below the radar screen with colleagues at UGA. I met some very dedicated, change-oriented individuals.

Among those changes, in addition to a healthy hospital and an increased emphasis on research, including collaborative research, must come a more diverse institution at every level. Again, this is an issue I've learned more about in the past few weeks. Not only can it be done, it must be done.

As a boy, I traveled around the rural part of England with my father, a country doctor married to a children's nurse. I simply cannot believe how far medicine has come since those days. We stand at the edge of unlocking centuries of mysteries about human health. I don't want Georgia to just be on the edge; I want it to be increasingly in a leadership position.

Let there be no mistake. We have begun the journey of constructive change at MCG. There is no turning back. With the right leadership and partnerships this will be a journey of opportunity. Lincoln noted leadership “...disdains a beaten path. It seeks regions hitherto unexplored.”

Forgive me. I usually don't talk so much about any one institution in my reports. But these thoughts and convictions have been much with me of late. I feel purged!

While I've been pondering, others, fortunately, have been doing.

Our very own Juanita Baranco and her sidekick Gregory received the WSB-TV Celebrate the Heritage Business Award as part of WSB's commemoration of Black History Month. This initiative seeks to raise the awareness of the work of “unsung heroes” who have made an impact on the African-American community.

Tom Dyer (Vice President for Instruction and Associate Provost) of the University of Georgia, chaired the committee for the Celebration of 250 Years of Representative Government in Georgia. Part of that celebration saw the entire legislature visit Milledgeville, including Georgia College & State University.

From Waycross College, Sara Selby, Assistant Professor of English, gave the commemorative lecture of the Edgar Allan Poe Society of Baltimore.

South Georgia College: Bicycle Ride Across Georgia, Inc. selected South Georgia College as riders' choice as Favorite Host Site, and the city of Douglas won the riders' choice as Favorite Host Town. We're not surprised after our own Regent meeting experience.

Clayton College & State University received 1 of 11 Pioneer Awards at the Fourth Annual Conference on Ubiquitous Computing. The awards were presented to campuses that have demonstrated a commitment to offering students ubiquitous access to technology.

Steve Batson, Vice President for University Relations at Georgia Southwestern State University, has been elected to the international chairmanship of the Association of Fundraising Professionals.

Regent Martin NeSmith was presented the *Time Magazine* Quality Dealer of the Year Award at the National Automobile Dealers Association (“NADA”) Convention in Las Vegas on February 3. *Time Magazine*, in association with Goodyear Tire & Rubber Company and NADA, sponsors the Dealer of the Year Award to recognize new car dealers in America for exceptional performance in their dealerships, along with distinguished community service.

We were able to watch this award ceremony on the Web — a fitting tribute to our Technology Committee Chair — and were proud that that community service included the Board of Regents and MCG Health, Inc.

While this is an incredible honor for Martin and Suzette, their employees, and the Board, we thought *Time Magazine* could go one better next year. Here's a sneak preview of next year's *Time* Person of the Year!



Let me end with a word or two about the tie contest. There are two categories of contestants:

- The Chancellor's category.
- The Regents' category.

This is necessary to protect my career. There are three "anonymous" judges — to protect them from retribution.

For the Chancellor's category, the criteria is appropriateness to the day.

For the Regents category, there are 3 prizes:

- The classiest tie.
- The tie that makes the strongest statement.
- The tie that most matches the wearer's personality.

The results will be announced under "New Business."

Thank you, Mr. Chairman. That concludes my report.

\* \* \* \* \*

After the Chancellor's report, Regent Leebern remarked that he remembered when the Blue Ribbon Commission on the Medical College of Georgia (the "Commission") was formed with former Regents Allgood, Cannestra, Coleman, and Jones. He was very pleased to see the turnaround at MCG from an approximate \$20 million loss to a \$8 million profit. He said that he does not know of any academic medical centers that makes any profit at all, and someone has to subsidize those institutions. He commended the hard work of Mr. Donald Snell, President and Chief Executive Officer of MCG Health, Inc. ("MCGHI"); Dr. Daniel W. Rahn, Senior Vice President for Medical Affairs and Chief Medical Officer of MCGHI; Dr. Lindsay Desrochers, former Senior Vice Chancellor for Capital Resources for the Board of Regents; and Ms. Margaret Taylor, Deputy to the Senior Vice Chancellors. He also commended Regent Shelnut, who stepped in after Regent Allgood's untimely death. He said that he hopes MCG will continue to grow its profits and move in the right direction.

Chair White agreed and noted that there was a lot of anxiety among the Regents last year about what to do with MCG, and while the Board and MCG still have many challenges ahead, they are definitely on the right path. He attributed this success to the leadership of the Commission.

Regent NeSmith noted that Regent Leebern has stepped in as chair of the Commission since Regent Allgood's death and has done an excellent job in that role, as has Regent Shelnut.

Regent Shelnut stressed that with regard to the teaching side of MCG, as the Chancellor had said, much change is necessary and it will take a number of years. After extensive interviews with both of the top candidates for the MCG presidency, he felt that they are both committed to that change and understand it has to be made if MCG is going to be a premier research and teaching facility.

Chancellor Portch suggested that Mr. Snell and his team be invited to a future Board meeting to receive the Board's appreciation. In addition to the recent fiscal emergency, quality is also critical.

By every measure, MCG Health, Inc. and the hospitals and clinics measure up extraordinarily well with regard to issues of quality. So, quality and patient care have not been sacrificed for the bottom line cost. While MCG is by far not “out of the woods,” it is certainly now going down the right path.

Chair White thanked the Chancellor. He congratulated Regents Baranco and NeSmith for their awards and recognitions. In closing, he presented Chancellor Portch with a tie in appreciation for his work during the legislative session.

### **EXECUTIVE SESSION**

At approximately 9:45 a.m., Chair White called for an Executive Session for the purpose of discussing and deliberating upon the appointment of a president for the Medical College of Georgia (“MCG”). 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 White Vice Chair Hilton H. Howell, Jr., and Regents Juanita P. Baranco, Hugh A. Carter, Jr., Connie Cater, Michael J. Coles, Joe Frank Harris, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, J. Timothy Shelnut,, and James D. Yancey. Also in attendance were Chancellor Stephen R. Portch and Secretary to the Board Gail S. Weber. 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.

At approximately 10:10 a.m., Chair White reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. In open session, Regent Harris made a motion that the Chancellor, along with the Chair and Vice Chair of the MCG Presidential Search Committee, be granted the authority to make the appointment of a president for MCG between this meeting and the March 2001 Board meeting, with such appointment to be ratified at the March meeting. The motion was seconded by Regent Shelnut and unanimously approved.

At approximately 10:15 a.m., Chair White adjourned the meeting for a five-minute recess.

### **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

At 10:20 a.m., Chair White reconvened the Board meeting. He then 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 White and introduced Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp.

Dr. Papp explained that at this meeting of the Strategic Planning Committee, he would be discussing satisfaction surveys and benchmarking. For the last six months, the Strategic Planning Committee had been focusing its benchmarking review on hard data indicators. At this time, the Board would look at satisfaction surveys, which are another way to determine how the University System is performing. There are many questions regarding surveys, such as how they are used, some potential difficulties they present, which cadres should be examined, etc. So, Dr. Papp wanted to learn from the Regents how they believe the University System should use satisfaction surveys with regard to benchmarking. This is important because the Regents will be undertaking a revision of the strategic planning initiative in May 2001, the Governor is requiring a statewide

strategic planning exercise for all state agencies, the University System wants to improve the quality of education it provides students, and the Office of Educational Accountability (“OEA”) has evidenced a degree of interest in using satisfaction surveys to determine outcomes. It is also important to consider how and where to use surveys. Dr. Papp asked the Regents why and how satisfaction surveys are used in business. The Regents responded that surveys are useful for measuring a business’s effectiveness and efficiency, determining how to increase business, finding areas that need improvement, evaluating employees and products, and identifying market needs.

Next, Dr. Papp asked the Regents why it is important to measure satisfaction in education. The Regents responded that many of the same uses for business can be applied to education. Dr. Papp noted that there are great similarities between the uses of surveys for business and the uses of surveys for education. Some of those uses are to set priorities for action, to improve the learning environment, to improve the campus environment, and to improve services. He asked the Regents what problems there are with surveys. They responded that the problems include accuracy, subjectivity, participation, and relevance.

Regent McMillan asked whether there are special survey forms for students with disabilities.

Dr. Papp responded that self-selection is a problem because often only students who are very unhappy will respond to a survey. He stated that even with these difficulties, surveys are still an important tool because they collect data on issues for which there are not other good means of evaluation. He then asked whose satisfaction should be the focus of surveys.

The Regents responded that stakeholders, employers, and students should be surveyed.

Dr. Papp added that alumni should be surveyed. He noted that who should be surveyed in education differs from in business.

Regent Coles responded that the target survey participant depends on the purpose of the survey. He said that if the University System satisfies its customers, the students, then it will ultimately enhance the alumni’s degree, which will make them happier, and the institution will be able to attract better faculty. The first issue to address is how to satisfy the customer.

Dr. Papp stated that a Systemwide student satisfaction survey was conducted in 1997. It was exclusively targeted to then current students. Another student satisfaction survey will be done in fall 2001. The staff were seeking Board guidance with regard to whether they should develop surveys of employers, alumni, communities, etc. There are multiple stakeholders in education, he said.

Chancellor Portch agreed that it is important to survey alumni as well as current students. They often have a different perspective about their institutions and professors in retrospect than students who are currently enrolled.

Regent Coles stated that, ultimately, satisfying the current customers is most important.

Dr. Papp remarked that the colleges must meet the students’ needs. As graduates grow further removed from school, their perspectives on what they needed from their education can change. The question is to what extent alumni need to be surveyed and how.

Regent Carter asked whether any research universities had surveyed the agencies that fund their research to determine those agencies' satisfaction level. He noted that some institutions rely very heavily on research funding.

Dr. Papp responded that the major research institutions employ people who make sure that those contacts are in place to best understand how well they are satisfying the needs of the grant providers.

Chancellor Portch responded that the best indicator of satisfaction in that case is whether or not the institutions continue to receive grants from the same agencies.

Regent Carter noted that the number of companies wanting to recruit an institution's graduates is another indicator of satisfaction.

Regent Coles asked whether the University System surveys its graduates to determine whether their educations prepared them for their chosen careers.

Dr. Papp responded that some institutions do such surveys on a regular basis, while others do so only sporadically. Exit surveys are regularly conducted by many departments and many colleges of institutions on an individual initiative basis. Some institutions send queries to alumni around homecoming time. Still, there is the issue of response rates. No matter how much graduates love their alma maters, as they get further away, the response rate goes down.

Regent Magill asked whether there are only mail-out surveys or whether surveys are done on-line as well.

Dr. Papp replied that the System-level survey conducted in 1997 was done on-site at the institutions. While some of the research institutions have on-line survey mechanisms in place for their alumni associations, this is not done on a regular, systematized basis.

Chancellor Portch added that the staff need some direction in determining what the Regents as policy makers want done on the System level versus what the institutions should be expected to do on the institutional level. Another issue is whether there should be some standardization of surveys at the institution level so that the institutions can share what they learn with the Regents and the System.

Dr. Papp stated that the 1997 survey had a relatively sizable sampling. Of 43,550 surveys sent out randomly among 166,143 undergraduates, there were approximately 26,600 responses. Dr. Papp noted that this is a very good response rate. This was a national survey by American College Testing ("ACT") that allowed the System to participate in a national database development. There were separate surveys for two- and four-year institutions designed with 20 System-designed questions and 10 institutionally designed questions. The Regents were previously briefed on the results of this survey, and they will be briefed again on the results of the fall 2001 survey results, both in the context of the 2001 survey itself and in comparison to the 1997 survey. The staff were seeking the Regents' guidance with regard to whether this survey is sufficient or whether other surveys should be conducted at the System or institutional level. He noted that surveys are also expensive.

Regent White asked how expensive surveys are, and Dr. Papp called upon Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson to respond to the question.

Dr. Hudson responded that the 1997 survey cost approximately \$60,000, but the full cost of the actual administration of the survey at the campus level is indeterminate.

Dr. Papp stated that the staff had requested approximately \$750,000 to conduct a series of surveys in their effort to develop a data warehouse, but it was not recommended in the budget. He estimated that the full cost to administer a single Systemwide survey would be approximately \$200,000.

Regent Baranco remarked that focus groups might also provide insight into stakeholder satisfaction. The cost might be less, and the reliability of results might be better.

Chancellor Portch responded that for the price of a pizza, the staff were able to get students to advise them on the cover of this year's annual report.

Regent White agreed with Regent Baranco and added that focus groups would best be done on the institutional level rather than on the System level.

Regent Baranco agreed.

Regent White continued, explaining that the hardest part of developing a survey would be deciding what questions to ask on the System level versus the institutional level. He remarked that the cost estimate Dr. Papp had just shared did not bother him when he considered the total budget of the University System. He asserted that the University System definitely needs to do such surveys and suggested there might be a way to combine the surveys and focus groups, particularly on the institutional level.

Regent Hunt agreed that the cost of doing a survey is inconsequential compared to the value of determining the System's success. He asked whether the respondents to the 1997 survey had indicated whether they were satisfied.

Dr. Papp responded that the data from that survey were presented two years ago.

Chair Leebern stated that each institution is likely to want to ask particular questions of its own to reflect the interests of its own schools and departments.

Chancellor Portch responded that the value of the ACT survey is that it is a hybrid model in which there were 20 questions that were standard for all institutions and 10 questions developed by and specific to each particular institution. He agreed that each of the colleges within a university should be doing research of its own. However, at the System level, it is not as critical to look at the College of Education versus the College of Agriculture at the University of Georgia ("UGA"), for instance. UGA should be concerned with that level of research, while the Board should be concerned with issues such as financial aid services across the System. He added that because the ACT survey is a national survey, the System can compare itself to national norms, which is very important. The benefit of the 2001 survey will be ability to benchmark the System by question and by institution against its own 1997 data as well as the national data. This is valuable for the Regents as policy makers because it informs them of areas for improvement.

Regent Coles agreed that regardless of the cost, the Board should be cognizant of the application of the survey results.

Regent Baranco asked whether it would be valuable to do an analysis of the correlation between the results of the student satisfaction survey and students' performance on the Regents' Test.

Dr. Papp responded that it could be, but it is doubtful whether an analysis can be done, since the surveys are blind surveys.

Regent Baranco said that this type of information could nonetheless offer some insight.

Chancellor Portch added that retention rates might also be an interesting corollary.

Regent Carter stated that several institutions pay attention to surveys and rankings done by such sources as *U.S. News and World Report*. Some of the questions that source asks are about not only student satisfaction, but also the satisfaction of graduates in the workforce. *U.S. News and World Report* also looks at the schools within the institutions, and Regent Carter asserted that it is important for the Board to have some understanding of how those schools fare.

Dr. Papp responded that this gets back to the key question of whom to survey.

Regent Carter added that a part of surveys like the *U.S. News and World Report* survey are based on how other institutions rank each other. For instance, the School of Industrial Engineering at the Georgia Institute of Technology has been ranked number one several times in the last decade or so. One of the ways in which this ranking is determined is by the faculty of other industrial engineering schools across the nation. He noted that the ranking is also dependent upon the strength of the faculty and their credentials.

Chancellor Portch noted that an interesting correlation is where the faculty got their doctorate degrees.

Regent Carter said that it is important to know the opinions of students, employers of graduates, agencies funding research, and System employees.

Dr. Papp noted that the Regents would have a strategic planning retreat in May 2001. The Governor also expects the University System to do strategic planning. OEA is also in the process of attempting to determine some of the indicators for the educational report card, with input from the Board of Regents, the Department of Technical and Adult Education, and the Department of Education. One of the reasons the staff felt this discussion would be useful is to begin to figure out how to work together with these other entities and to determine in which directions to take strategic planning. He asked the Regents to be thinking about this and providing input to the staff.

Chancellor Portch agreed with Regent Carter that the University System needs to consider the opinions of students, employers, employees, and alumni. To some extent, this should be done at the System level, but it should also be done at the institutional level. He noted that the staff will come back to the Board with recommendations on survey design at the May strategic planning retreat.

Regent White said it is critical that the University System do a survey.

Chair Leebern thanked Dr. Papp and the Regents for this discussion and asked for a motion to recess the Strategic Planning Committee as a Committee of the Whole. Motion properly made and seconded, the meeting was adjourned into its regular session.

Chair White thanked Regent Leebern and the other Regents for their input in this discussion in preparation for the May strategic planning retreat.

### **UNFINISHED BUSINESS**

Chair White thanked the Regents who attended the Department of Technical and Adult Education (“DTAE”) board reception the previous night. He commended the Chancellor for the work the University System of Georgia is doing collaboratively with DTAE. It was obvious from listening to the remarks of Commissioner Kenneth Breeden that much has been accomplished in the past five years, he said. Chair White then called upon Regent NeSmith to discuss the upcoming Savannah-Statesboro campus tour.

Regent NeSmith stated that the Regents’ tour would begin February 20, 2001 with a low country boil at the Skidaway Institute of Oceanography. Then, the Regents would tour Armstrong Atlantic State University the next morning, followed by a tour of Savannah State University. The Regents would then travel to Statesboro for dinner at the home of President Bruce F. Grube of Georgia Southern University (“GSOU”). They would tour GSOU the morning of February 22 and then return home. Regent NeSmith thanked Regent Leebern for contributing the use of his airplane for this trip and also thanked all of the Regents who would be in attendance.

### **NEW BUSINESS**

Chair White next called upon the judges of the Regents’ tie contest, and Regents Baranco and Magill and Secretary Weber announced the winners of their respective categories.

### **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, March 13 and Wednesday, March 14, 2001 in the Board Room in Atlanta, Georgia.

### **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:10 a.m. on February 14, 2001.

s/  
\_\_\_\_\_  
Gail S. Weber  
Secretary, Board of Regents  
University System of Georgia

s/  
\_\_\_\_\_  
Glenn S. White  
Chair, Board of Regents  
University System of Georgia