

**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 1 and 2, 2005**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, February 1, and Wednesday, February 2, 2005, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joel O. Wooten, Jr., called the meeting to order at 1:00 p.m. on Tuesday, February 1, 2005. Present on Tuesday, in addition to Chair Wooten, were Vice Chair J. Timothy Shelnut and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Richard L. Tucker, and Allan Vigil.

**INTRODUCTION OF SPECIAL GUESTS**

Chair Wooten thanked Representative Bill Hembree, Chair of the Higher Education Committee of the Georgia House of Representatives, for bringing the Higher Education Committee members to the Board meeting. He welcomed them to the meeting and asked the Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel, to introduce them.

Mr. Daniel said that he and the Chancellor had thanked House Speaker Glenn Richardson for naming such an outstanding individual as chair of the Higher Education Committee. He then asked Representative Hembree to introduce the officers and members of the committee.

Mr. Hembree greeted the Regents and said that he looked forward to a long and prosperous relationship with them. He stated that the shared mission of the Board of Regents and the Higher Education Committee is to provide the State of Georgia with the best university system and to educate young people so that they will be productive citizens of the state. He said that he would work with the Board as a team to build the best university system in the nation.

He then introduced the members of the General Assembly who were visiting at this meeting, beginning with the officers of the Higher Education Committee. Representative Chuck Sims from Coffee County serves as the vice chair of the Higher Education Committee. Representative Phyllis Miller from Gwinnett County serves as the secretary of the committee. Representative Calvin Smyre from Columbus is a former chair of the committee and still serves on it. Also on the committee are Representatives Amos Amerson from Dahlonega, Kathy Ashe from Fulton County,

Ron Borders from Valdosta, Gail Buckner from Clayton County, Mike Cheokas from Americus, Sharon Cooper from Cobb County, Pat Gardner from Fulton and DeKalb Counties, Mark Hatfield from Waycross, Jane Kidd from Athens/Clarke County, David Knight from Spalding County, Robert Mumford from Rockdale County, Quincy Murphy from Richmond County/Augusta, and Len Walker from Walton County. In closing, Representative Hembree thanked the Regents for their hard work.

Chair Wooten thanked Chair Hembree and all of the members of the Higher Education Committee for coming to the meeting. He invited them to call Mr. Daniel, the Chancellor, or the Regents at any time, and he thanked them for their service to the State of Georgia.

### **RECOGNITION OF REGENTS**

Next, Chair Wooten welcomed new Regent Richard L. Tucker, who was appointed by Governor Purdue on January 28, 2005, to represent the Seventh District. He remarked that Regent Tucker would find his work on the Board to be elevating and very rewarding. He asked Regent Tucker to stand and be recognized.

Chair Wooten also congratulated Regents Donald M. Leebern, Jr. and Wanda Yancey Rodwell on their recent reappointments. He then noted that all three Regents would be officially sworn into office in March.

Chair Wooten stated that this month marked the thirtieth anniversary of the initial appointment of Regent Elridge W. McMillan to the Board of Regents. He said that all of the Regents had received a copy of the January 31, 2005, issue of *Jet* magazine, which featured an article about Regent McMillan's service to the Board. At the November 2004 Celebration of Excellence in Education Gala, hosted by the University System of Georgia Foundation, Inc., Regent McMillan was awarded the inaugural Lifetime Achievement Award, which will hereafter be named The Elridge McMillan Lifetime Achievement Award. Chair Wooten congratulated Regent McMillan on this significant anniversary and noted that his time serving on the Board of Regents had been marked by intellect, caring, civility, thoughtfulness, excitement, courage, and character. On behalf of all of the citizens of the State of Georgia, Chair Wooten thanked Regent McMillan for his 30 years of service.

Regent McMillan thanked the Regents for their recognition. He said that 30 years is a long time, but he continues to enjoy the challenges of being a Regent and that it is a labor of love.

Chair Wooten called upon the Chancellor to make an announcement.

Chancellor Meredith announced that President Clifford M. Brock of Bainbridge College had accepted the position of President of Barstow Community College in Barstow, California. During President Brock's tenure at BC, enrollments have more than doubled, particularly in the technical programs.

The institution had also grown in terms of new facilities. The Chancellor thanked President Brock and wished him well in his new role. He said that Dr. Sherman Day was coming out of retirement to serve as Interim President of BC during the presidential search process. The search committee has been appointed on campus, and Chair Wooten would later announce the appointment of the Special Regents' Committee for the Bainbridge College Presidential Search.

### **ATTENDANCE REPORT**

The attendance report was read on Tuesday, February 1, 2005, by Secretary Gail S. Weber, who announced that Regent Martin W. NeSmith 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 11 and 12, 2005, were unanimously approved as distributed.

### **PRESENTATION: ONE VIEW OF ONE PRESIDENT'S PRESIDENCY: THE TEACHER, THE MARKETER OF NEW IDEAS**

Chair Wooten called upon the Chancellor to introduce the next presentation to the Board.

Chancellor Meredith stated that the University System of Georgia presidents do an extraordinary job. Many of them also teach. One president teaches a course each year that is always well received. President Beheruz N. Sethna of the University of West Georgia ("UWG") sets an example of the president as teacher. UWG has made a strategic institutional commitment to faculty-directed student research. UWG continues to be nationally recognized for student research and honors. In fact, UWG has had more papers presented at the National Collegiate Honors Council than any other university in the United States. The course that President Sethna teaches was recently recognized as one of the three most innovative courses in the decision sciences. So, the Chancellor had asked President Sethna to come discuss the course with the Regents.

President Sethna greeted the Regents and thanked them for this opportunity to present to them. He said that this presentation would represent just one example of what presidents do all the time. Presidents not only run institutions, but they also do many other things in the communities they serve. UWG has defined its niche as faculty-directed student research, and it has made a particular national claim to fame in undergraduate research. The overarching theme of the university is educational excellence in a personal environment, which means that the senior faculty and administrators teach undergraduate students.

President Sethna began his presentation by welcoming the Regents to the Marketing Carnival, a

course designed to make use of a unique way to collect data to get very good data from audiences and to use that data to perform some very rigorous analyses. The concept is to encourage participants to play games that answer questions provided by the client. Rather than checking off answers on a survey, participants are asked to answer by throwing darts or balls. Whereas people may not want to fill out questionnaires, they may line up to play games that achieve the same goal of providing meaningful data. He demonstrated how this worked and noted that such an approach produces a large sample size.

Next, President Sethna discussed the course objectives. He said that students who take this course take it for the challenge. Because it is a unique course, many students who want to take it are not marketing or business majors. The primary objective of the course is how business people solve problems. Another objective of the course is to develop business research skills, such as methodology/research design, data collection, coding, analysis, and written and oral communication of results. Students also develop creativity, learn to work effectively in teams, and learn how to build client relationships.

For one class exercise, students developed a series of games to perform market research on Papa John's pizza. Although this may seem fun, President Sethna said that this is a very rigorous course. The students must perform statistical analyses to demonstrate the results of the project. They are required to provide an introduction of the project, their methodology, analysis/results, data summary, limitations of the project, and their overall conclusions and recommendations. The students must summarize their findings and conclusions for the client. They must be sure that they have answered the client's original charge and have discussed their analysis and conclusions with the client before the report is final.

Over the past 17 years, student projects have led to actual implementation of recommendations, considerable client praise, and repeat business in three states from local banks, restaurants, and other small businesses, as well as national restaurants and food chains, athletic facilities, local movie theatres, soda bottlers, local grocery stores, local television stations, and university enterprises, such as the bookstore and food services. President Sethna said that the course has even produced student entrepreneurs, such as one student in the course who decided to start a laundry service.

There are also course evaluations at midterm and at the end of the semester, as well as evaluations by alumni (sometimes years after graduation), evaluations by business clients, and assessments of student learning using output and outcome indicators. Finally, there is optional external review of research papers written by students in the course and also optional submission to, and success in, national student research competitions. President Sethna shared feedback from alumni and their employers with the Regents, stressing how applicable the project was to their careers in marketing and business. He explained that students in the course have received recognition and won research competitions for their projects. One student had her research paper accepted by the National Council for Undergraduate Research at the National Collegiate Honors Council, which has an acceptance rate

of one in ten. Another team won first prize at a National Social Sciences Association competition. He thanked the Regents for this opportunity to present to them and stepped down.

Chair Wooten thanked President Sethna for this presentation. He noted that Representative Jane Kidd from Athens had just arrived at the meeting and asked her to stand and be recognized.

At approximately 1:40 p.m., Chair Wooten adjourned the Regents into their regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, February 2, 2005, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joel O. Wooten, Jr., called the meeting to order at 9:05 a.m. Present on Wednesday, in addition to Chair Wooten, were Vice Chair J. Timothy Shelnut and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, and Allan Vigil.

### **INVOCATION**

The invocation was given on Wednesday, February 2, 2005, by Regent Julie Hunt.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, February 2, 2005, by Secretary Gail S. Weber, who announced that Regents Martin W. NeSmith and Richard L. Tucker had asked for and been given permission to be absent on that day.

### **PRESENTATION: GEORGIA RESEARCH ALLIANCE**

Chair Wooten said that it is always a pleasure when the Board of Regents is able to showcase one of Georgia's valuable assets, and at this meeting, President C. Michael Cassidy of the Georgia Research Alliance ("GRA") was present to give the Regents an overview of and update on the work of the GRA.

Mr. Cassidy greeted the Regents and thanked Chancellor Meredith and the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, for inviting him to present at this meeting. He said that this presentation would help to frame and kick off a series of upcoming dialogs the Regents would have about the importance of research within the University System of Georgia. Higher education has always played an important role as a component of the state's economic development

strategy, but over the past few decades, there has been increasing recognition that world-class research institutions play a vital role in how a state can develop its economy. He noted that phrases like “Silicon Valley” or “Research Triangle Park” conjure up images of very high-tech places where important things are happening in terms of new, high-tech companies being formed and a highly skilled workforce being developed. The GRA was a deliberate strategy conceived in the late 1980s to build an environment in Georgia where strategic investments in higher education could be leveraged and converted into progress from an economic development standpoint and to help put Georgia on that same list. Whether it is the Council on Competitiveness, the Carnegie Mellon Center for Economic Development, or the Milken Institute, everything one reads today, particularly in a policy context, talks about the vital role of higher education, particularly research institutions, in helping to build this new economy for the future.

In the mid-1980s, the State of Georgia lost a very important competition. Georgia was one of a few states that was trying to locate a semiconductor research hub called the Microelectronics Computer Corporation. Many people recognized that bringing this hub to Georgia could be a turning point that would get the state a seat at the table of becoming one of the high-tech centers in the country. Instead, the hub went to Austin, Texas, which has since become the center of the domestic semiconductor industry. Austin is where all of the cutting-edge semiconductor technology research was done in the late 1980s and mid-1990s. So, had Georgia brought the hub here, it would look much different today. In response to that loss, then Governor Joe Frank Harris asked how Georgia can ensure success in the future. He looked to his business colleagues, in particular Larry Gellerstedt, Jr. and Thomas G. Cousins, and charged them with a plan on how Georgia could be successful with such opportunities going forward. By the late 1980s, the State of Georgia began endowing eminent scholar chairs across the University System of Georgia and building new facilities, such as the Microelectronics Research Center (“MiRC”) at the Georgia Institute of Technology (“GIT”) or the Life Sciences Complex at the University of Georgia (“UGA”). These were the beginnings of assets being put in place that needed to be connected in a new and different way. In late 1989, with several new university presidents on board and a new Governor to be elected, Mr. Gellerstedt and Mr. Cousins, among others, went to see each of the gubernatorial candidates to discuss a strategy of a public-private partnership in which the private sector would come together with six university president to leverage investments in higher education for economic development results.

Governor Zell Miller was elected, and he brought the state into this very unique partnership among six research universities, the business leaders of the state, and the state government leaders pledging to work together to move the state forward in high-tech industry. The GRA mainly tries to bring these players together around a core strategy on how to move the state forward. The successes of the GRA are measured by the metrics of economic developments, such as building new companies, forming the state into a magnet to attract high-tech industry to the state, and creating high-wage, high-tech jobs for Georgians. The GRA is a 501(c)3 nonprofit private corporation. It is not part of any government agency. This was part of the wisdom of its organizers, because it was recognized that it would take 20 years to really get this effort underway and it was important to ensure that the

GRA would survive from one administration to the next. There are only four staff members at the GRA, but they work daily with the Board of Regents Office of Economic Development and the GRA state allocation comes through the state allocation for the University System of Georgia. The corporation also raises funds from the private sector because no state dollars go into the operations of the GRA. Every state dollar goes directly to one of the six research institutions, generally for capital investments. The GRA is a catalyst for new initiatives. For example, the GRA incubated the Georgia Cancer Coalition before quickly spinning it off into a separate corporation.

Four of the six institutions involved with the GRA are University System of Georgia institutions, as follows: the Georgia Institute of Technology (“GIT”), Georgia State University (“GSU”), the Medical College of Georgia (“MCG”), and the University of Georgia (“UGA”). The two private institutions involved in the GRA are Clark Atlanta University (“CAU”) and Emory University (“Emory”). These six institutions are classified by mission as research universities. They are the only institutions in the state that award doctoral degrees in the sciences and engineering. Mr. Cassidy noted that high-tech companies tend to cluster near such institutions. These six institutions do far more federally funded research than the other institutions in the University System of Georgia. The arm’s length relationship of the GRA allows the four public research institutions to participate with the two private institutions. So, the GRA embodies a unique set of relationships and collaborations across these institutions. Mr. Cassidy said that the GRA has an outstanding board of trustees. David M. Ratcliffe is the chairman of the board, and Paula G. Rosput is the vice chair. F. Duane Ackerman and James H. Blanchard are immediate past chairs. Regent Leebern also served a long time on the GRA board.

The mission of the GRA is very simple, said Mr. Cassidy. It works with the state to secure investment capital, and it invests in the participating institutions in capital projects and infrastructure, which helps the institutions be more competitive in securing federal funding, which provides the majority of academic research funding. All of this funds the development of a research enterprise across the institutions that leads to new capabilities with results measured through the formation of new companies attracting industry to the state. All of this helps to build the economy of the state. The centerpiece of the GRA’s work is the Eminent Scholar program, which former Governor Harris established in the late 1980s. The idea is to attract from other states world-class scientists who can bring their work and their research teams to Georgia and move the state into the top five high-tech states. To date, the GRA has endowed 51 chairs across the six participating institutions. These are the scientists who attract a disproportionate share of federal funding and who attract the best junior faculty and graduate students. These scientists also create the most interest among companies. These scientists are interested in finding ways of deploying the results of their research. So, they are entrepreneurial. For example, the GRA recruited Dr. Clifton A. Baile, Distinguished Professor of Animal Science and Foods and Nutrition and GRA Eminent Scholar in Agricultural Biotechnology, from Monsanto Company to UGA. Dr. Baile has started eight companies through UGA that are funded through venture capital. Dr. Rao R. Tummala is the GRA Eminent Scholar in System-on-Package Technology and Pettit Chair Professor of Electronics

Packaging at GIT. He is also Director of the Microelectronic Systems Electronic Packaging Research Center funded by the National Science Foundation (“NSF”) as one of its Engineering Research Centers. The GRA recruited Dr. Tummala from IBM Corporation. Prior to Dr. Tummala’s proposal to the NSF, GIT had not been host to an Engineering Research Center in more than a decade or so. Mr. Cassidy explained that such centers are centers of excellence for the nation in a particular discipline. The NSF grant allows Dr. Tummala to build a large research team, attract more faculty, and get industry more involved in his research. So, the state has probably invested about \$4 million in infrastructure and the endowed chair for Dr. Tummala, but he has attracted grants and contracts far in excess of \$100 million over the decade that he has been at GIT. This illustrates the tremendous leverage of the GRA Eminent Scholars program and the strategic investment of putting the right talent and assets in place. In addition to the research dollars Dr. Tummala has brought in, his research team has also generated hundreds of ideas for new technologies and products that result in trademarks, patents, and publications. He also teaches graduate students in the art of research. Plus, his research has resulted in the formation of four companies with a fifth in the pipeline. Those companies represent over 100 new jobs and tremendous overall economic impact for the state in the amount of almost \$351 million for a very modest investment on the part of the state.

Mr. Cassidy said that the state’s \$365 million investment in the GRA since 1990 has had an impact of over \$1 billion in direct leverage of federal and foundation funds. This funding has helped the GRA attract 51 world-class eminent scholars who are generating intellectual property to be commercialized. There are 120 companies across the state that have direct ties to the GRA eminent scholars. There are far more companies that have been formed around intellectual property developed by the GRA participating institutions. The GRA eminent scholars are responsible for creating enterprises that employ 4,000 people and have attracted \$750 million in investment capital.

In 1990, the GRA participating institutions combined did approximately \$400 million of externally funded research. In fiscal year 2002, they attracted approximately \$1.1 billion in external funds. A significant portion of that growth is attributable to the GRA strategy and the talent that the GRA has brought to Georgia, stated Mr. Cassidy. The external funds brought to the state have an immediate impact on the sale of goods and services creating the need for additional jobs, which produce additional earnings. In sum, the economic impact is very significant.

Mr. Cassidy reported that both Georgia’s volume and share of externally sponsored research are increasing from \$500 million in 1993 to over \$1 billion in 2002. However, Georgia is not really gaining on the top states, and that is the goal because those are the states that consistently are thought of as the places where high technology is going to happen. Georgia is doing well, said Mr. Cassidy, but it is just staying with the pack, not gaining on them. The other side to this is industry research, and perhaps this is where the state is not doing as well as it could. There has been tremendous growth in the volume and share of industry-performed research, and in the United States, industry performs the lion’s share of applied research. However, Georgia is underperforming in this regard. Georgia does not have a highly innovative industrial sector. The economic development



strategy of the New South brought branch plants, headquarters, and distribution centers to the South, but it did not bring the innovation element of industrial development. So, there is still work to be done in translating university research to benefit industry in the state. This is a very competitive market, and every day, another state announces a major initiative. This is a highly competitive field and other states are putting large amounts of resources behind their strategies.

Commercialization is a hot topic right now for the GRA, said Mr. Cassidy, and it should be for the Board of Regents. This is where the results of all the research are applied to building new companies in the state. One of the best ways of measuring commercialization is by looking at patents. Georgia ranks twenty-second in the nation in terms of the proportion of patents granted in total to universities and industries. However, the universities rank ninth in the nation in terms of patents awarded, and this number is trending upward. So, the universities are doing a great job, he said. Licenses are another measure of commercialization success. Licenses mean that someone is willing to pay a university for use of a particular patent. Georgia ranks eleventh in the nation in terms of university technology licensing, and that number is also trending upward. So, all of this implies that the quality and quantity of commercialization is accelerating on the Georgia research university campuses, but the industrial sector still has room for improvement. The connection to be made is how to transfer the results of the university research into industry.

Company formation is a hot topic for the GRA board of trustees because this is one of the ways the GRA's success is measured. Mr. Cassidy stated that this is usually measured by the number of companies formed per \$100 million of research and development ("R&D"). He noted that by this measure, GIT, UGA, and Emory rank alongside Stanford University, the University of North Carolina, and the Massachusetts Institute of Technology ("MIT"). The GRA board is looking at improving productivity gains so that the institutions can have a higher ratio of success. He stressed that the GRA must get more money flowing into early-stage companies. In 2000, there was \$1.3 billion in Georgia available to be invested in high-tech enterprise. Today, there is only about \$181 million available. The GRA is talking with Governor Purdue about steps the state can take to provide a catalyst for the formation of this kind of capital. Venture capital is beginning to trend upward in the State of Georgia, but the problem is that the deals are being funded at later stages when a company is approaching being bankable. There is a critical gap in the early-stage companies that the GRA is trying to build out of university research. So, this will require more effort.

Mr. Cassidy said there has been a lot of conversation about all the things that could be done to optimize productivity gains from university research to effect economic development. The GRA believes that Georgia must continue to build world-class research in areas of core competencies, executing plans for biotechnology and advanced communications and fleshing out strategies for others before investing. The GRA is also working to create a discrete program to attract R&D-intensive industry to Georgia. The GRA is working to raise the level of support for commercialization and new venture development, to create incentives to induce venture capital investment, and to evaluate the feasibility of research parks. These are the efforts the GRA believes must be pursued

simultaneously and with some scale, and this is the GRA's recommendation to the Governor in terms of making key investments across the participating institutions. In closing, Mr. Cassidy thanked the Regents for this opportunity and asked whether they had any questions or comments.

Regent Pittard said that there is speculation that the Georgia Highway 316 corridor could be a potential residence for a research and technology center. He asked Mr. Cassidy for his opinion on this speculation.

Mr. Cassidy said that there is a time and a place for the scale of research park that is being discussed for the 316 corridor. He said that he was not certain whether now is the time, but Georgia has lost some opportunities by not having a place set for the life sciences, like biotechnology. When the GRA has entertained proposals by companies to come to Georgia, they have indicated a desire for there to be a set location for a research area. He said that the business of the road itself needs to be sorted out before the GRA can commit to the placement of a research park because traffic on 316 may preclude that kind of high-end development from moving forward. A lot has changed in the research park business, he said. There are large-scale technology parks, such as the one proposed for 316, and then there are research parks, which are very much aligned with research university campuses. The trend today is that those research parks are contiguous to the university campuses. So, there are plans at GIT, UGA, and Emory to develop small research parks contiguous with their campuses where young companies can move out of the incubator but still be close to the campus.

Regent Pittard stated that because of the way the University System's research is spread out geographically, it may be prudent to consider a single campus accessible to all of the research institutions, and 316 seems to be the best solution.

Mr. Cassidy agreed that 316 does tie things together and is considered to be a possible linear park. There are a lot of possibilities for the area, but the GRA has not yet performed the necessary objective analysis.

Regent Pittard asked whether there is a direct link between Georgia-based venture capital firms and Georgia-based start-up companies that need venture capital and whether companies will go elsewhere to get that venture capital.

Mr. Cassidy responded that there is a risk to start-up companies going elsewhere for venture capital. The entrepreneurs are saying that there is no venture capital, but the investors are saying there is plenty of money for good deals. So, the implication is that there are no good deals. Yet, there are companies at the Advanced Technology Development Center ("ATDC") today that are bringing in venture capital from Texas and California. The investors may decide that they do not want to invest in other states. So, there is a risk in taking outside venture capital.

Chancellor Meredith added that the property for a technology park has become quite an issue

because opportunities have been lost in terms of available space, and the cost of property in metropolitan Atlanta has become a major factor.

Regent Carter asked how the efforts of the GRA mesh with the efforts of the Georgia Cancer Coalition (“GCC”).

Mr. Cassidy said that when the GRA created the GCC, there was the understanding that it would be a coalition of many partners working together on this issue. The working relationship between the GRA and the GCC has been outstanding. The GCC is located right across the hall from the GRA in the Hurt Building. The GRA now has a search underway for an eminent scholar in cancer research at MCG. The GRA will endow the chair, and the GCC has pledged a number of faculty to accompany the scholar who is brought to MCG. The GRA and GCC will work together to ensure that the new cancer research facility on the MCG campus will have the appropriate equipment for the research.

Regent Leebern thanked former Governor Harris for having the vision to form the GRA. He also commended the GRA for its ability to create partnerships among the private and public research institutions for the good of the State of Georgia in the face of ongoing national competition.

Seeing that there were no further questions or comments, Chair Wooten thanked Mr. Cassidy for this overview of the GRA. He also thanked former Governor Harris for his foresight and wisdom in initiating the development of what is now the GRA.

Mr. Cassidy said that if it were not for the great work of the Board of Regents and the University System of Georgia, the GRA would not exist. He thanked the Regents for the good working relationship they share with the GRA.

Chair Wooten next called for the Committee reports.

## **EXECUTIVE AND COMPENSATION COMMITTEE**

The Executive and Compensation Committee met on Tuesday, February 1, 2005, at approximately 11:30 a.m. in the room 7019, the Chancellor’s Conference Room. Committee members in attendance were Chair Joel O. Wooten, Jr., Vice Chair J. Timothy Shelnut, and Regents Joe Frank Harris, Donald M. Leebern, Jr., Elridge W. McMillan, and Patrick S. Pittard. Chancellor Meredith was also in attendance. Chair Wooten reported to the Board on Wednesday that the Committee had reviewed one item, which did not require action. That item was as follows:

### **1. Information Item: Future Issues**

The Committee had a discussion regarding the signing of the memoranda of understandings

(“MOUs”) by the research university foundations, as some have not yet signed them. Chair Wooten stated that the time to push hard for closure is now.

The Senior Vice Chancellor for Support Services, Corlis Cummings, said that some institutions and cooperative organizations may need to add addenda to their MOUs because of relationship complexities.

Regarding the University of Georgia Foundation, Inc. (the “UGA Foundation”), Regent Leebern distributed a copy of a 1996 UGA Foundation letter advising there was no need to hire an executive director.

Regent Pittard sought assurances that the foundations are following Board of Regents policies.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, February 1, 2005, at approximately 1:40 p.m. in the Board Room. Committee members in attendance were Chair Patrick S. Pittard, Vice Chair Hugh A. Carter, Jr., and Regents William H. Cleveland, Michael J. Coles, James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, and J. Timothy Shelnut. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Connie Cater, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., Elridge W. McMillan, Wanda Yancey Rodwell, Richard L. Tucker, and Allan Vigil were also in attendance. Chair Pittard reported to the Board on Wednesday that the Committee had reviewed three items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Acceptance of Gifts 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 corporation:

<u>Company</u>	<u>Value</u>	<u>Items</u>	<u>Department</u>
Partners for the Advancement of Collaborative	\$10,789,815	Various software items	College of Engineering

Background: 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 are no material costs associated with the acceptance of these gifts.

**2. Information Item: Report on Pooled Investments Funds by Trusco Capital Management**

Trusco Capital Management (“Trusco”) was represented at this Committee meeting by Vice President Chad Stephens and Managing Directors Mark H. Schneidau and Garrett P. Smith. SunTrust Bank Endowment and Foundation Services (“SunTrust”) was represented by Group Vice President E. Douglas Hickman. They reported to the Committee on the status of the University System of Georgia’s pooled investment funds. The pooled investment funds program was created by the Board of Regents in 1991. SunTrust and Trusco have been the administrative and investment management providers since inception of the program. Currently, 28 of the System’s 35 institutions participate in the program, which has four pooled funds having different asset allocation strategies, returns, and risks. This is an extremely cost-effective investment program with fees averaging less than 20 basis points in total. They reported that excellent investment performance had been achieved for all pooled funds in the short and long term.

### **3. Information Item: First Quarter Revenue and Expenditure Report, Fiscal Year 2005**

The Vice Chancellor for Fiscal Affairs, William R. Bowes, presented to the Committee the first quarter financial report for the University System of Georgia for the period ending September 30, 2004, which is on file with the Office of Fiscal Affairs. The report includes tables that compare actual and budgeted revenues and expenditures through September 30, 2004, for educational and general funds, auxiliary enterprise funds, and student activity funds.

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

The Committee on Real Estate and Facilities met on Tuesday, February 1, 2005, at approximately 2:00 p.m. in the Board Room. Committee members in attendance were Vice Chair Allan Vigil and Regents Connie Cater, Michael J. Coles, Julie Hunt, W. Mansfield Jennings, Jr., and Donald M. Leebern, Jr. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Hugh A. Carter, Jr., William H. Cleveland, Joe Frank Harris, James R. Jolly, Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, J. Timothy Shelnut, and Richard L. Tucker were also in attendance. Vice Chair Vigil reported to the Board on Wednesday that the Committee had reviewed 14 items, 11 of which required action. Item 7 was withdrawn prior to the meeting. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Naming of the “Alan Jaworski Plant Sciences Amphitheater,” University of Georgia**

Approved: The Board approved the naming of the amphitheater behind the Miller Plant Sciences Building adjacent to the D. W. Brooks Mall (“Mall”) at the University of Georgia (“UGA”) the “Alan Jaworski Plant Sciences Amphitheater.”

Understandings The newly built amphitheater was created as part of the overall Mall project, which

converted a street into a pedestrian mall. The amphitheater is beautifully landscaped and will be used as an outdoor classroom.

Dr. Alan Jaworski arrived at UGA in 1969 as a postdoctoral researcher. He later joined the faculty and rose to become head of the Botany Department (now the Department of Plant Biology) in 1995. Known as a “student’s teacher,” Dr. Jaworski taught significant numbers of students introductory biology courses for over 30 years. In 1993, he received the Josiah Meigs Award for Excellence in Teaching, the university’s highest honor for teaching excellence.

Following his death at age 57, Dr. Jaworski’s friends and colleagues established the Alan Jaworski Student Travel Fund to assist graduate and undergraduate students in plant biology to travel, as necessary, to support their studies and research. To date, more than \$50,000 has been given or pledged to the fund. This naming recognizes those contributions and appropriately memorializes an outstanding faculty member.

**2. Naming of the “John Denver Bailey Family Men’s Tennis Patio,” University of Georgia**

Approved: The Board approved the naming of the patio at the men’s clubhouse of the Dan Magill Tennis Complex at the University of Georgia (“UGA”) the “John Denver Bailey Family Men’s Tennis Patio” to honor the Bailey family.

Understandings: The patio is located on an outdoor balcony on the second floor of the clubhouse directly above the main entrance.

Mr. Bailey graduated from UGA in 1947. He formerly served as mayor of St. Augustine, Florida. He and his family are longtime supporters of UGA athletics, and this naming recognizes their latest pledge of \$50,000.

**3. Naming of the “Ralph H. Norman Clock Tower,” Georgia College & State University**

Approved: The Board approved the naming of the recently constructed clock tower adjacent to the new residence halls and apartments at Georgia College & State University (“GCSU”) the “Ralph H. Norman Clock Tower” in honor of Ralph H. Norman.

Understandings: The recently completed clock tower, located within the newly constructed privatized housing complex on the main campus, was designed to be a central gathering space and focal point within this new residence hall complex.

Mr. Norman provided leadership and support in the creation and development of the Georgia College

& State University Foundation, Inc. (the “Foundation”) limited liability corporations, which made possible the innovative funding methods to finance GCSU’s new and renovated privatized student housing, including 2,253 beds for incoming freshmen and current students. In addition, the Foundation has acquired the historic First Methodist Church, which is currently undergoing renovation as GCSU’s new Student Activity Center. The Foundation, also under the leadership of Mr. Norman, constructed a much needed 510-space parking facility near the main campus.

Mr. Norman served for five years as Vice President of University Advancement at GCSU and as Executive Secretary of the Foundation. He had previously held positions at Mercer University and Brewton-Parker College. At the time of his death in June 2004, he was serving as Assistant to the President for External Affairs at GCSU. This naming recognizes the significant role Mr. Norman had initiating GCSU’s privatized housing facilities and his many other significant contributions to GCSU.

**4. Rental Agreement Revision, Complex Carbohydrate Research Center, University of Georgia**

Approved: The Board authorized the execution of a rental agreement between the UGAREF CCRC Building, LLC (the “LLC”), Landlord, and the Board of Regents, Tenant, for approximately 117,385 rentable square feet in the Riverbend Research Village for the period March 1, 2005, through June 30, 2005, at a monthly rent of \$260,855.91 (\$3,130,271 per year/\$26.67 per square foot per year) with options to renew on a year-to-year basis for 28 consecutive one-year periods at the same rent rate.

Authorization to execute this rental agreement was delegated to the Vice Chancellor for Facilities.

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

Understandings This rental agreement replaces and supercedes the rental agreement for the Complex Carbohydrate Research Center building approved by the Board at its April 2002 meeting.

This rental agreement varies from the agreement approved in April 2002 as follows:

- Rent is restructured from an annual 3% increase to a fixed rent at the current rent rate.
- Responsibility for all operating expenses, including insurance, utilities, maintenance and repair, janitorial services, rubbish removal, and pest control, is a tenant responsibility. Such expenses are estimated to be \$545,000 per year.

This rental agreement will result in substantial savings if all options are exercised.

All remaining terms approved by the Board in April 2002 remain the same.

**5. Subrental Agreement, 4362 Peachtree Road, Atlanta, Georgia State University**

Approved: The Board authorized the execution of a subrental agreement between the Georgia State University Foundation, Inc., Sublessor, and the Board of Regents of the University System of Georgia, Sublessee, for approximately 24,000 square feet at 4362 Peachtree Road, Atlanta, Georgia, for the period June 1, 2005, through June 30, 2006, at a monthly rent of \$20,000 (\$240,000 per year/\$10 per square foot per year) with options to renew on a year-to-year basis for ten consecutive one-year periods at the same rent for option periods one to four and then increasing to a monthly rent of \$21,000 for option periods five to ten for the use of Georgia State University (“GSU”).

Authorization to execute this subrental agreement was delegated to the Vice Chancellor of Facilities.

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

Understandings: GSU’s J. Mack Robinson College of Business (“RCB”) previously served the Buckhead/Brookhaven market from the North Metro Center on Hammond Drive. When the North Metro Center relocated in 2000 to Alpharetta, a cohort of RCB students was no longer adequately served. The RCB desires to offer graduate program and nondegree courses in Brookhaven to serve this cohort.

Of the 586 GSU students living in the Brookhaven area, 190 are RCB students; 3,695 GSU students, including 1176 RCB students, reside within eight miles of this location.

Operating expenses, including utilities, janitorial, rubbish removal, and pest control, are estimated to be \$81,000 per year.

**6. Rental Agreement, 575 14<sup>th</sup> Street, Atlanta, Georgia Institute of Technology**

Approved: The Board authorized the execution of a rental agreement between VLP 1, LLC, Landlord, and the Board of Regents of the University System of Georgia, Tenant, for approximately 26,807 square feet of office space at 575 14th Street, Atlanta, Georgia, for the period July 1, 2005, through June 30, 2006, at a monthly rent of \$47,491.94 (\$569,903.28 per year/\$21.26 per square foot per year) with options to renew on a year-to-year basis for five consecutive one-year periods with rent increasing 3% per year for the use of the Georgia Institute of Technology (“GIT”).

Authorization to execute this rental agreement was delegated to the Vice Chancellor of Facilities.

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



Understandings: In August 2003, the Board approved the merger of the Institute for Paper Science and Technology (“IPST”) into GIT. Most IPST activities have been consolidated into GIT facilities on 10<sup>th</sup> Street. The need for high-bay research and pilot manufacturing facility space, museum and library archives space requiring specialized climate control, and wet laboratories is not met by available GIT facilities. This facility has these types of spaces.

All operating expenses are included in the rent rate.

At the end of the term of this agreement, the need for continued use of this facility and alternatives to renting this facility will be assessed for the long-term needs of the program.

*The staff clarified that this rental agreement is for high-bay research space rather than standard office space.*

**7. Amendments to Rental Agreements, Technology Square, Georgia Institute of Technology**

Withdrawn: This item was withdrawn by staff prior to the Committee meeting.

**8. Amendment to Rental Agreement, Research Laboratory, Huntsville, Alabama, Georgia Institute of Technology**

Approved: The Board authorized the execution of an amendment to the rental agreement between Colonial Realty Limited Partnership, Landlord, and the Board of Regents of the University System of Georgia, Tenant, for a total of approximately 7,957 square feet at Perimeter Corporate Park, Building 1525, Suite 410, Huntsville, Alabama, at a monthly total rent of \$10,616.67 (\$127,400 per year annualized/\$16.01 per square foot per year) with an option to renew for one additional one-year period with rent increasing 3% for the use of the Georgia Institute of Technology.

Authorization to execute this amendment to the rental agreement was delegated to the Vice Chancellor for Facilities.

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

Understandings: In December 2002, the Board of Regents staff approved renting 3,200 square feet in this facility in accordance with Section 102 of The Policy Manual of the Board of Regents. This amendment increases the leased space to approximately 7,957 square feet to support additional sponsored researched contracts.

The facility allows Georgia Tech Research Institute to support the U.S. Army Aviation and Missile Command's air defense research and development missions and the U.S. Department of Defense community as a designated University Affiliated Research Center.

The rent rate per square foot remains the same as the agreement executed in December 2002. All operating expenses are included in the rent rate.

**9. Ground Lease and Rental Agreement, Student Housing, Albany State University**

Approved: The Board declared approximately 15.02 acres of real property located on the campus of Albany State University ("ALSU"), Albany, Georgia, no longer advantageously useful to ALSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to Albany State University Real Estate Foundation, LLC. (the "LLC") for the purpose of constructing and owning student housing for ALSU.

The Board authorized the execution of ground leases, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 15.02 acres of real property on the campus of ALSU for a period not to exceed 28 years with an additional construction period of not more than 2 years with the option to renew for up to an additional 5 years, should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning approximately 806 student housing beds and parking for approximately 806 cars.

The Board also authorized the execution of rental agreements between the LLC, Landlord, and the Board of Regents, Tenant, for approximately 806 student housing beds, parking for approximately 806 cars, community activity facilities, and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy for the improvements but no earlier than July 1, 2006, and ending the following June 30 at a monthly rent not to exceed \$162,933 (\$1,955,186 per year annualized) with options to renew on a year-to-year basis for up to 28 consecutive one-year periods (the total not to exceed 28 years from the commencement date) with rent increasing no more than 3.2% for each option period exercised.

Authorization to execute these rental agreements was delegated to the Vice Chancellor for Facilities.

The terms of these agreements are subject to review and legal approval of the Office of the Attorney General.

Understandings: In October 1997, the Board passed a new student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. ALSU has developed a comprehensive plan that is consistent with the policy.

In March 2004, President Portia Holmes Shields presented to the Committee, as an information item, the need to obtain additional student housing at ALSU through a privatization process.

The ALSU plan will provide apartment-style accommodations for 437 students and suite-style accommodations for 369 students.

At the end of the term of the ground lease, the real property, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.

#### **10. Approval of Development of the Newton Campus, Georgia Perimeter College**

Approved: The Board authorized the development of the Newton Campus of Georgia Perimeter College (“GPC”) and the construction of an initial academic facility with a total project budget of approximately \$24,000,000 to be funded through a combination of public and private sources.

*Note: The Regents encouraged the staff to explore the potential of increasing the acreage committed to this campus.*

Understandings: In January 2005, President Jacquelyn M. Belcher presented to the Board of Regents, an information item, the Newton Campus strategic initiative, outlining the need to establish an additional campus for GPC in Newton County.

This approval was necessary to provide GPC and its partners the assurance needed to proceed with development of the campus and present to the Board at the August 2005 meeting a rental agreement with the Georgia Perimeter College Foundation, Inc. (the “Foundation”) for consideration.

Initially, the Newton Campus is envisioned to consist of approximately 100 acres of real property, an approximately 85,000-square-foot academic facility, parking, and other related infrastructure. This initial development is currently estimated to cost approximately \$24,000,000. Of this \$24,000,000, \$6,000,000 will be provided by Newton County (\$2,500,000 cash), the community (\$2,000,000 real property), and the Foundation fund drive (\$1,500,000 cash). The remaining \$18,000,000 will be obtained through a public-private partnership with the Foundation.

#### **11. Appointment of Construction Management Firm, Project J-41, Library & Technology Center, North Georgia College & State University**

Approved: The Board appointed the first-named construction management firm listed below for the identified major capital outlay project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process for a construction management firm was held in accordance with Board of Regents procedures. The following recommendation was made:

**Project No. J-41, “Library & Technology Center,” North Georgia College & State University**

Project Description: This new three-story building will be approximately 105,000 gross square feet. It will be a state-of-the-art technology, multimedia, and library facility that will house book collections, computer labs, distance learning, faculty teaching, and technical support areas. The project is in the Board of Regents fiscal year 2006 capital budget, which is requesting \$22,316,180 in state bond funds.

Total Project Cost	\$22,316,180
Construction Cost (Stated Cost Limitation)	\$17,450,000

Number of construction management firms that applied for this commission: 8

Recommended firms in rank order:

- 1) Whiting-Turner, Atlanta, Georgia
- 2) Turner Construction Company, Atlanta, Georgia
- 3) Winter Construction Company, Atlanta, Georgia
- 4) Archer Western Contractors, Atlanta, Georgia

**12. Appointment of Construction Management Firm, Project J-42, Academic Classroom Building, Savannah State University**

Approved: The Board appointed the first-named construction management firm listed below for the identified major capital outlay project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process for a construction management firm was held in accordance with Board of Regents procedures. The following recommendation was made:

**Project No. J-42, “Academic Classroom Building,” Savannah State University**

Project Description: This new building will be approximately 74,000 gross square feet. It will

house instructional and office space to support the Humanities, Social Sciences, and Public Administration, and Urban Studies programs. The project is in the Board of Regents fiscal year 2006 capital budget, which is requesting \$13,593,440 in state bond funds.

Total Project Cost	\$13,593,440
Construction Cost (Stated Cost Limitation)	\$10,800,000

Number of construction management firms that applied for this commission: 11

Recommended firms in rank order:

- 1) E. R. Mitchell Company, Atlanta, Georgia
- 2) Holder Construction Company, Atlanta, Georgia
- 3) H. J. Russell & Company, Atlanta, Georgia
- 4) Choate Construction Company, Savannah, Georgia

**13. Information Item: Piedmont Ellis Student Housing, Georgia State University**

University Attorney John D. Marshall of Georgia State University (“GSU”) presented to the Committee an update on the Piedmont Ellis student housing project. (President Carl V. Patton was unable to attend this meeting due to a funeral.) In September 2003, President Patton had updated the Committee on GSU’s student housing plan, focusing on the growing demand for on-campus housing. GSU plans to provide 2,000 more beds for its students at the Piedmont Ellis property purchased by the Georgia State University Foundation, Inc. (the “Foundation”). Mr. Marshall noted that this development will require no state dollars.

This housing will be developed on a 4.2-acre site located at Piedmont Avenue and Ellis Street and bordered by John Wesley Dobbs Avenue to the south. This location will place GSU students close to their classes, laboratories, and the library. A related project will be funded by federal dollars to upgrade Piedmont Avenue through the campus as a pedestrian-friendly street. The new student housing at Piedmont Ellis will include 2,000 beds located in four residential towers around a central plaza. Street-level retail is planned along Piedmont Avenue. A parking garage with 1,000 spaces will be located below the residential towers and the plaza on the eastern portion of the property. A large central commons area, lounges on each floor, security, and various other amenities are all included in the plan. These buildings will have a mix of units. Mr. Marshall discussed the construction specifications of the Piedmont Ellis student housing project, noting that the Foundation specifically planned for a well-built facility, taking into consideration the location and long-term use of the housing.

Leases will be based on a 9.5-month duration. The units will be fully furnished and will include utilities, phone, cable, and Internet service. Rent will range from \$780 to \$850 per month per

student. Parking will be \$400 per space per semester. The financing provided as tax-free municipal bonds through the Foundation plus interest is \$175 million with a 30-year amortization. The bonds will be issued in summer 2005, with the final payment due in 2036. Mr. Marshall stated that the Foundation plans to begin demolition activities this month. Construction will begin this summer, and students will move in summer 2007. He said that GSU would return to the Board at a later date for approval of the lease between the Foundation and the Board of Regents.

**14. Information Item: Off-Campus Instructional Site Policies**

The Vice Chancellor for Facilities, Linda M. Daniels, informed the Committee that new policies and guidelines were being considered by the Committee on Academic Affairs at this meeting regarding the establishment of off-campus instructional sites by University System of Georgia institutions. (See items 15, 16, and 17 of the Committee on Academic Affairs.) This includes the addition of a new Section 920 in the Facilities portion of The Policy Manual of the Board of Regents. Ms. Daniels emphasized that the conceptualization and development of any off-campus instructional sites is an iterative process which must involve comprehensive analysis and input from each of the major business areas, including academic affairs, business affairs, real estate and facilities, planning, and student affairs, among others.

**COMMITTEE ON ACADEMIC AFFAIRS**

The Committee on Academic Affairs met on Tuesday, February 1, 2005, at approximately 2:15 p.m. in the Board Room. Committee members in attendance were Chair William H. Cleveland, Vice Chair Wanda Yancey Rodwell, and Regents Hugh A. Carter, Jr., Joe Frank Harris, J. Timothy Shelnut, and Allan Vigil. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Connie Cater, Michael J. Coles, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, and Richard L. Tucker were also in attendance. Chair Cleveland reported to the Board that the Committee had reviewed 20 items, 19 of which required action. Item 1 was deferred until a later Board meeting. Additionally, 119 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. Change of Institutional Name Without Changing Institutional Mission or Sector, Floyd College**

Deferred: At the request of President John Randolph Pierce, this item was deferred until a later Committee meeting.

**2. Clarification of Mission Statement Without Changing Institutional Mission or Sector, Augusta State University**

Approved: The Board approved the request of President William A. Bloodworth, Jr. that Augusta State University (“AUSU”) be authorized to revise its mission statement, effective February 2, 2005.

Abstract: As a result of the Chancellor’s statewide assessment process, the Board’s 1996 moratorium on changes in mission and mission statements was lifted at the November 2004 Board meeting.

As part of this process, institutions that wish to make alterations in the wording of their existing mission statement that do not change their current missions in any substantive way were encouraged to submit them for University System Office review and subsequent action by the Board.

The revision was reviewed by the University System Office staff, and it neither alters the sector nor the fundamental program level of the institution.

### ***Previous Mission Statement***

Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning. With origins in the founding of the Academy of Richmond County in 1783 and the creation of a separate Junior College of Augusta in 1925, its mission is predicated on the cultural, social, and economic value of a strong liberal arts education that enlarges its students' individual versatility, creative powers, cultural appreciation, knowledge of the world, respect for others, and professional expertise.

Augusta State University strives to be a national model of excellence for its quality of service to the second largest metropolitan area in Georgia. With a broad array of undergraduate programs and a select offering of graduate programs below the doctoral level, it functions as a metropolitan, non-residential university for the area.

Open to the voices of all its members, the University serves a population diverse in race, background, age, and preparation. It provides access not only to those who are fully ready for college but also to the underprepared who show potential and to those seeking the kind of academic challenge normally associated with elite, private institutions.

Emphasizing student-faculty contact, the University fosters intellectual growth through learning assistance, honors courses, and student research. It promotes electronic information technologies and links students with the world community of scholarship.

The University collaborates with the Medical College of Georgia, Paine College, Augusta Technical Institute, Fort Gordon, and P-12 schools. It makes constant, programmatic use of local industries,

agencies, and institutions as laboratories for practical learning experiences. In an area with a large health care industry, it provides undergraduate general education courses for the Medical College students, prepares students to enter programs at that institution, and educates others to work in the medical field. It is also the principal source of training for the area's teachers and business leaders. Augusta State University is acutely conscious of its responsibility to a community where its graduates become teachers and artists, professionals and civic leaders. It seeks to serve: enriching its area culturally, improving economic and social conditions, and promoting personal and professional development. To these ends, the University cultivates intellectually vital faculty members who are excellent in teaching, active in research, generous in service, and committed to its mission. The University also strives to have its faculty, staff, curriculum, and programs reflect the increasing diversity of the population and world from which its students come.

Devoted to constant improvement, the University assesses its performance by evaluating its stewardship of resources, responsiveness to area needs, involvement with its community, the response of the public it serves, and, most importantly, the success of the students it educates. The University shares with other senior units of the University System of Georgia the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education;
- Collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia;
- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;



- A high-quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, and selected associate degree programs based on area need and/or interinstitutional collaborations;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

### ***Revised Mission Statement***

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning.

This mission is based upon the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers undergraduate programs in arts, sciences, and professional fields of study, as well as graduate programs below the doctoral level. It fosters the intellectual growth of students through learning assistance in a university college, honors courses, and student research and cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

### **3. Clarification of Institutional Mission Statement Without Changing Institutional Mission or Sector, North Georgia College & State University**

Approved: The Board approved the request of President David L. Potter that North Georgia College & State University ("NGCSU") be authorized to revise its mission statement, effective February 2, 2005.

Abstract: As a result of the Chancellor's statewide assessment process, the Board's 1996 moratorium on changes in mission and mission statements was lifted at the November 2004 Board

meeting.

As part of this process, institutions that wish to make alterations in the wording of their existing mission statement that do not change their current missions in any substantive way were encouraged to submit them for University System Office review and subsequent action by the Board.

The revision was reviewed by the University System Office staff, and it neither alters the sector nor the fundamental program level of the institution.

### ***Previous Mission Statement***

North Georgia College & State University is a comprehensive coeducational university that stresses a strong liberal arts program, as well as preprofessional, professional, and graduate programs that address the needs of a pluralistic society. Serving as a liberal arts university for all its students and as a military college for its Corps of Cadets, the University is distinct in many ways. As the only four-year public institution of higher learning in the northeast Georgia region, North Georgia College & State University provides a quality college education to southern Appalachian residents who might not otherwise obtain a college education. Approximately forty percent of undergraduate students reside on campus. One of only four military colleges in the nation and the only one in the University System of Georgia, North Georgia College & State University maintains a nationally prominent Army ROTC program that attracts students from across the state, region, and nation. Approximately fifteen percent of the student body participates in the Corps of Cadets. North Georgia College & State University has the preeminent academic program among senior universities in the University System of Georgia when measured in terms of admission test scores, retention rate, graduation rate, faculty student ratio and use of full-time faculty in the classroom. The percentage of incoming freshmen who must participate in the Developmental Studies Program is the lowest among two and four year institutions in the University System.

North Georgia College & State University shares with other institutions in the University System of Georgia the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education;
- Collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and

other resources to expand and enhance programs and services available to the citizens of Georgia.

North Georgia College & State University, shares with other senior universities in the University System of Georgia the following characteristics:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- A high-quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, and selected associate degree programs based on area need and/or interinstitutional collaborations;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

North Georgia College & State University is committed to academic excellence. Consistent with that commitment, the University will:

- Provide a high-quality liberal arts education as a basis for traditional arts and sciences undergraduate programs, as well as for preprofessional, professional, and graduate programs;
- Provide support services and an environment conducive to the students' intellectual, ethical, social, and physical development and cultural awareness so that they can become knowledgeable and responsible state, regional, national, and international citizens;
- Emphasize the development and enhancement of oral and written communication, critical and analytical thinking skills, and research skills;
- Remain one of the nation's senior military colleges and maintain a high quality ROTC program;
- Provide an environment conducive to maintaining high quality degree programs while adapting and expanding program offerings and delivery systems in response to changing societal needs;
- Continually review and improve its institutional effectiveness process;
- Provide professional development activities to encourage the faculty to enhance their teaching, scholarship, and service;

- Link higher education, public and private schools, and local communities in efforts toward educational reform;
- Promote increased cultural, ethnic, racial, and gender diversity among the faculty, staff, and student body;
- Provide support services and funding to enable faculty to conduct applied research in their area of expertise;
- Provide the technology to advance its educational purposes;
- Expand its efforts toward internationalization;
- Become preeminent in developing student leadership skills;
- Maximize use of external resources to enhance the academic mission;
- Provide human resource services and professional development activities to increase the effectiveness of administration and support staff;
- Provide public service programs to meet educational, professional and community needs in Northern Georgia by serving as a resource for services and providing expertise, training, research, and enrichment opportunities to the citizens of Northern Georgia.

### ***Revised Mission Statement***

A unit of the University System of Georgia, North Georgia College & State University develops and educates leaders through strong liberal arts, pre-professional, professional, and graduate programs. North Georgia College & State University is proud to be designated by the Board of Regents of the University System of Georgia and by the Georgia General Assembly as the military college of Georgia and distinguished as a leadership institution.

North Georgia College & State University provides an environment of academic excellence that develops leaders who respect all people, maintain high ethical standards, continue intellectual and personal growth, and serve the community, the state, the nation, and the world.

This mission is founded upon the following core values:

- **Courage** – demonstrating the individual and institutional character required to translate thought into action under adverse or challenging conditions;
- **Integrity** – cultivating in ourselves and in others the willingness and steadfastness to act honestly and ethically;
- **Loyalty** – being faithful to the mission of the university;
- **Respect** – acknowledging the dignity and worth of all beings and preserving the richness of our cultures and ecology;
- **Service** – giving of oneself to enhance the life and richness of the university and all of its members, as well as the larger community;
- **Truth** – searching for and honoring truth as it relates to academics, individuals, self, and society; and

- **Wisdom** – making sound decisions in complex or ambiguous situations based upon accumulated knowledge and experiences.

#### **4. Revised Promotion and Tenure Guidelines, North Georgia College & State University**

Approved: The Board approved the request of President David L. Potter that North Georgia College & State University (“NGCSU”) be authorized to revise its institutional promotion and tenure guidelines, effective February 2, 2005.

Abstract: The Faculty Senate of NGCSU recently recommended changes to the institutional promotion and tenure guidelines. Specific revisions correspond to the NGCSU Faculty Handbook and guidelines for promotion and tenure and the format for dossier and documentation file, sections 4.5 and 4.7, respectively.

Within promotion and tenure, NGCSU has indicated that each academic department developed discipline-specific expectations for tenure and for each type of promotion. The criteria to be used when considering a faculty member for promotion and/or tenure are effectiveness in teaching, academic achievement, and professional growth, service, and collegiality. For tenure, the candidate must provide evidence of the following: meet or exceed expectations in teaching, show evidence of noteworthy achievements in either service or scholarship, and meet expectations in the remaining areas not selected for noteworthy contributions. NGCSU’s guidelines for the preparation of the application for promotion and/or tenure were developed to assist the applicant in presenting his/her professional experiences and accomplishments in the best possible context and to ensure equity of consideration by the institutional committee on promotion and tenure.

#### **5. Waiver of the 60-Semester-Hour Rule for Associate of Arts and Associate of Science Pre-Secondary Education Transfer Students: Revision of The Policy Manual, Section 303.0601, Transfer Degrees**

Approved: The Board approved a waiver of the 60-semester-hour rule for Associate of Arts (“A.A.”) and Associate of Science (“A.S.”) pre-secondary education transfer students and revise Section 303.0601, Transfer Degrees, of The Policy Manual as presented below, effective February 2, 2005.

Abstract: Adopted by the Board at its January 2005 meeting, the implementation plan for increasing the number and diversity of teachers prepared by the University System of Georgia (titled “Double the Numbers and Double the Diversity of Teachers Prepared by the University System of Georgia by 2010”) contains a strategy for expanding the roles and responsibilities of two-year colleges in teacher preparation. One of the vital components of this strategy is offering the same teacher education courses and field experiences in Area F at two-year colleges as those offered to education majors at four-year institutions.

For secondary education, which requires a double major, students must complete the Area F courses for the content field and three additional Area F courses for teacher education. Pre-secondary education students at two-year colleges currently take only the Area F courses for the content field and not the three additional courses required in Area F for the double major in teacher education. The two-year college vice presidents for academic affairs recommended to the Educator Preparation Academic Advisory Committee (“EPAAC”) that those students pursuing a pre-secondary education transfer degree be allowed to take these additional three Area F courses while at the two-year college. This was approved in December 2004 by EPAAC, which is the Systemwide committee consisting of two-year vice presidents of academic affairs, four-year deans of education, and four-year deans of arts and sciences charged with the responsibility of making recommendations concerning teacher preparation programs. The pre-secondary education courses governed by this revision in Board Policy will be limited to those courses approved by EPAAC.

The approved policy revisions are as follows, with additions highlighted and deletions stricken:

### **303.0601 TRANSFER DEGREES**

All A.A. and A.S. degrees shall be transfer degrees leading to the baccalaureate degree, with the area of study determining which degree is awarded. Other than the distinction between the A.A. and A.S. designation, these degrees carry no indication of the student’s area of study (major). Absent the approval of the Senior Vice Chancellor for Academics and Fiscal Affairs, no A.A. or A.S. degree program shall exceed 60 semester credit hours (exclusive of physical education activity/basic health, ~~or orientation course hours~~ **orientation, or pre-secondary education course hours** that the institution may require) (BR Minutes, 1986 – 87, p. 370; December 1995, p. 47).

**6. Waiver of the 120-Semester-Hour Rule for Bachelor of Science in Education Majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the Requirement of at Least Six Semester Hours in Science (Outside of Area D) in Early Childhood Education**

Approved: The Board approved a waiver of the 120-semester-hour rule for Bachelor of Science in Education majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the requirement of at least six semester hours in science (outside of Area D) in early childhood education, effective February 2, 2005.

Abstract: At its December 3, 2004, meeting, the Educator Preparation Academic Advisory Committee (“EPAAC”) approved two recommendations to take effect in fall 2005: 1) that institutions be permitted to require up to 129 semester hours for majors offered under the Bachelor of Science in Education in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and 2) that a major in Early Childhood Education require

at least six semester hours in science outside of Area D of the core curriculum.

Each of the majors listed in the recommendation must include sufficient coursework to prepare teachers in one or more content fields and a sequence of professional education courses, which include the equivalent of one full academic year of field experiences and internships in the schools (a minimum of 900 hours). These requirements, while meeting the Board of Regents' Principles for the Preparation of Educators for the Schools (the "Principles"), compromise an institution's ability to offer the Bachelor of Science in Education degree within the 120-semester-hour limit and still ensure the quality necessary in the Principles' guarantee.

The Principles approved in 1998 include the requirement for early childhood teachers to complete at least 12 semester hours in reading and mathematics (outside of Areas A – E of the core curriculum) but only core curriculum courses in science. To comply with the Principles and the EPAAC recommendation, institutions would require the addition of at least six semester hours in science in the preparation of teachers for grades P-5. The recommendation to include at least six semester hours in science outside of Area D in Early Childhood Education enables the curriculum to be recognized in the credit hours accrued by students and in the workload of faculty. The additional hours will enable each university or college offering teacher preparation programs to ensure that teacher certification candidates will know all subjects included on the teaching certificate to sufficiently help students learn content standards required in schools.

**7. Establishment of a Major in Health and Fitness Management Under the Bachelor of Science, 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 a major in Health and Fitness Management under the Bachelor of Science degree, effective February 2, 2005.

Abstract: CCSU proposed to establish an undergraduate major in Health and Fitness Management. The addition of this program is consistent with the institution's strategic plan to expand academic programs to meet student and societal needs and support CCSU's status as a university. The Health and Fitness Management major will provide students with a foundation for the management side of preventive healthcare. Students will be prepared for entry and mid-level management positions in organizations providing health and fitness services, such as occupational health settings, insurance companies, home health agencies, hospitals, nursing homes, ambulatory care centers, governmental health agencies, and corporate settings.

Need: As an increasing number of people spend more time and money on recreation, fitness, and leisure services, the U.S. Department of Labor's Bureau of Labor Statistics reports that overall employment of recreation and fitness workers is expected to grow faster than the average for all occupations through 2012. According to state occupational projections, employment for fitness

trainers and aerobic instructors in Georgia is projected to grow to 44% by 2010, an employment change of 1,250 jobs and an average of 180 annual openings. Providing a major in Health and Fitness Management will enable CCSU's constituencies to better address societal needs related to health, wellness, and lifestyle issues such as obesity, diabetes, and sedentary lifestyle. Based upon a survey of currently enrolled CCSU students, it is estimated that the program will attract approximately 35 full-time students.

Objectives: The main objectives of the program are 1) to provide a content/discipline foundation for careers in health and fitness management within corporate wellness centers, hospital-based fitness facilities, traditional health clubs, and resorts; 2) to provide students with relevant strategies of health promotion, illness/injury prevention, and illness/injury rehabilitation to maximize healthy outcomes of individuals, families, and communities in a multicultural society; and 3) to prepare students for national certification exams in the field of health and fitness.

Curriculum: The program will include upper-division and core courses in healthcare finance, marketing in healthcare, nutrition, ethical issues, health in the corporate setting, kinesiology, exercise testing and prescription, and prevention, care, and rehabilitation of injuries.

Projected Enrollment: The institution anticipates enrollments of 25, 35, and 60 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. President Harden has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

## **8. Establishment of a Major in Theatre Under the Bachelor of Arts, Columbus State University**

Approved: The Board approved the request of President Frank D. Brown that Columbus State University ("CSU") be authorized to establish a major in Theatre under the Bachelor of Arts degree, effective February 2, 2005.

Abstract: CSU sought to add the Bachelor of Arts with a major in Theatre to provide a broad theatrical background for students seeking a generalist's degree in theatre at the undergraduate level.. CSU's Department of Theatre offers comprehensive undergraduate programs that are accredited by the National Association of Schools of Theatre. The department offers a Bachelor of Fine Arts with a major in Theatre, which provides a concentrated theatrical background in acting, directing, design,



and technical theater for students planning careers in professional theatre. CSU's Bachelor of Science in Education with a major in Theatre provides certification to teach drama in primary and secondary grades.

Need: The addition of a Bachelor of Arts with a major in Theatre at CSU furthers the University System of Georgia's mission by providing students with an opportunity to study the performing arts within a liberal arts curriculum. Student majors in theatre at CSU have increased from 44 majors in 1998-1999 to 106 majors in 2003-2004. Adding the Bachelor of Arts major allows students flexibility in the combination of courses they wish to take.

Objectives: Program graduates will be able to demonstrate general knowledge of all areas of the theatrical process, knowledge of theatre history and appreciation for dramatic literature of western civilization, and knowledge of and proficiency in theatre design, technology, acting, and directing.

Curriculum: The program will offer upper-division and core courses in intermediate stagecraft, methods of teaching theatre, stage directing, and advanced creative dramatics.

Projected Enrollment: The institution anticipates enrollments of 11, 22, and 33 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. President Brown has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

## **9. Establishment of a Doctor of Philosophy in Applied Physiology, Georgia Institute of Technology**

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology ("GIT") be authorized to establish a Doctor of Philosophy in Applied Physiology, effective February 2, 2005.

Abstract: GIT sought to establish a Doctor of Philosophy in Applied Physiology with research concentration areas in biomechanics, motor control, muscle physiology, and exercise physiology. The program will be housed within the School of Applied Physiology, which emphasizes the science of movement, the physiological basis of movement control, and instruction related to the importance of maintaining sound physiological systems relative to internal and external stimuli. The program fits GIT's strategic plan because it applies current technologies, techniques, and cross-disciplinary

resources together to formally establish a research agenda centered on the physiology of human movement.

Need: National projections indicate that there will be faster-than-average job growth for doctoral-degree physiologists over the next decade. Applied physiology with a focus on human movement draws from the traditional disciplines of zoology, chemistry, physics, engineering, neurophysiology, and medicine, as well as the more recent disciplines of molecular biology, biomedical engineering, computer science, and health psychology. Research in applied physiology has been supported by the American Physiological Society, the American College of Sports Medicine, the Society for Neuroscience, and the National Institutes of Health.

Objectives: Students must demonstrate adequate knowledge of applied physiology research and master a minor field of study.

Curriculum: The curriculum is unique because topic and program areas emanate from medically based doctoral programs in physiology. Research under the program uses human and nonhuman models to better understand the fundamentals of human movement throughout the lifespan to enable more activity and mobility. Students will be required to take core courses in systems physiology and biostatistics, as well as seminars in applied physiology.

Projected Enrollment: The institution anticipates enrollments of 5, 6, and 7 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. The research foundation for the program has been developed cooperatively with the Emory University School of Medicine, the Veteran's Administration Hospital, and other units in the Colleges of Sciences and Engineering. President Clough has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

#### **10. Establishment of a Bachelor of Science in Economics and International Affairs, Georgia Institute of Technology**

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology ("GIT") be authorized to establish a Bachelor of Science in Economics and International Affairs, effective February 2, 2005.

Abstract: GIT sought approval to offer a Bachelor of Science in Economics and International Affairs

to educate students who can understand the nature of and succeed professionally in a global, interdependent, and multicultural environment. Students seeking this degree will be expected to complete challenging courses in economic theory, econometrics, and comparative politics, as well as core courses in international affairs. Students will gain strong interdisciplinary expertise in preparation for careers in global consulting firms, multinational corporations, the World Bank, International Monetary Fund, Department of Commerce, the Peace Corps, and other agencies and international organizations.

Need: Need for the program grows out of the fact that as traditional boundaries between domestic and international areas become blurred, technical, managerial, governmental, and other issues will have more economic and international dimensions. Most graduates of the program will follow one of three paths: graduate and professional education, private sector employment in internationally oriented firms, or public sector employment. The School of Economics and the Sam Nunn School of International Affairs under the auspices of the Center for the Enhancement of Teaching and Learning surveyed approximately 1,500 currently enrolled GIT students. The survey revealed that if the joint economics-international affairs program had been available upon entry to GIT, at least 55% of the respondents would have considered selecting the program as a major.

Objectives: The Bachelor of Science in Economics and International Affairs has three primary objectives: 1) to provide students with a detailed understanding of economic theory and practice in the contemporary world; 2) to provide students with an understanding of the global, interdependent, and multicultural environment in which they live; and 3) to provide students with a set of quantitative and qualitative analytical skills centered around policy-oriented issues in economics and international affairs. Graduates will be expected to have the skills and knowledge needed to engage in strategic planning and analysis efforts in economic and international contexts.

Curriculum: The program will be housed in the School of Economics and the Sam Nunn School of International Affairs of the Ivan Allen College of Liberal Arts. In addition to sharing degree requirements, the program provides a two-course, capstone experience that will be team taught across the schools.

Projected Enrollment: The institution anticipates enrollments of 35, 40, and 45 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. The program will be established with minimal start-up funds to assist the School of Economics and the Sam Nunn School of International Affairs with workload adjustments, since each unit will contribute one-fourth of a full-time faculty member's time to the joint teaching of a new series of two senior capstone seminars. President Clough has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

#### **11. Establishment of a Master of Arts in Religious Studies, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University ("GSU") be authorized to establish a Master of Arts in Religious Studies, effective February 2, 2005.

Abstract: GSU sought to establish a Master of Arts in Religious Studies to continue work in the academic study of comparative world religions. Grounded in interdisciplinary and intercultural approaches, the field of religious studies seeks to employ modern scholarly methods to explain and understand the nature of religion. This program is not geared toward training candidates for the ministry, but rather is a study of various world religions academically and comparatively.

Need: In 1991, GSU began offering a Bachelor of Arts with a major in Religious Studies. Since that time, the Religious Studies program has grown to over 45 undergraduate courses and over 80 current undergraduate majors. Enrollments in Religious Studies have more than doubled over the past three years. Establishing a master's program in Religious Studies at GSU supports the goals of the institutional strategic plan, address national trends that emphasize the academic study of religion as a component of responsible citizenry, and provide scholarly resources for understanding diversity and the culture of immigrant populations.

Objectives: Graduates of the program may find employment teaching religion courses at private high schools with religious affiliations, seek professional school opportunities, or seek employment with organizations such as the Peace Corps. The program will primarily be offered for those students who want to teach religion in private high schools, who seek the master's degree for reasons of promotion or advancement within a job they currently hold, or who want to gain an understanding of a vital subject in today's world.

Curriculum: Courses in Religious Studies constitute an important aspect of the university's curricula in Middle Eastern Studies, Asian Studies, Jewish Studies, African-American Studies, and Women's Studies. The program includes, but is not limited to, courses in theories of religion, Augustine and Aquinas, women and religion, Judaism and Islamic fundamentalism in the modern world, African-American religion, and church and state.

Projected Enrollment: The institution anticipates enrollments of 6, 9, and 12 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. The

faculty and curriculum are in place, and strong student demand has been exhibited. President Patton has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

## **12. Establishment of a Major in Biology Under the Master of Science, Valdosta State University**

Approved: The Board approved the request of President Ronald M. Zaccari that Valdosta State University ("VSU") be authorized to establish a major in Biology under the Master of Science degree, effective February 2, 2005.

Abstract: VSU sought to establish a major in Biology under the existing Master of Science degree. Housed in the Department of Biology, the program will be a research/thesis graduate program and will provide an opportunity for Biology majors to pursue graduate level training in the biological sciences.

Need: The number of Biology majors at VSU has risen consistently, and the current enrollment is approximately 500 students. As enrollment has increased, students have inquired about the possibility of earning a graduate degree in the department. The program was developed in order to aid South Georgia in keeping pace with changing technologies and to invest in educational programs and systems that will provide students with necessary technological skills and competencies. The master's degree will enable students to achieve their career objectives in the life sciences, agriculture, resource management, medicine, and biotechnology.

Objectives: The degree will provide students with advanced training in the life sciences and will prepare them to enter expanding job markets in biology, education, and biotechnology/medical fields or to continue study towards a doctoral degree. The objectives of the program are 1) to provide students with an in-depth education in biology beyond that of the bachelor's degree; 2) to develop a knowledge base that will permit students to identify significant biological research questions, develop protocols to solve problems, and properly analyze and resolve research questions through the use of scientific methods; and 3) to provide South Georgia with highly trained biologists who can serve in critical positions in private, educational, and governmental sectors.

Curriculum: The program will be a nonterminal degree with a research-based thesis. The 36-semester-hour program will require 6 credit hours of thesis work and 2 credit hours for a graduate seminar. The program will include courses in microbiology, ecology, biostatistics, plant anatomy, comparative vertebrate anatomy, histology, virology, immunology, and cell biology.

Projected Enrollment: The institution anticipates enrollments of 10, 15, and 20 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. President Zaccari has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

### **13. Establishment of a Bachelor of Science in Behavior Analysis, Savannah State University**

Approved: The Board approved the request of President Carlton E. Brown that Savannah State University ("SSU") be authorized to establish a Bachelor of Science in Behavior Analysis degree, effective February 2, 2005.

Abstract: SSU sought to establish a Bachelor of Science in Behavior Analysis. Housed within the Department of Social and Behavioral Sciences in the College of Liberal Arts and Social Sciences, the program is an interdisciplinary baccalaureate degree that will prepare graduates for numerous careers in such areas as social services, government, criminal justice, public relations, personnel management, and graduate work in the social and behavioral sciences. Students will be allowed to pursue minor concentrations in Criminal Behavior Analysis and Applied Forensic Analysis. Various theoretical perspectives, including a Skinnerian approach, undergird the program.

Need: The degree will meet the needs of the student population and the manpower needs of local, regional, and national employment sectors. The program addresses a need of students as documented by SSU's 2003 Survey of Students' Interest in Behavior Analysis conducted in spring 2003. Employment of behavior analysts and psychologists is expected to grow about as fast as the average for all occupations through year 2010. Employment will grow fastest in such areas as outpatient mental health facilities and substance abuse treatment clinics.

Objectives: The major emphasizes the development of skills in assessing behavior in a variety of settings and the application of techniques and strategies for intervention and behavior change. The principle objectives of the program are 1) to improve undergraduate academics which promote intellectual development and student success through a diverse, student-centered environment; 2) to educate students in a multicultural and multidisciplinary perspective; 3) to strengthen research and scholarly endeavors; and 4) to provide the community with various opportunities to engage in the behavior analysis degree program through activities respective to studies, internships, colloquia, and professional development workshops.

Curriculum: The program will include courses in counseling and behavior change, experimental analysis, the history of behavior analysis, abnormal psychology, diagnostic psychology, theories of personality, behavior of the African American (contemporary Black psychology), test and measurement, and group process, as well as a research seminar. The degree provides subspecialty areas of concentration that promote interdisciplinary study of criminal justice and forensic science.

Projected Enrollment: The institution anticipates enrollments of 85, 125, and 125 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. Equipment and lab facilities exist to support the minor concentration areas. President Brown has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

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

Approved: The administrative and academic appointments were reviewed by the Chair of the Committee on Education, Research, and Extension and approved by the Board. The full list of approved appointments is on file with the Office of Faculty Affairs in the Office of Academics and Fiscal Affairs.

#### **15. Adoption of "External Instruction in the University System of Georgia: Policies and Procedures"**

Approved: The Board adopted the document entitled "External Instruction in the University System of Georgia: Policies and Procedures," effective February 2, 2005. This document is on file with the Office of Academic Affairs.

Abstract: Adoption of the document entitled "External Instruction in the University System of Georgia: Policies and Procedures" supersedes prior established procedures in documents used by the University System consisting of the October 1997 "Instructional Programs: Off-Campus Sites Decision Rules" and "Guiding Principles: External Degrees and Off-Campus Offerings." Adoption of the new policies and procedures provides descriptive steps and guidelines for the administration of The Policy Manual's revised Section 303.03, Instruction Offered Externally (see agenda item 16), and new Section 920, Off-Campus Instructional Siting (see agenda item 17). As a follow-up to the January 2005 Board meeting, the informational procedures were mailed to the Board of Regents

under separate cover.

**16. Replacement of Section 303.03, Off-Campus Instruction, of The Policy Manual With New Section 303.03, Instruction Offered Externally**

Approved: The Board approved revised Section 303.03, Instruction Offered Externally, to replace existing Section 303.03, Off-Campus Instruction, of The Policy Manual, effective February 2, 2005.

Abstract: Revisions to the policy were provided as a result of the Board's January 2005 review of the report of the Committee on Off-Campus Instruction. The full committee report was provided to the Committee on Academic Affairs as an information item after being vetted through the Regent's Administrative Committee on Academic Affairs and the fall 2004 presidents' meeting. The policy recommended for a revision involved complete elimination of all language in Section 303.03, Off-Campus Instruction, including subsections 303.0301, Off-Campus Instructional Siting; 303.0302, Off-Campus Course Work; and 303.0303, External Degree Programs, to be replaced with revised Section 303.03, Instruction Offered Externally. The previous policy was replaced in order to ensure that appropriate steps are followed when institutions request external degrees and majors.

***Previous Policy***

**~~303.03 OFF-CAMPUS INSTRUCTION~~**

**~~303.0301 OFF-CAMPUS INSTRUCTIONAL SITING~~**

- ~~A. All temporary, off-campus, non-degree instructional programs which have no facility costs involved shall be subject to the review and approval of the Chancellor.~~
- ~~B. All temporary, off-campus instructional programs which have no facility costs involved or which are part of degree programs shall be subject to the review and approval of the Board of Regents.~~
- ~~C. All permanent, off-campus instructional sites and programs shall be subject to the review and approval of the Board of Regents.~~
- ~~D. In all cases in which an off-campus instruction proposal is submitted to the Chancellor (either for approval or for making a recommendation to the Board of Regents), the Chancellor shall carefully consider the demographics associated with the site of the proposed instruction, the economy and efficiency of the proposed program, the strength and necessity of the proposed instruction, and the appropriateness and existence of any community financial participation (BR Minutes, October, 1997, pp. 53-55).~~



~~E. In all cases where the creation of a new, or the physical expansion of an existing, off campus center is proposed, the proposal shall be reviewed in accordance with the "Instructional Programs Off-Campus Sites Decision Rules," as adopted by the Board of Regents on December 10, 1997 and as thereafter amended. The University System Office's review shall be coordinated by the Senior Vice Chancellor for Academics and Fiscal Affairs, in consultation with the Vice Chancellor for Facilities, and if the proposal anticipates the creation of a new center or significant expansion of an existing center, presented to the Board of Regents for approval.~~

### **~~303.0302 OFF-CAMPUS COURSE WORK~~**

~~The University System will attempt to provide educational opportunities sufficient to meet the needs and demands of the Georgia citizen to the greatest extent possible, subject to necessary constraints. In order to maintain the integrity of the University System concept, it is desirable in most instances to have the closest qualified institution respond to off-campus credit course needs. Institutions within the University System are authorized to explore the possibility of off-campus course offerings. In cases where requests for services exceed the qualifications or ability of the closest institution, attempts should be made to have such requests met by other qualified University System institutions. The following policies will govern the operations of all University System off-campus undergraduate and graduate credit course offerings, including those offered through the Regional Education Service Agencies.~~

~~A. Prior to the offering of off-campus course work, the president of the institution proposing such work shall be required to have the written concurrence of the president(s) of any other University System institution(s) located in closer geographic proximity to the site proposed for the off-campus course work if the closer institution(s) has approved degrees, programs, or courses in the subject area. In any case the president of an institution offering the off-campus course work shall provide the president(s) of any University System institution(s) closer to the proposed site information about the proposed course offerings prior to the public announcement of the course offerings.~~

~~Also, Area Teacher Education Service Directors shall inform presidents of University System institutions concerning courses to be offered in their service areas prior to the public announcement of the course offerings.~~

~~B. In the event the involved institutions are unable to arrive at a mutual agreement on the offering of off-campus credit courses, the issues will be referred to the Chancellor for final resolution.~~

~~C. Institutions will offer off-campus work only when the work is of a quality equivalent to that~~

given on campus. This relates to qualifications of staff, necessary library resources, adequate facilities, and the material and equipment needed to support off-campus work.

D. — Institutions will charge the approved off-campus fees as set by the Board of Regents.

E. — No more than one-fourth of the work required for an undergraduate degree and one-half the work required for a Master's degree can be earned off-campus unless taken in an approved residence center or in an authorized external degree program or cooperative career-associate degree program.

F. — Institutions will report each semester on completed off-campus credit course offerings.

### ~~303.0303 EXTERNAL DEGREE PROGRAMS~~

In order to maximize the availability of the educational resources of the University System to the citizens of Georgia, the Board of Regents authorizes the offering of external degree programs. An external degree program is defined as an organized curriculum leading to a degree offered in its entirety by a System institution at an off-campus site. The program may be offered on the campus of another, cooperating System institution or at any other appropriate location approved by the Board. Authorization to offer an external degree program will be granted only upon a clear demonstration by the requesting institution that all necessary facilities, faculty, staff, and other supporting resources are available or can be provided at the off-campus site to maintain program standards equal to those maintained on campus. While another System institution may cooperate in the offering of an external degree program, the institution authorized to offer the program shall be charged with the full responsibility for its management and quality.

Each approved program shall be authorized for a specified period of time after which a full review of the productivity and cost-effectiveness of the program will be conducted by the Senior Vice Chancellor for Academic Affairs, with a subsequent recommendation by the Chancellor to the Board for continuation or discontinuation of the program.

External degree proposals may be submitted only from those institutions having authorized degrees in the disciplines proposed. The applicable regulations of the policy on off-campus course work shall apply to the development and offering of external degree programs. Institutions submitting proposals for external degree programs shall follow established procedural guidelines in the development of those proposals for review by the Chancellor's staff (BR Minutes, 1982-83, pp. 292-293).

### *New Policy*

### **303.03 INSTRUCTION OFFERED EXTERNALLY**

The University System will strive to provide educational opportunities sufficient to meet the needs of the state and the demands of Georgia citizens. Institutions within the University System are encouraged to explore the possibility of external course and degree program offerings to meet these needs. The following policies will govern the operations of all University System external undergraduate and graduate credit offerings.

The Board of Regents recognizes two categories of external offerings: off-campus instruction and distance education. Off-campus instruction is defined as traditional face-to-face classroom instruction that occurs at a location away from the home premises of the institution. Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place and the instruction is delivered using technology.

Institutions wishing to offer courses and/or degree programs externally must adhere to the guidelines, criteria, and nomenclature contained in the document entitled “External Instruction in the University System of Georgia: Policies and Procedures,” as adopted by the Board of Regents on February 2, 2005, and as thereafter amended. This document is maintained in the Academic Affairs Handbook. The designation of an off-campus instructional location as a campus, center, or consortium requires approval by the Board of Regents.

Institutions wishing to offer degree programs externally (off-campus or at a distance) must first submit and receive approval for an institutional Instructional Delivery Plan (“IDP”). Institutional IDPs should be updated at least every three years, and each updated version should be accompanied by notification to the Senior Vice Chancellor for Academics and Fiscal Affairs of intent to continue and/or discontinue external program offerings. Approval of the IDP will be granted only upon a clear demonstration by the requesting institution that external offerings are appropriate to its mission and that all necessary facilities, technical infrastructure, faculty, staff, and other supporting resources are available or can be provided to maintain program standards comparable to those maintained for on-campus programs.

It is desirable in most instances to have the closest qualified institution respond to off-campus credit course needs. In cases where requests for services exceed the qualifications or ability of the closest institution, attempts should be made to have such requests met by other qualified University System institutions.

Prior to the offering of off-campus course work, the president of the institution proposing such work will notify the president(s) of any other University System institution(s) located in closer geographic proximity to the site proposed for the off-campus course work. In the event the involved institutions are unable to arrive at a mutual agreement on the offering of off-campus credit courses, the issues will be referred to the Chancellor for final resolution.

## **17. Establishment of New Section 920, Off-Campus Instructional Siting, of The Policy Manual**

Approved: The Board approved the establishment of new Section 920, Off-Campus Instructional Siting, of The Policy Manual, effective February 2, 2005.

Abstract: This addition to The Policy Manual was proposed as a result of the Board's January 2005 review of the report of the Committee on Off-Campus Instruction. The full committee report was provided to the Board of Regents as an information item after being vetted through the Regent's Administrative Committee on Academic Affairs and the fall 2004 presidents' meeting. As a follow-up to the January 2005 Board meeting, new Section 920, Off-Campus Instructional Siting, of The Policy Manual was developed in order to ensure that institutions follow appropriate procedures when proposing to establish an off-campus location.

### ***New Policy***

#### **920 OFF-CAMPUS INSTRUCTIONAL SITING**

In accordance with Section 303.03 of The Policy Manual, University System institutions may offer instruction at locations away from their home campuses. Institutions must follow appropriate procedures for approval to offer such instruction as specified in Section 303.03. No institution may propose the use of any off-campus instructional location prior to approval of the academic program(s) to be offered at that location.

Once approval to offer external instruction has been secured, any utilization of off-campus facilities must adhere to the following guidelines:

- Every off-campus instructional location in the University System of Georgia will conform to all appropriate standards of due diligence, structural integrity, adequacy of resources, and responsible use as designated by the Vice Chancellor for Facilities. Facilities will be appropriate to support the academic purpose of the off-campus location and will reflect quality standards comparable to home campus facilities.
- Any off-campus instructional location that requires or anticipates no capital investment for facilities (either to acquire or to operate) within the next three fiscal years is subject to administrative review and approval by the Chancellor.
- Any off-campus instructional location that requires or anticipates a capital investment for facilities (either to acquire or to operate) within the next three fiscal years must be reviewed and approved by the Board of Regents.

- In all cases, the proposal shall be reviewed in accordance with the External Instruction in the University System of Georgia: Policies and Procedures, as adopted by the Board of Regents on February 2, 2005, and as thereafter amended. Institutions must adhere to the guidelines, criteria, and nomenclature contained in that document. The designation of an off-campus instructional location as a campus, center, or consortium requires approval by the Board of Regents through its Committee on Academic Affairs.
- The University System Office’s review shall be coordinated by the Senior Vice Chancellor for Academics and Fiscal Affairs in consultation with the Vice Chancellor for Facilities, and if the proposal anticipates the creation of a new location or significant expansion of an existing location, it shall be presented to the Board of Regents for approval.

**18. Revised Institutional Statutes, North Georgia College & State University**

Approved: The Board approved the request of President David L. Potter that North Georgia College & State University (“NGCSU”) be authorized to revise its institutional statutes, effective February 2, 2005.

Abstract: NGCSU requested that the Board of Regents approve changes to the statutes of the university. The revisions were recommended by and approved by the NGCSU faculty. Institutionally approved changes include editorial changes, such as the name of the institution, semester references, and the renumbering of articles. Substantive changes include revisions to administrative titles, statements added to clarify job descriptions, and statements added to clarify the role of part-time faculty in attending faculty meetings. The statutes have been reviewed by the Office of Academic Affairs and the Office of Legal Affairs. The statutes will remain on file in the Office of Academic Affairs.

**19. Establishment of the E. Vachel Pennebaker Chair in Direct Marketing, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to establish the E. Vachel Pennebaker Chair in Direct Marketing, effective February 1, 2005.

Abstract: GSU sought to establish the E. Vachel Pennebaker Chair in Direct Marketing in the J Mack Robinson College of Business at GSU. The focus of the chair will be to promote a greater understanding of direct marketing and the importance of new views about customers, markets, supply chains, and organizations. Activities of the chair will result in significant curricular advances. The professor will be supported through association with other college assets, such as the Marketing RoundTable, the Center for Process Innovation, the Herman J. Russell International Center for Entrepreneurship, and the Center for Business and Industrial Marketing.

Toward that end, the Georgia State University Foundation, Inc. (the “Foundation”) has received gifts that total \$500,000 and has established an endowed account with the funds.

Biosketch: Mr. Pennebaker received his bachelor’s degree in Business at GSU in 1970 and later earned his Master of Business Administration at Northwestern University in 1983. Mr. Pennebaker’s career in direct-response advertising began in 1970 at British Petroleum of America. After 20 years, and advancing to the position of President of the Signature Group for BP Oil of America, he joined Sears, Roebuck & Co. At Sears, Mr. Pennebaker assumed the newly created senior executive position responsible for Sear’s shop-at-home businesses, including specialty catalogues, insurance, service programs, and merchandise offers. He retired from his position as President of Financial Services for Sears, Roebuck & Co. in 2000.

During his professional career, Mr. Pennebaker was also a successful community volunteer and philanthropist, helping to raise significant funds for GSU, a Chicago-area hospital, and the United Way. Mr. Pennebaker is a trustee and member of the Development Committee for the Foundation and sits on the board of the Direct Marketing Association in Chicago, IL. He was the recipient of the Alumni Distinguished Achievement Award at Georgia State University in 1998, the Charles S. Downs Direct Marketer of the Year Award, Chicago Association of Direct Marketing in 1994, and the United States Postal Service Industry Excellence Award in 1994.

## **20. Renaming of the School of Music to the Hugh Hodgson School of Music, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to rename its existing School of Music to the Hugh Hodgson School of Music, effective February 1, 2005.

Abstract: UGA sought approval to rename its School of Music to the Hugh Hodgson School of Music. Professor Hodgson, a distinguished alumnus of UGA, was hired as the university’s first music professor in 1928, and he served the university and the State of Georgia for more than three decades before his retirement in 1960. He created the university’s first four degree programs in music and left many other legacies, including the arrangement of the Alma Mater and a Thursday evening musicale series. In addition, Professor Hodgson served as the Chairman of the Division of Fine Arts, was instrumental in the construction of the Fine Arts Building on campus, and was responsible for the recruitment of Lamar Dodd to the art faculty. UGA sought to recognize Professor Hodgson’s contributions to the institution.

Biosketch: Hugh Hodgson, born in Athens in 1893, was a 1915 honor graduate of the University of Georgia and member of Phi Beta Kappa. After graduating, he continued his studies in music and mathematics in New York. In 1925, he was appointed Musical Director of the Lucy Cobb Institute

in Athens.

In 1928, Professor Hodgson was named as the first music professor at UGA. In addition to his work with the Music Department, Professor Hodgson was named as the first Chair of the Division of Fine Arts, a position he held until 1960. During his tenure as Chair, he was instrumental in the construction of the Fine Arts Building and in 1937 recruited Lamar Dodd to accept a faculty position at UGA. In 1951, Professor Hodgson was named a Regents Professor of Music by the Board of Regents.

Professor Hodgson conducted the Men’s Glee Club for 14 years and the University Little Symphony for 9 years. Hodgson was also instrumental in the establishment of the Atlanta and Savannah Symphony Orchestras. In the late 1920s, Professor Hodgson began a Thursday evening musical series known as “Music Appreciation Hours” that is now referred to as the Thursday Concert Series. Professor Hodgson retired from the university in 1960 and died in 1969.

**21. Information Item: Service Agreements**

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

**Georgia State University**

Georgia Building Authority Provide space for the Child Enrichment Center	7/1/03 – 6/30/04	\$63,543
Georgia Geographic Alliance Conduct the geography education program	7/1/03 – 6/30/04	\$42,418
Georgia Department of Human Resources Conduct two-day training for providers of Ready for Work outpatient, residential, mental health, and developmental disabilities services	3/15/04 – 6/30/04	\$30,000
Georgia Department of Education Provide access to Reading Recovery training for children by training additional teachers and teacher leaders	12/1/03 – 6/30/04	\$218,856
Administrative Office of the Courts Provide consulting services, which include designation of co-reporter to the commission	4/1/04 – 6/1/04	\$1,000
Children and Youth Coordinating Council Fund the Healthy Youth Leadership program for year two	6/1/03 – 5/31/05	\$122,800
Georgia Department of Human Resources Provide technical assistance to providers of HIV Early	10/1/04 – 9/30/05	\$446,115

Intervention Services program, monitor and evaluate efficacy of services offered by individual providers, and submit quarterly reports on provider activity		
Georgia Department of Education Facilitate and develop the Faculty of Development Institute	7/1/04 – 6/30/05	\$127,449
Georgia Professional Standards Commission Provide support for the 2004-2005 teacher candidates at Georgia State University	8/1/04 – 7/31/05	\$47,400
Georgia Department of Human Resources Provide social work education and child welfare training for current child welfare workers and students preparing for employment through master of social work programs	8/16/04 – 8/15/05	\$585,774
Georgia State Board of Pardons and Parole Conduct process and outcome evaluation on Global-Positioning-Satellite-based Electronic Monitoring at up to ten sites across Georgia	7/1/04 – 6/30/05	\$10,000
Georgia State Board of Pardons and Parole Develop interview and data collection instruments and process, collect data, and prepare written report of findings	7/1/04 – 6/30/05	\$45,000
Georgia Department of Human Resources Conduct, coordinate, and maintain skilled, credentialed early interventionists system of personnel training, exemption procedures, continuing education requirements, and tracking of individual completion status	10/1/04 – 9/30/05	\$359,795
Georgia Department of Education Implement initiative of the State Improvement Grant to develop strategies to improve student achievement in the least restrictive environment	9/9/04 – 8/31/05	\$342,784
Georgia Department of Education Implement the Effective Behavioral and Instructional Supports Initiative	9/9/04 – 8/31/05	\$81,927
Georgia Department of Education Implement the Orthopedic Impairments-Expanded Reading First Initiative	9/9/04 – 8/31/05	\$76,802
Georgia Department of Education Implement the Severe Disabilities-Expanded Reading First Initiative	9/9/04 – 8/31/05	\$33,479
Georgia Department of Education Design and perform formative and narrative evaluations to provide information related to the program effectiveness of twenty-first	12/6/04 – 6/30/05	\$316,797



century community learning centers		
Georgia Soil and Water Conservation Complete database management and analysis for Georgia's agricultural water use metering program and other aspects of innovative water policies in Georgia	7/1/04 – 6/30/05	\$144,442
Georgia Department of Human Resources Develop logical model for Georgia's public health system designed to address the public health needs of Georgia's citizens by maximizing available resources through increased collaboration with various health providers throughout the state	1/15/04 – 9/30/04	\$217,930
Georgia Department of Education Collect, analyze and report on the 2003-2004 third-grade criterion reference competency test reading scores	7/9/04 – 1/15/05	\$138,125
Georgia Department of Community Health Management of the State Coverage Initiatives grant and related assessment for the PeachCare for Kids Program	6/1/04 – 6/30/04	\$117,831
Georgia Department of Human Resources Expand child welfare services through purchase of community-based family support and preservation provided as part of a comprehensive, coordinated service delivery system	10/1/04 – 6/30/05	\$135,000
Georgia Department of Human Resources Assist in development of a comprehensive nutrition and physical activity plan for Georgia	6/1/04 – 5/1/05	\$66,275
Georgia Governor's Office Implement Georgia Healthcare Pilot Planning to include comprehensive oversight activities, employer survey design and administration, study of incidence of uncompensated care, conduct focus groups with business leaders, employers and employees, recruitment of community collaboratives, and coverage plans design	10/1/04 – 9/30/05	\$388,501
Georgia Department of Education Provide graduate research assistant	9/27/04 – 8/10/05	\$15,000
Georgia Department of Human Resources Provide social and recreational activities for consumers at Georgia Regional Hospital in Atlanta	7/1/04 – 6/30/05	\$45,036

**TOTAL AMOUNT – February**                                 **\$ 4,220,079**  
**TOTAL AMOUNT FY 2005 TO DATE**                         **\$ 21,285,317**

<b>TOTAL AMOUNT FY 2004 TO FEBRUARY</b>	<b>\$ 125,623,978*</b>
<b>TOTAL AMOUNT FY 2004</b>	<b>\$ 131,651,016</b>

\*The large income from service agreements last year was due primarily to a \$106 million agreement between the Medical College of Georgia and the Department of Corrections for inmates' healthcare.

### **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, February 1, 2005, at approximately 2:45 p.m. in room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair James R. Jolly, Vice Chair Joe Frank Harris, and Regents Connie Cater, William H. Cleveland, W. Mansfield Jennings, Jr., Elridge W. McMillan, and Doreen Stiles Poitevint. Chair Jolly reported to the Board on Wednesday that the Committee had reviewed two items, both of which required action. Item 1 included seven applications for review; five of these were denied, and two were continued. In accordance with H.B. 278, Section 3 (amending O.C.G.A. § 50-14-4), an affidavit regarding these Executive Sessions is on file with the Chancellor's Office. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

#### **1. Applications for Review**

- a. In the matter of Dr Aline A. Van Putten at Atlanta Metropolitan College, concerning denial of a request to expunge her 2003 and 2004 Faculty Performance Evaluations, the application for review has been denied.
- b. In the matter of Dr. Obioma Iheduru, at Fort Valley State University, concerning imposition of sanctions for an alleged violation of Sexual Harassment Policies, the application for review has been continued for further consideration.
- c. In the matter of file # 1739, North Georgia College & State University, concerning alleged violation of NGCU's Academic Integrity Code, the application for review has been denied.
- d. In the matter of file # 1740, the University of Georgia, concerning re-admittance to UGA, the application for review has been denied.
- e. In the matter of Ms. C. Lynn Park, at Clayton College and State University, concerning elimination of her position at CCSU, the application for review has been denied.
- f. In the matter of Dr. Modibo Kadalie, at Savannah State University, concerning denial of a leave of absence to attend a fellowship program in South Africa, the application for review has been continued for further consideration.

- g. In the matter of file # 1742, Armstrong Atlantic State University, concerning a request for waiver of the Regents Exam, the application for review has been denied.

## **2. Potential Settlement Agreement, Medical College of Georgia**

Approved: The Board approved a potential settlement agreement for the Medical College of Georgia (“MCG”) arising from MCG’s retiree program. The Board agreed to a settlement in this case for approximately \$2.8 million. MCG Health, Inc. and the Physicians Practice Group will also contribute proportionate amounts to the settlement total.

This matter was discussed in Executive Session. In addition to the aforementioned Committee members, the following individuals were also in attendance: MCG’s Vice President for Legal Affairs, Andrew Newton; Assistant Attorney General W. Wright Banks, Jr.; and W. Bard Brockman of the law firm Powell Goldstein LLP.

### **CHANCELLOR’S STATE OF THE SYSTEM ADDRESS**

After the Committee meeting reports, Chancellor Meredith gave his State of the System Address, which was as follows:

Thank you. As University of Georgia (“UGA”) Professor Cameron Fincher concluded in his book on the history of the University System, “In many respects and from many different perspectives, the University System is the State of Georgia’s most remarkable achievement and the finest thing that Georgians have ever done for themselves.” We are mindful of that fact. To help us fulfill our responsibility, welcome our newest member to this board: Regent Richard Tucker. And I congratulate Regents Rodwell and Leebern on their reappointments. We appreciate and need your contributions and talents.

I appreciate the attendance of many of our Regents and our presidents at the January 19 presentation of the Governor’s fiscal year 2006 budget recommendations for the University System to the joint appropriations committees. Your presence made a powerful statement before the legislature, and the overall presentation was well received by our funding partners.

I used a portion of that presentation to paint a picture for the committee members about the University System of Georgia. In essence, I said that the University System and its 34 institutions are “good neighbors” in the communities we serve. In fact, we are good neighbors in all of Georgia’s 159 counties. And I outlined some of the marks of quality of this System, quality indicators that demonstrate just how positive and powerful an influence our campuses are on behalf of the communities and citizens of Georgia. You should be proud of what has been accomplished as a Board during these tough economic times.

We continue to provide access, as witnessed by a record fall enrollment of 250,659 students. This number follows three record years of enrollment growth. Each year, we help more than one million Georgians gain new knowledge through continuing education. The average SAT score of our entering freshmen students this past fall was 1042, an increase of six points over fall 2003 and the highest average in the history of the System.

Another quality indicator is retention. Our focus on retention, combined with better prepared students, has led to a record high Systemwide retention rate of 81% moving from the freshman to sophomore year. This high retention rate is already leading to improved graduation rates, currently at 53.7% Systemwide. In fiscal year 2004, we conferred 42,146 degrees. Think of the impact on the State of Georgia annually – economically, culturally and socially – of placing over 42,000 college graduates into our society ready to make a difference.

We bring in \$861 million in research dollars annually to Georgia that then helps create jobs and industry. You heard from Mike Cassidy regarding the impact of the Georgia Research Alliance, and next month, you will hear a report regarding specific research activities in the System. At that time, we will brag on our research institutions – the Georgia Institute of Technology, UGA, Georgia State University, and the Medical College of Georgia – and what they are doing to bring in research dollars.

We provide library services through 372 public library facilities throughout Georgia to 26 million citizens annually. One in three Georgians holds a library card to check out more than 38 million media, as well as online access through Georgia Library Public Information Network for Electronic Services (“PINES”) and Georgia Library Learning Online (“GALILEO”).

Dr. Jeffrey M. Humphreys, Director of UGA’s Terry College of Business Selig Center for Economic Growth, just released his latest update on the economic impact of the University System of Georgia. In fiscal year 2004, that economic impact totaled \$9.7 billion and was responsible for more than 106,000 jobs, both on- and off-campus. However, the economic impact goes far beyond the immediate, direct spending of our institutions. A reflection of economic impact is the return on investment in the University System of Georgia. We ask the state to appropriate just about one-third of our total budget, about \$1.6 billion, and then our institutions must come up with two-thirds. That works out to a \$7,000 annual state investment per student, or \$28,000 over four years. And for that investment, a single University System bachelor’s degree graduate will earn \$1 million more over his or her working life than someone with just a high school diploma. That’s the true economic impact of this System – and a fantastic return on investment for the state.

And as I was thinking about the state of the System, all of these facts brought the realization that the state of the System is extremely good. Without question, in the University System of Georgia, Georgians have this country's finest system of public higher education! We simply are in the process of proving it. As you can see, our national rankings are almost too numerous to mention!

As I enter my fourth year of service to you and the State of Georgia, while I see unmistakable signs that we are extremely good, we have also undertaken steps in a number of areas that put us on the road to being even better. As a matter of fact, we are good, but we are bound for greatness. So, I will use this state of the System message today to review some of the significant changes in higher education nationally and here in Georgia. And in this context, I'll highlight those actions this Board and this System have taken and are taking that have enabled us to successfully meet the current expectations of students and citizens while laying the foundation for future greatness.

As Chancellor, my focus over the past three years has been threefold: one has been to maintain and enhance our academic programs and efforts; two, to preserve access and quality; and three, to become more efficient and effective in our operations and services. We have made significant progress in these areas, so much so that on a number of higher education issues today, Georgia is viewed as a national model.

What is the cornerstone of our rise in national academic prominence? First, it is rooted in your adherence to long-range thinking and planning, which is evidenced by your strategic plan and statewide assessment. Because of the statewide assessment, we have initiated a mission review process that has the potential to change the face of the System. This will enable us to better meet the evolving demands and needs of Georgia in the 2005 to 2015 period. Proof of the wisdom of this process can be found in your request to the General Assembly to authorize the creation in Gwinnett County of the System's first new four-year institution in 30 years. Multiple additional initiatives are on their way for Board consideration as a result of the statewide assessment. So with that foundation, we can compare how Georgia has fared nationally in the public higher education arena.

The National Association of State Budget Officers reports that this year, midyear budget cuts in the states have declined, and this group predicts state higher education appropriations for fiscal year 2005 will wind up with a slight increase. Although we won't be in that positive group for the current fiscal year, if the Governor's budget recommendation for fiscal year 2006 is passed, Georgia will be on the positive side. Since 2001, we have lost \$378.2 million in cuts. Today, our budget is less than it was in fiscal year 2001. Nevertheless, we have successfully met the challenge of serving more than 44,000 new students. We deeply appreciate the fact that Governor Perdue has recommended a fiscal year 2006 increase of 8.3% for the University System. This means our formula has been fully funded, which will

help us address our enrollment growth.

Regarding enrollment, nationally the State Higher Education Executive Officers association (“SHEEO”) tracked an 18.9% increase in college enrollment between 1991 and 2003. Over this same period, the University System’s enrollment increased by 29.2%.

Let’s talk about tuition. Despite the dual pressures of rising enrollments and budget cuts, Georgia has been and continues to be a low-tuition state. Our four-year institutions rank fifteenth out of 16 Southern Regional Education Board (“SREB”) states. And our two-year institutions rank thirteenth out of 16 SREB states. As a reminder, the SREB states run from Delaware to Texas and include Oklahoma, Arkansas, Kentucky, and Tennessee. But continuing financial pressures may challenge our ability to keep tuition low if we are to maintain access and quality in the future. Tuition has been the key to keeping us from having a quality meltdown. As you know, I appointed a tuition task force to study our tuition status and to explore innovative approaches to tuition for the future. President Bruce Grube of Georgia Southern University is chairing this task force with support from the Vice Chancellor for Fiscal Affairs, William R. Bowes. I will bring a report to you this spring. The Special Assistant to the Chancellor, Associate Vice Chancellor for Fiscal Affairs, and Budget Director, Usha Ramachandran, did a preliminary study on this topic that the task force is using and which you received earlier.

Our challenge is to continue to explore ways to identify new sources of revenue and to be more efficient in the use of our resources. One of these revenue sources that we are tapping into more and more and that I mentioned earlier is funds from research contracts and grants. We are being successful in this regard.

The need for efficiency and effectiveness is the reason we have focused so much on areas such as the consolidation of services and a purchasing alliance. We have just hired our first University System Purchasing Director, Michael McClearn, to ensure success in this area. His salary will be paid from savings accrued.

As you know, we have placed a major emphasis on institutional audits with an amazing turnaround in the efficient use of the dollars we have. For example, in 2002, only 19% of our institutions earned the best audit rating. But by 2003, this figure had increased to 58%. Twenty institutions improved, 13 stayed the same, and only 3 have gotten worse, and those are on the road to improvement. I commend the good work of the Associate Vice Chancellor for Internal Audit, Ronald B. Stark, and our presidents on this issue, as we are now holding presidents solely responsible for their institution’s audit rating.

Our barnacle-scraping process has helped us focus on those activities that are our core functions. Our best practices awards program, which just completed its second year under

the direction of Mr. Bowes, helps to both identify and encourage greater efficiencies and effectiveness on our campuses. We are tracking how other institutions are utilizing these best practices winners, and we are pleased with the results. We must continue this overall focus on revenue and efficiencies because we must be prepared for an era of tighter state budgets.

In the area of academic program review, this Board has made a conscious effort to eliminate nonviable academic programs, so dollars could be directed to higher priority academic areas. Since 2000, we have eliminated 211 academic programs.

We have become more efficient in other areas of our academic operations, such as enhancing access with our “4-4-2” programs that allow four-year institutions to bring select four-year degree programs to two-year colleges. This has been extremely successful.

We are initiating a growing number of programs that are improving efficiency in our business operations, including the consolidation of administrative services, the integration of our technology needs into facilities planning, and as mentioned earlier, the focus on fiscal management through audits.

Information technology also has been a logical area in which to develop new efficiencies. Some of these efforts include the move to voice-over Internet protocol by some of our institutions, the consolidation of database administration of student information systems, and the creation of a single System application and our collaborative work with the Georgia Student Finance Commission on the GAcollge411 project ([www.GAcollge411.org](http://www.GAcollge411.org)), which you will hear more about next month.

Our share of the state budget has declined from an all-time high in fiscal year 1975 and fiscal year 1979 of 16.5% to just 10.9% in fiscal year 2005. As the SHEEO report notes, tighter state budgets will be a fact of life as a result of some key factors: the growth of Medicaid, prison costs, the aging of the population, rising healthcare costs for state employees, and a persistent and appropriate concern with K-12 education. So, budgets will continue to remain tight. With this in mind, it is imperative we not lose our focus on maintaining quality – as a matter of fact, enhancing quality – for our core areas of instruction and research.

Increased budget pressures have thrust the issue of accountability to center stage in recent years. Georgia is taking a leadership role in a number of key areas related to accountability. Probably one of the most significant decisions this Board has made is in the area of the Board’s relationship with cooperative organizations. This was a tough issue, but the resulting revised memorandum of understanding was the right move. This Board has exhibited national leadership on an issue that permeates public higher education.

And your decision to move all presidential pay to solely state dollars also reflects not just

national leadership, but a strong move to provide greater accountability. There is no longer any question to whom our presidents report. Georgia is leading the nation on this critical issue.

Another area of accountability that has witnessed increased national attention is in the area of graduation rates. The traditional response on graduation rates has been that the responsibility to graduate rests totally with students, as long as they can get courses on time. With the new focus on accountability, we must accept more responsibility. Georgia is taking a national leadership position in this area. In January 2004, we were the first System in the country to appoint a graduation rate task force. The task force tackled this issue and identified many of the factors driving a six-year graduation rate and separated those we cannot control or change from those we can change. Provost Ronald J. Henry of Georgia State University led that task force. You heard his report in September 2004. Implementation of the recommendations of that task force is well underway under the Vice Chancellor for Academic, Student, and Faculty Affairs, Frank A. Butler, and the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp. Ms. Ramachandran prepared a summary of that report, which is in your notebooks.

Time and again in Board meetings, I have heard Regents express concern about textbook pricing. So, I appointed a task force to explore those concerns. Mr. Bowes is heading this task force. I am pleased to announce that we will be holding a series of statewide forums on textbook costs. These forums should attract national attention. Georgia is among the leaders in looking at this issue. This has become a national issue with the heightened interest of Congress. We should have a recommendation to you in the next few months. Of course, you are invited to attend these public forums.

Cost is the core issue around so many of these accountability issues. We must be very innovative in how we use our resources to continue to deliver quality academic programs. One of our best tools in this area is technology. And I am pleased that in the technology field, Georgia is leading the way on several fronts. Online degree programs continue to proliferate and prosper, with the WebM.B.A.<sup>®</sup>, Bachelor of Science in Information Technology (“B.S.I.T.”) and Bachelor of Applied Science (“B.A.S.”) being particularly noteworthy, as well as the growth of hybrid course efforts that use technology to help maximize our use of space. The University System continues to be at the national forefront of education and administrative applications of information and instructional technology and, despite the budget issues, is initiating actions that will assure that the System stays at the cutting edge. So, on a number of key measures of accountability, we have taken action and we think we are setting the standard.

Today as never before, public-private partnerships are enabling us to meet state needs. Three areas of activity in the University System of Georgia stand out: one is educational



attainment, two is economic development, and three is meeting our need for facilities. One – educational attainment. We all know the facts regarding Georgia’s educational attainment. Just a little over 50% of Georgia’s ninth-graders finish high school in Georgia. This figure results in Georgia being ranked forty-eighth in the percentage of its 18- to 24-year-olds involved in postsecondary education. There is a great deal of work to be done in order to raise Georgia’s educational attainment rate. We now depend upon importing college-educated workers to meet our workforce needs. As a state, we cannot be successful in the long run unless that changes. But progress won’t come unless we engage in strong partnerships, especially public-private partnerships. Through our P-16 programs, we have a number of such partnerships underway, including many that involve the Georgia Department of Education (the “DOE”) and our K-12 schools.

Indeed, Georgia is viewed as a national model when it comes to some of our efforts in the fields of student and teacher preparation. One of the most recent and significant efforts is the Partnership for Reform in Science and Mathematics (“PRISM”). We sought and received a \$34.6 million grant from the National Science Foundation to strengthen math and science programs in 13 school districts in Georgia through this collaborative reform initiative with seven of our institutions. The results of this initiative are being watched closely nationally. The Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell, is providing excellent leadership.

Another effort that has received national attention is Georgia’s leadership role in addressing the declining participation rate of African-American males in higher education. With your support, in September 2002, we launched the African-American Male Initiative (the “AAMI”). Under the leadership of the Associate Vice Chancellor for Media and Publications, Arlethia Perry-Johnson, the AAMI has generated some impressive results in a very short time period. Between fall 2002 and fall 2004, we have seen a 9.6% increase in African-American male enrollment in the System. And that’s before we even begin our real marketing push to this population. We also must continue to explore how we can encourage more Hispanics to prepare for and be involved in postsecondary education in Georgia. The Bill and Melinda Gates Foundation has given \$2 million for our Early College program, a direct outgrowth of the AAMI. You will hear more about this program in the future.

Another successful partnership effort is Georgia’s Leadership Institute for School Improvement out of our P-16 Office being led by Executive Director Deb Page. This outstanding program is changing the way school systems and schools are being led in Georgia. This is a tremendous program that is truly making a difference in our schools. More than 80 school districts are involved, which serve 64% of the state’s school children. More than 5,400 school teachers and teacher leaders have had our baseline training, and 1,070 school and district leaders have now had the extensive training offered by this program. There is a new kind of leader in today’s schools, thanks to the University System of Georgia.

Partnerships have become a way of life in this System and on our campuses. It is the way we are getting things done more efficiently and more effectively.

I am concerned about a national trend that we see reflected here in Georgia. That is the decline in the number of international students enrolled on our campuses. *The New York Times* noted in a December 21 article that foreign student enrollment dropped 6% in 2004. In the University System, our international enrollment dropped almost 2% in fall 2004. So, why should we be concerned? One is the loss of brainpower. These students are often the “best and brightest” of their nations. And many elect to remain in the United States once they graduate, where they make tremendous contributions to our culture and economy. Another is the global connections such students help foster with our native students. In a global marketplace, this has long-term implications. We will work to reverse this decline.

Still on the theme of educational attainment, we must change the culture regarding education for all Georgians. I’m referring to our development over the past year and a half of the Education GO Get It initiative (“GO”). GO is a true public-private partnership effort that will reach down to the grassroots to help all Georgians understand that a high school diploma must be a given and that Georgians must seek some form of higher education beyond high school. We will formally roll out this program on February 18, 2005. Our partners are the DOE, the Department of Technical and Adult Education, the Georgia Department of Juvenile Justice, the Georgia Department of Labor, the Georgia Chamber of Commerce, BellSouth Corp., Georgia Power, and many others too numerous to mention. These groups have bought into what may be the largest partnership ever created in Georgia.

Which brings me to our direct efforts and accomplishments in economic development. There is no question that the University System is a major player in the state’s economic development efforts. Earlier, I mentioned Dr. Humphreys’ economic impact report. This is significant. Our Office of Economic Development has proven to be a very wise addition to the Board’s overall focus. It has resulted in our highly successful Intellectual Capital Partnership Program (ICAPP<sup>®</sup>) under the leadership of Executive Director Joy Hymel and Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel. Our combined ICAPP<sup>®</sup> programs have created 6,600 new direct and indirect jobs in Georgia, high-paying jobs that have provided a \$12 return for every \$1 of state investment. One of the most successful programs spearheaded by ICAPP<sup>®</sup> over the past several years has been the Health Professionals Initiative. From the implementation in July 2002 through August 2004, we added an additional 632 licensed healthcare professionals, exceeding our goal of 500. In August 2004, we launched Phase II with a goal of 700 new healthcare professionals over the next two years. My remarks only refer to initiatives from the University System Office. Each institution has countless economic development activities underway for their areas of the state.

Facilities is the third area in which we have focused on creating new public-private partnerships. You remember the 2003 Sasaki Associates study that concluded that we will need more than 20 million gross square feet of new space and renovation or replacement of 28 million gross square feet by 2015 to meet student growth projections. We have initiated a new philosophy regarding expansion. If someone wants us to bring educational services to their area, they must make a significant investment for us. We in turn will bring what we do so well: the educational resources that will educate their population. An example of the public-private approach to facilities is our new Office of Information and Instructional Technology (“OIIT”) building that opened this past fall. This was a partnership effort with Oconee County.

We also have made great progress in bringing buildings online at a faster, more efficient pace. Existing state-funded projects are being constructed using “fast-tracked” delivery modes. At the same time, in the last few years, we have completed more than \$1 billion dollars worth of construction in 60 plus projects through public-private partnerships. The Vice Chancellor for Facilities, Linda M. Daniels, has provided excellent leadership in restructuring her office to be more efficient. She also has developed, with the support of Regent NeSmith and the Committee on Real Estate and Facilities, a new way of providing the necessary and timely work on privately funded projects.

Looking back over the past several years, you can indeed be proud of some very significant accomplishments. And these accomplishments are all the more impressive when considered in an environment of budget cuts. I have frequently said that it’s easy to please everyone when resources are plentiful, but things are much tougher when hard choices have to be made. And this Board and our presidents have made many hard choices over the past three years. There is no question that some of these choices were not the ones we would have made if the resources had been present. But our actions and decisions have always been in the context of protecting instruction and preserving access and quality. Our decisions continue to be driven by our 15 budget principles, a copy of which is in your notebooks today. We all must confess that tough budget times also force us to focus on what’s most important.

But we weren’t content to just hold the line. The Georgia “can do” spirit came to the fore to see what we could accomplish to move the University System forward. And it is moving forward with your leadership. We have not only addressed the needs of the present; we have continued to look to the future. That’s why I am so confident when I state that the University System of Georgia is truly “bound for greatness.” A strong national reputation is a powerful tool as we work to attract more research dollars, top faculty, outstanding students, and new businesses to Georgia. And we are working on that reputation daily. We have many challenges ahead, but with this record of accomplishment and level of dedication, I have no doubt that the best higher education system in the country, the University System of Georgia, will continue to grow and to serve this state and its students with excellence.

So what are going to be some of the priorities for the coming year? We will continue to focus on our reformulated strategic plan. We will complete the recommendations of our task forces on graduation rates, tuition, and textbook costs. We will continue moving forward on the action items on the statewide assessment, including mission review and the establishment of a four-year institution in Gwinnett County. We will provide leadership on Education GO Get It and other P-16 initiatives. We will emphasize student success in general, but especially on professional exams. We will reverse our growing dependence on part-time faculty. We will implement a series of activities that will further consolidate administrative services and the use of technology. And we will be in the business of conducting several presidential searches this coming year.

I am honored to serve you and this state, and I am honored to work with our outstanding presidents and with my colleagues on our campuses and in this office. Let me conclude by introducing our cabinet. This is the group with whom I meet regularly:

- The Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, on whom I lean mightily;
- The Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel, whose counsel I cherish and whose birthday we are celebrating today;
- The Senior Vice Chancellor for Support Services, Corlis Cummings, our trusted legal counsel;
- The Vice Chancellor for Fiscal Affairs, William R. Bowes;
- The Vice Chancellor for Academic, Student, and Faculty Affairs, Frank A. Butler;
- The Vice Chancellor for Facilities, Linda M. Daniels;
- The Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby;
- The Senior Policy Advisor, Robert E. Watts;
- The Special Assistant to the Chancellor, Associate Vice Chancellor for Fiscal Affairs, and Budget Director, Usha Ramachandran, who has more job responsibilities than I can count and who does them all well;
- The Associate Vice Chancellor for Internal Audit, Ronald B. Stark;
- The Associate Vice Chancellor for Strategic Research and Analysis, Cathie Mayes Hudson; and
- The Secretary to the Board, Gail S. Weber.

These individuals all are supported by an extraordinary staff. Would all other staff present please stand, and would you join me in thanking them for their good work? Thank you, Mr. Chairman.

\* \* \* \* \*

Chair Wooten agreed that the Board of Regents has a very excellent and highly professional staff. He thanked the Chancellor for his report. He said that the Board's decisions must be made wisely and with vision and forethought because the Board must continue the improvements that have been made in the University System of Georgia and continue to be ever more efficient and accountable in the future. He stated that the Board is up to the challenge and that the System is in very good hands.

### **STRATEGIC PLANNING COMMITTEE**

At approximately 10:20 a.m., Chair Wooten asked Committee Chair Leebern to convene the Strategic Planning Committee. Committee members in attendance were Chair Donald M. Leebern, Jr., Vice Chair Doreen Stiles Poitevint, and Regents Michael J. Coles, Elridge W. McMillan, Patrick S. Pittard, Wanda Yancey Rodwell, and Allan Vigil. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, and J. Timothy Shelnut were also in attendance.

Chair Leebern stated that during the past two years, as part of the statewide assessment process, an extremely large number of additional students will seek higher education in the University System of Georgia. To meet this growth in demand for higher education with many System institutions already nearing or at maximum capacity, the System must take action. One part of the System's ongoing effort to meet growing demand is the conversion of the current Gwinnett University Center into a state college. The Board heard and approved this proposal at its October 2004 meeting. The proposal is now before the Georgia General Assembly. During the January 2005 meeting of the Strategic Planning Committee, the Regents were informed about another way to meet part of the growing enrollment demand as President Jacquelyn M. Belcher of Georgia Perimeter College ("GPC") gave the Regents information about a proposal to begin development of a new GPC campus in Newton County at Covington. The Board approved this proposal at this meeting. At this time, President Thomas K. Harden of Clayton College & State University ("CCSU") would provide the Regents information regarding another way to meet part of the growing demand for higher education in the state. CCSU plans to develop a campus in Henry County at Locust Grove. Chair Leebern called upon President Harden to make this presentation.

President Harden greeted the Regents and thanked them for this opportunity to make this presentation. He explained that CCSU serves the south metropolitan Atlanta area as a hub for undergraduate education. After five years of steady enrollment growth, CCSU currently has approximately 6,000 students. It has been ranked number one by *U.S. News and World Report* as having the most diverse student population among comprehensive baccalaureate level colleges and universities in the South for three of the last four years. A national pioneer in ubiquitous computing and a leader in online distance education, CCSU is one of about 36 "notebook universities" in the nation. CCSU derives national and international attention for its world-class recital hall, Spivey Hall.

CCSU has experienced a 34% enrollment increase since 2000, and it anticipates a high rate of enrollment growth through 2015. Currently, the university's geographic reach is limited by its location at a single primary site in Morrow, Georgia. The campus consists of 13 buildings on a 163-acre site and is located on Georgia Highway 54, one mile from I-75 and about ten miles south of Atlanta's Hartsfield-Jackson International Airport. There are currently four off-campus academic facilities: the Aviation Maintenance Building located on Tara Boulevard in Jonesboro; the Fayette Center for Higher Education housed in both the Peachtree City Tennis Center and the Lafayette Center in Fayetteville; and the Locust Grove Municipal Building.

CCSU is seeking Board of Regents approval for a permanent branch campus located on approximately 197 acres off I-75 in Locust Grove in Henry County. The proposed branch campus is consistent with the mission of the Board of Regents for creating a more educated Georgia. It is also supported by existing and projected enrollment demand. The establishment of a site in Henry County is also a component of CCSU's strategic plan. President Harden reported that CCSU has engaged in an analysis of potential academic programs and course offerings at the proposed Locust Grove site and has studied the potential impact of establishing a permanent presence in the region. In addition to academics, factors such as demographics, economics, and community financial contributions were considered. CCSU's study included institutional and state demographic research and meetings with local government and community leaders.

CCSU has defined its primary service area to include Butts, Clayton, Coweta, Fayette, Henry, and Spalding Counties, as well as those portions of Fulton, DeKalb, Rockdale, and Newton Counties that lie south of I-20. The majority of the current enrollment at the university comes from this primary service area. President Harden explained that this proposal would extend CCSU's primary service area into counties such as Pike, Lamar, and Monroe that are not currently being adequately served by four-year institutions of higher education. CCSU proposes to establish permanently a campus on approximately 197 acres in the City of Locust Grove. The land will be donated to the University System of Georgia by the City of Locust Grove. Further, the city has agreed to accept the land back in the event that the university is unable to acquire the resources needed to build reasonable facilities within five years of the initial donation. The 197-acre gift has a current appraised value of \$2.55 million. The site features a stream and picturesque setting for a new campus that is comparable to the Morrow campus. The wooded site is adjacent to I-75, and approximately 100 acres are considered to be buildable. The remaining land can be developed for parking lots, roadways, athletic fields, etc. The City of Locust Grove has committed to provide roadways, sanitary sewers, and other necessary utilities to service the needs of the campus.

The proposed Locust Grove campus is intended to serve residents of the following seven counties: Butts, Henry, Jasper, Lamar, Monroe, Pike, and Spalding. The Office of Institutional Research at CCSU projects that with appropriate facilities at a permanent site, the branch campus student population will grow to more than 4,000, while the total university enrollment grows to more than 15,000 students by fall 2015. For purposes of analysis, three of the seven counties (Henry, Spalding,

and Butts) in the Locust Grove service area are in the current service area of the Morrow campus. The south portion of Henry County (an area defined by the Atlanta Regional Commission) will be in the service area of the new campus. President Harden noted that Macon State College (“MSC”) is located within approximately 20 miles of the southern border of Monroe County. Therefore, although all of Monroe County is included in the data analyses presented in this proposal, he stated that many residents of south Monroe County will likely choose to attend MSC rather than the proposed new CCSU campus.

The proposed branch campus would serve a large geographic area that had a population base of 141,040 in 1990. From 1990 to 2003, this population base increased by 45.8% to approximately 200,000. Over the same period of time, the State of Georgia had a growth rate of 34.1%. The population in the service area is projected to continue to grow significantly through 2010 and beyond and will expand by 37% from 2003 to 2015. Although this population growth rate is very high, the City of Locust Grove is expected to grow by more than 450% between 2003 and 2010, a growth rate that greatly exceeds the average for the rest of the service area and the State of Georgia. President Harden said these data indicate that the growth in the service area is more than sufficient to support a new campus and that the City of Locust Grove is the prime location for such a campus.

Since 1990, the area described in this proposal has had a relatively strong economy, and its prospects for the future are very bright, stated President Harden. For example, unemployment rates in the service area have been at or below the average for the State of Georgia over the past ten years. Data regarding the change in the number of jobs indicate that the service area is continuing to experience rapid growth in the production of new jobs. Some sectors of the economy declined during the 1990s, particularly new job creation. Overall, the economic engine in the proposed service area created a 67% increase in jobs, representing an increase from 32,000 jobs in 1990 to 54,000 in 2003. Much of this increase has occurred in sectors with a high proportion of jobs that require a minimum of a baccalaureate degree, indicating that the demand for programs provided by CCSU will only increase in the future. The projected growth in the service area will serve as a stimulus for more economic activity in the near future.

The population in the service area has grown significantly since 1990. It is therefore not surprising that the seven counties in the area have also enjoyed phenomenal residential housing growth. The average residential housing growth rate for the service area was 39.9%, much higher than the state growth rate of 24.2%. The highest growth has been in south Henry County, which saw its residential housing units grow by 130%. Further, there is substantial evidence that residential housing in the service area will continue to grow at a very rapid rate into the foreseeable future. For example, there are 20 housing developments under construction in the City of Locust Grove alone. President Harden reported that these developments are expected to yield a 340% increase in residential housing within the next several years. He explained that owner-occupied housing is a key indicator of permanent residency, a growing economy, and demand for higher education. There is a strong base of permanent residency in the area. Also, owner-occupied housing in the service area (which was 74.8% of the total

in 2000 and 70.6% in 1990) comprised a larger share of total housing units than that of the state (which was 67.5% of the total in 2000 and 64.9% in 1990). These data provide further evidence that the Locust Grove service area has the economic infrastructure necessary to support a new campus, such as the one being proposed by CCSU.

President Harden stated that the need for new four-year academic programs in the proposed service area has grown substantially in recent years. He said there is substantial evidence to show that this need is not currently being met by CCSU or any other four-year institution in the University System of Georgia. At this time, the only upper-division undergraduate and graduate opportunities in the region are offered by Mercer University (“Mercer”), at an extension site in McDonough. As of spring 2004, Mercer’s Henry County Regional Academic Center (the “Center”) enrolled 608 students. The Center offers evening and weekend classes. The proposed CCSU campus would provide access to a wide range of upper-division academic courses for the seven county area. Programs offered at the Locust Grove campus by CCSU will be comprehensive in nature and will feature weekday, evening, and weekend course options.

Not only is demand for higher education opportunities increasing, said President Harden, but also evidence suggests that the proposed Locust Grove campus can play a significant role in the stimulation of additional demand for higher education in the region. Potential students whose family backgrounds include little or no experience with postsecondary education will be more likely to attend classes that are close to home in a relatively familiar and convenient environment. As the educational and career aspirations of the local population grow, increasing numbers of high school students will pursue the college preparatory curriculum (“CPC”) and continue on to higher education. The long-term benefit is not only a better educated citizenry for Georgia, but also higher per capita income and economic development throughout the region. President Harden noted that parts of this region are served by two-year institutions. The Locust Grove campus of CCSU will provide baccalaureate opportunities for the graduates of Georgia Perimeter College, Gordon College, and Griffin Technical College. Current enrollment patterns indicate that CCSU is already an attractive option for prospective students in the area of the proposed campus. The analysis also indicates, however, that counties such as Pike, Lamar, northern Monroe, and Jasper are not adequately served by the Morrow campus. The proposed campus in the City of Locust Grove is intended to address the current and future demand for the high-quality higher education programs offered by CCSU.

President Harden next discussed the current age distribution of college-bound populations in the Locust Grove service area. Demographically, current college-bound groups (ages 5 to 9 and 10 to 14) will become college-age groups, or traditional students, within ten years. These data show that approximately 29,000 prospective traditional-age college students will live within the service area in the year 2010. Data are available to indicate that the needs of traditional students are not being met for the seven-county area of the proposed campus. For example, the proportion of students graduating from high school with a CPC diploma ranges from a low of about 32% in Jasper County



to a high of 70% in Spalding and Henry Counties. Of those high school graduates, only about 30% percent actually enroll in a University System of Georgia institution.

Further, a substantial pool of prospective nontraditional students already exists in the service area, said President Harden. This pool includes residents of the area aged 25 and older who have obtained a high school diploma or who have enrolled in some college courses, but who have not graduated from college. In the year 2000, this group totaled nearly 73,000 prospective students. Combining the traditional and nontraditional groups, the total college population over the next ten years will be at least 100,000 people.

President Harden stated that the proposed Locust Grove campus and service area meet all the academic, demographic, and economic guidelines established by the Board of Regents. Enrollment projections, based upon reasonable yields from prospective traditional and nontraditional student cohorts, show that enrollment at the proposed campus should exceed 4,000 students by the year 2015. In addition, CCSU anticipates that enrollment at the Morrow campus will grow to at least 10,000 students by the year 2015 as the population of the service area grows and the university expands its academic offerings.

Locust Grove is one of the fastest growing cities in the State of Georgia, if not the nation, said President Harden. The future of the city has been carefully planned to accommodate the projected population growth and to ensure economic viability of the entire south Henry County region. The City of Locust Grove is ready to collaborate with CCSU to create a fully functional campus that houses programs and services for undergraduate and graduate students, both traditional and nontraditional. Because the City of Locust Grove is growing so rapidly, the land that is being offered to CCSU will not be available very far into the future. He asserted that now is the time for the University System of Georgia to act.

President Harden said that he had demonstrated that there is a current and growing need for expanded higher education in the described region. The prospective college student population in the service region is growing rapidly and is underserved by the University System of Georgia. The economic outlook of the region is very bright, particularly from the standpoint of opportunities for graduates of baccalaureate degree programs. The City of Locust Grove is ready to collaborate with CCSU to create a fully functional university campus. CCSU has strong interest from the community and local government. President Harden introduced the following attendees at this meeting: Mayor Lorene M. Lindsay of the City of Locust Grove; Rick Jeffares, City Manager of Locust Grove; Councilwoman Viann Doerr; County Commissioner Warren Holder; Kay Pippin, Executive Director of the Henry County Chamber of Commerce; Greg Hammonds, Chair, Board of Directors, Henry County Chamber of Commerce; Bob White, Director, Henry County Development Authority; and David Gill, Commissioner, Henry County Development Authority. He thanked them for attending this meeting and supporting the proposed campus plan.

In conclusion, President Harden said that he was requesting that the Board of Regents accept the donation of 197 acres to the University System of Georgia by the City of Locust Grove; authorize CCSU to develop a master plan that includes facilities to be located on the Locust Grove campus; and authorize CCSU to develop and deliver baccalaureate, graduate, and other programs for a branch campus in the City of Locust Grove. He stated that upon action by the Board of Regents, the City of Locust Grove is prepared to donate 197 acres of undeveloped land off I-75 in the City of Locust Grove; commit to building roadways, sanitary sewers, and other necessary utilities to service the needs of a university campus; and accept the land back in the event that CCSU is unable to acquire the resources needed to build reasonable facilities within five years of the initial donation. With the Board's approval, CCSU will incorporate the Locust Grove campus site into its master planning efforts; seek funding for an initial instructional facility on the Locust Grove campus; seek funding from a variety of sources; and based upon the needs of the Locust Grove service area, develop academic programs that will be offered on the campus. In closing, President Harden thanked the Regents for allowing him to present this information to them and asked whether they had any questions or comments.

Regent Jennings asked what effect the proposed CCSU campus in Locust Grove might have on Gordon College ("GOC").

President Harden replied that he did not think that he could predict accurately. He noted that the proposed campus would be north of GOC and would focus primarily on baccalaureate programs. The demand for baccalaureate programs in the area is currently not being met by any University System of Georgia institution.

Chancellor Meredith asked the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to comment on this further.

Dr. Papp said one of the major issues is the difference in sectors that are served. GOC is a point of access for the System that offers only the freshman and sophomore years of college. CCSU concentrates primarily on baccalaureate programs. Therefore, the overall impact on GOC should be minimal. The staff will perform additional detailed analysis to see, for example, the number of students currently at GOC who would have the combined freshman index for admittance into CCSU. Given the different sectors of the University System, different levels of students are admitted to different levels. So, the expectation is that impact of this proposal on GOC will be minimal, but the staff will perform a detailed analysis to be certain.

Chair Leebern stated that his company, Georgia Crown Distributing Company, recently relocated to Henry County. He said that Henry County is a very welcoming community that would make this happen for the System and CCSU. Seeing that there were no questions or comments, he noted that this item was for informational purposes only at this time and that the Board would be asked to approve the proposed site in Locust Grove, Henry County at a future meeting. There being no

further business to come before the Strategic Planning Committee, Chair Leebern adjourned the Committee meeting.

Chair Wooten thanked President Harden and his distinguished guests for coming to this meeting. He said that the data certainly demonstrate a growing enrollment demand in the region.

### **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

### **NEW BUSINESS**

Chair Wooten announced the appointment of the Special Regents Committee for the Bainbridge College Presidential Search. Regent Poitevint will serve as Chair of the Committee, and Regents Hunt and Jennings would also serve on the Committee.

Chair Wooten stated that the Board of Regents has been concerned about the escalating costs of textbooks, on which the Vice Chancellor for Fiscal Affairs, William R. Bowes, had reported at the November 2004 Board meeting. Mr. Bowes has scheduled three public forums to discuss this issue, as follows:

- February 14, 2005, from 9:00 to 11:00 a.m. at the Student Center Speaker's Auditorium at Georgia State University
- February 16, 2005, from 1:00 to 3:00 p.m. at the Nessmith-Lane Continuing Education Building at Georgia Southern University
- February 17, 2005, from 1:00 to 3:00 p.m. at the Georgia Center for Continuing Education's Thomas W. Mahler Auditorium at the University of Georgia

### **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, March 8, and Wednesday, March 9, 2005, in the Board Room in Atlanta, Georgia.

Secretary Weber announced that the April 2005 Board meeting will be held on the campus of Armstrong Atlantic State University in Savannah, Georgia. The May 2005 Board meeting will be held in the Board Room in Atlanta, and in the evening of Tuesday, May 17, 2005, there will be a social engagement at the home of Regent and Mrs. Coles. Regents spouses are invited to both of these events.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 10:45 a.m. on February 2, 2005.

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

s/ \_\_\_\_\_  
Joel O. Wooten, Jr.  
Chair, Board of Regents  
University System of Georgia