

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
270 Washington St., S.W.  
Atlanta, Georgia  
January 12 and 13, 1999**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, January 12 and Wednesday, January 13, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 1:00 p.m. on Tuesday, January 12. Present on Tuesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White. Regent Juanita P. Baranco was present to chair the Committee on Organization and Law.

**ATTENDANCE REPORT**

The attendance report was given on Tuesday, January 12, 1999 by Secretary Gail S. Weber.

**APPROVAL OF MINUTES**

Regent White requested a correction to the November 1998 minutes. He referred to page 31 of those minutes, item 3 of the report of the Committee on Finance and Business Operations. He read the first sentence of the second paragraph and requested that it be changed to reflect the requirement of Board approval. The change follows, with the addition underlined:

The Committee amended this item by requiring that amendments involving State-appropriated general funds, auxiliary funds, or student activity funds of over \$1 million be reviewed by the Central Office budget staff and approved by the Board of Regents. All other budget changes will be reported on a monthly basis to the Board of Regents Central Office and will be monitored for appropriateness.

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on November 10 and 11, 1998 were unanimously approved as corrected.

## INTRODUCTION OF SPECIAL GUESTS

Chair Jenkins recognized that former U.S. Congressman J. Roy Rowland, M.D. and his wife were present at the meeting. Representative Rowland represented district 8 in Congress.

Then, Chancellor Portch introduced the new chair of the Georgia House of Representatives University System of Georgia Committee, Representative DuBose Porter (district 143). The Chancellor noted that the former chair, Representative Calvin Smyre (district 136) has been promoted to the Rules Committee. Another former chair of the committee, Representative Thomas B. Buck III (district 135) was previously promoted to the Ways and Means Committee. The Chancellor noted that Margaret Thatcher was Secretary of Education before becoming Prime Minister of England. He therefore concluded that positions in education often lead to much higher positions. He remarked that he was delighted to have Representative Porter as the new chair, because he is very familiar with the University System and has been a moving force in helping the System establish and expand the Dublin Center. Representative Porter is a newspaper editor and a lawyer with bachelor's degree from Davidson College and a law degree from Cumberland Law School at Samford University in Alabama. He is also president-elect of the Georgia Press Association.

Representative Porter thanked the Chancellor for inviting him to the Board meeting and said that he was very excited to be chair of this committee. He noted that both Representative Smyre and Representative Buck are still on the committee. He remarked that one of the most exciting things about Georgia is its higher education system and that he wants to continue that momentum. In the two days he had been chair of the committee, he found that the committee wants to be more involved in and informed about the University System so that the members can better support the Board of Regents. He commented that he looked forward to working with the Board to accomplish important things for the people of Georgia.

Chancellor Portch next recognized Mr. Ron Newcomb, who has been selected by Governor Barnes to be his education advisor. Mr. Newcomb graduated from the University of Georgia ("UGA") in 1971 and 1978 with political science degrees. He has also done some doctoral-level work and has taught at UGA. He worked under Governor Joe Frank Harris from 1983 to 1988, but most recently, he was Vice President for Student

Services at North Metro Technical Institution, an institution that has a very cooperative relationship with Floyd College. The Chancellor said that it was good to have an advisor to the Governor who has such a broad range of experience in education and that he looks forward to working with Mr. Newcomb. He then invited Mr. Newcomb to address the Board.

Mr. Newcomb thanked the Chancellor. He said that like former Governor Zell Miller, Governor Barnes wants to be known as an education governor, a term that connotes a commitment to doing more for education. He remarked that he looks forward to working with the Board.

Chair Jenkins thanked Representative Porter and Mr. Newcomb for visiting the Board at this meeting.

## INTRODUCTION OF NEW PRESIDENT OF SOUTHERN POLYTECHNIC STATE UNIVERSITY

Chancellor Portch stated that he wanted to introduce the new president of Southern Polytechnic State University (“SPSU”) to the Board of Regents. He first thanked the Presidential Search Committee chair, Dr. Sidney Davis. Dr. Davis joined the University System in 1986, coming from Clark Atlanta University. He is presently a professor in the School of Management at SPSU. He has a bachelor of science degree in industrial engineering from the Georgia Institute of Technology (“GIT”) and both master in business administration and doctorate degrees in economics from Georgia State University. The Chancellor recognized Dr. Davis for doing a tremendous job of chairing the committee.

Next, the Chancellor reminded the Board that it had decided it was in SPSU’s best interest to have an interim president for an extended period and for someone from outside the institution to bring a fresh perspective and set the stage for a successful new president. He felt that the Board had found exactly the right person in Dr. Daniel S. Papp. Chancellor Portch remarked that Dr. Papp is an extraordinary teacher, a fine scholar, and a wonderful System citizen. Dr. Papp is currently helping with the Intellectual Capital Partnership Program (“ICAPP”), and in the past, he served as Executive Assistant to President G. Wayne Clough at GIT. Dr. Papp joined the faculty of GIT in 1973, and he is presently Professor of International Affairs in the Sam Nunn School of International Affairs. In 1990, he was Founding Director of the School of International Affairs, and in 1993, he was the first person outside the field of engineering or physical science to be named GIT’s “Distinguished Professor.” He is a Phi Beta Kappa graduate of Dartmouth College and earned his doctorate from the University of Miami. The Chancellor commended Dr. Papp on his hard work in many capacities in the System.

Chancellor Portch then acknowledged President Lisa A. Rossbacher, noting that many of the Regents may have already met her, since she was hired effective August 1, 1998. Before being chosen as SPSU’s new president, Dr. Rossbacher was Dean and Professor of Geology at Dickinson College in Carlisle, Pennsylvania. The Chancellor recalled that he and Chair Jenkins had visited Dickinson College and had discovered the high regard in which Dr. Rossbacher was held at that institution. He was pleased that Dr. Rossbacher had served also as Vice President for Academic Affairs and Dean of the Faculty at Whittier College in Whittier, California and as Associate Vice President for Academic Affairs at California State Polytechnic University. So, she has experience in both public and private institutions as well as experience at one of the limited number of polytechnic institutions in the nation. The Chancellor noted that President Rossbacher’s husband is a department chair at Georgia Southern University. They are now in the same state, whereas before, she was in Pennsylvania and he was in California. Chancellor Portch remarked that President Rossbacher is already off to a good start at SPSU and is contributing to the citizenry of the System by chairing the Hispanic Task Force that Chair Jenkins established. He then formally introduced President Rossbacher to the Board.

President Rossbacher approached the Board and thanked Chancellor and Board. She remarked that SPSU is a wonderful institution and she is honored to have the opportunity to be part of it. She commented that she was impressed by the university’s emphasis on making education relevant and applicable as well as by the commitment of the faculty, staff, and students to having a professional perspective on what they do. She was also impressed by the combination of the rigorous logic used by the sciences and engineering fields and the creativity of the areas of architecture and design. The men’s basketball team also made an impression on her with its energy and its ranking of 3-0 in its conference.

## **INTRODUCTION OF NEW PRESIDENT OF SOUTHERN POLYTECHNIC STATE UNIVERSITY**

President Rossbacher remarked that a member of the Marietta community had taught her the value of having an “elevator statement.” She elaborated that if a person cannot explain what her organization is about in the time it takes an elevator to go from the first floor to her destination floor, then she does not know her institution very well. President Rossbacher said that her elevator statement is as follows: “At Southern Polytechnic, we educate our students for their first and their last jobs in their careers. We provide them with the technological skills that enable our graduates to step into the first job when they graduate...[as well as] those skills that make them successful later on in their careers.” She reported that employers often say SPSU students are billable from day one. Employers see this as a positive thing, but the graduates are not stuck at that entry level forever, because they also learn “soft skills.” Soft skills are critical skills that enable graduates to evolve and adapt throughout their careers, such as critical thinking, good written and oral communication skills, problem solving, being able to work effectively in teams, and being able to work independently. So, SPSU graduates have marketable talents the day they graduate, most of them get multiple job offers, and later in their careers, they are in high positions or may be starting new companies of their own.

One of the key skills SPSU tries to give its students is flexibility, stated President Rossbacher. She noted that she had given the Regents rubber dinosaurs to illustrate this point and explained that the real dinosaurs died out 65 million years ago because the environment changed around them and they could not change quickly enough to adapt. Rubber dinosaurs, however, are flexible, and that is why they are here today. Emphasizing the lesson of flexibility is not necessarily easy, stressed President Rossbacher, because flexibility is not necessarily a characteristic of people who study technological fields nor is it a common characteristic of universities. Woodrow Wilson, when he was president of Princeton University, observed that it is easier to move a graveyard than it is to get a faculty to change the curriculum. President Rossbacher was not certain that she agreed with this observation, but as a geologist, she is accustomed to dealing with changes that happen at rates that are glacially slow or sometimes instantaneously fast. Geologists deal frequently with the concept of punctuated equilibrium, which she described as a millennia of inactivity punctuated by moments of catastrophic change. President Rossbacher remarked that in the area of change, nearly all organizations are better at adding rather than subtracting. At SPSU, the faculty are trying to find ways that they can experiment with the curriculum to anticipate new applications of technology and to change again quickly when their anticipations are in the wrong direction. They attempt to teach students where technologies are going, not just where they are now. Sometimes, they are going to anticipate incorrectly, and they need to be able to recover and change the curriculum or course content quickly when they realize they have.

SPSU has some enormous strengths, said President Rossbacher, including its relationships with business and industry. For example, there is a new program in telecommunications engineering technology that not only benefitted from industrial advisory groups in developing the curriculum, but also from local business and industry, such as BellSouth, both in financial support and in providing student internship possibilities in connection with the new program. Moreover, SPSU is focusing on the global perspective. President Rossbacher noted that Dr. Davis has been central to this effort. There are exchange agreements with a group of universities in Germany and a university in Mexico. Through these programs, SPSU is also expanding language opportunities for its students. The students have a seriousness of purpose, a sense of direction and goals, that President Rossbacher asserted is exceptional for students today. She added that SPSU students have the third highest Scholastic Aptitude Test (“SAT”) scores in the System.

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It is an exciting time in terms of the opportunities associated with what is happening in technology right now, stated President Rossbacher. This is evidenced by the curriculum, job opportunities for graduates, and the recently announced Yamacraw mission. All of these offer an exciting future for students. She expressed her appreciation for the strong leadership offered by Dr. Papp last year in starting the process of change at SPSU. However, because it has had four different names in its 50 years of existence, the institution faces challenges associated with public relations and name recognition. There are also a number of challenges associated with what it means to be a real university in terms of expectations for scholarship, for campus governance, and for generating external support to secure the future of the institution. In addition, SPSU is continually challenged to look for new ways to be flexible. President Rossbacher said that she is excited to be in Georgia and in the University System and to have the opportunity to serve as president of SPSU. She then thanked the Board and stepped down.

Chair Jenkins thanked President Rossbacher and remarked that the Board is very happy to have her as president of SPSU. He also thanked Dr. Papp for all of his help in the past year.

Chancellor noted that Senator John Phillip Gingrey (district 37) was accompanying President Rossbacher at this meeting.

## **TEACHING HOSPITAL COMMITTEE, “COMMITTEE OF THE WHOLE”**

Chair Jenkins next convened the meeting of the Teaching Hospital Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Allgood. Motion made, seconded, and unanimously approved, Chair Allgood began the meeting. He reminded the Regents that the Blue Ribbon Commission on the Medical College of Georgia (the “Commission”) was formed by the Board in March 1998 and had since held extensive hearings throughout the State to familiarize itself with the issues that confront the Medical College of Georgia (“MCG”). Immediately following the November 1998 Board meeting, the Commission met for the last time and unanimously adopted the Report of the Blue Ribbon Commission on the Medical College of Georgia (the “Report”), which was sent to the Regents later that month. Chair Allgood thanked the members of the Commission and recognized the Commissioners present at the meeting: President Francis J. Tedesco, former U.S. Congressman J. Roy Rowland, M.D., Dean Darrell Kirch, Senior Vice Chancellor for Academic Affairs James L. Muyskens, and Senior Vice Chancellor for Capital Resources Lindsay Desrochers. He then commended Dr. Desrochers on her patience in working with the Commission and asked her to present the findings of the Report.

Dr. Desrochers thanked Chair Allgood and said that she would quickly review the findings that were reported at the November Commission meeting so that the Chancellor would have more time to present his recommendations for action (presented on pages 38-40). She thanked the members of the Commission for all of their time and effort in this process. Dr. Desrochers then presented the vision statement of MCG, which had slight language modifications (underlined) that were suggested by Regent Canestra. The Commission was recommending that MCG adopt the revised vision statement, which is as follows:

The Medical College of Georgia is committed to being one of the nation’s premier academic health centers for outstanding education, committed public service, and leading-edge research and scholarship. As it pursues this goal, the institution is determined to embody the concept of interactive, ongoing partnerships embracing faculty, students, patients, and the public across the State and nation in order to effectively serve those who seek a career, those who seek knowledge, and those who seek care.

Additionally, the Commission reaffirmed the three-part mission of MCG: education, research, and public service. The members of the Commission heard in detail about all three of these areas. In the Report, there are detailed recommendations responding to each of these areas. The Commission was also recommending that the Board of Regents reaffirm this three-part mission of MCG.

Dr. Desrochers next summarized the major goals of the Commission’s findings, which she said relate well to the Chancellor’s recommendations as well as the particular recommendations in the Report itself. First, it is clear that there needs to be a better alignment between the public service/patient care mission and education and research so that patient care is in service of both education of healthcare professionals and an expanding research function at MCG. There is also a need to stabilize the financial status of the hospital and clinics. In the healthcare environment in which it competes, the hospital and clinics are experiencing declining patient stays and a variety of other indicators that concern the Commission. This relates very directly with the Board’s authorizing MCG to go forward with the creation of MCG Health, Inc., which is to be the operational, management, and governing body for the hospital and clinics. Between 55 to 60 faculty members spoke to the Commission, and from those discussions, it was determined that there needs to be a broad base of clinical networks and partnerships with other providers in the local Augusta/Richmond County area as well as in the entire State. To carry out education, MCG needs to broaden its base of clinical locations, and in order to do that, it needs to partner with institutions that are also providing health care

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services and that complement what MCG is doing. Dr. Desrochers reported that there also needs to be greater diversity in health care professions and educational programs, which means encouraging greater diversity in admissions, retention programs, and residency placements. Additionally, there should be careful attention to the recruitment and retention of first-rate faculty. Dr. Desrochers noted that this is an issue of great concern to both President Tedesco and the faculty and that there are various issues related to this issue which are detailed in the recommendations in the Report. There also needs to be assurance of the excellence and fiscal soundness in the management and operations of MCG. Dr. Desrochers pointed out that the stabilization of the financial status is obviously closely related to this point. She stressed that MCG Health, Inc. is a vehicle that can ensure both of these things. The physical infrastructure at the college also needs to be improved. Dr. Desrochers noted that resources for all of these purposes must be secured, as MCG may not be adequately resourced. This was an issue which the Chancellor would further discuss.

Next, Dr. Desrochers addressed the major strategies in addressing these issues. She credited Regent Jones with helping develop the strategy that there needs to be vigorous data-driven strategic planning linked to MCG Health, Inc. One issue of concern is what happens to MCG graduates. Only with that knowledge can MCG plan for the future. Dr. Desrochers noted that there also needs to be a serious dialogue with the State to better define the commitment to quality healthcare professions education. With the new Governor, there may be an opportunity to enter a dialogue concerning the State's commitment to quality healthcare professions education. Finally, there also needs to be a serious dialogue with the State and local community regarding their commitment and obligations to those persons who cannot pay for healthcare services. Dr. Desrochers noted that a large share of MCG clientele are individuals who cannot pay for such services, and this is part of the fiscal problem of the institution. Again, she asserted that with the change in leadership in the State, there is likely the potential for the discussion of these issues. In closing, Dr. Desrochers thanked Chair Allgood again for his leadership of the Commission.

Chancellor Portch also thanked Chair Allgood. He reminded the Regents that at the May 1998 Board meeting, consultants from Andersen Consulting reported that there needs to be a common understanding about the future direction of the institution. For too many people, that understanding is not there. So, the Chancellor came back with three recommended actions: 1) the reorganization of the administrative structure, 2) the reconstitution of MCG Health, Inc., and 3) the appointment of a broad-based commission to bring about the common understanding about the future direction of MCG. All of these actions have been accomplished, Chancellor Portch reported, and the Commission now wants to see prompt follow-up to its Report. The Chancellor remarked that his recommendations for action are consistent with the Commission's Report, and he was asking that the Board accept his recommendations along with the Report and the minor modifications to MCG's vision statement. The Chancellor noted that the recommendations for action have built-in accountability and an opportunity for the Board to receive progress reports on the follow-through of the actions. He noted that the first recommendation requires the president of MCG to give an initial progress report by July 1, 1999 and a more detailed report in a year. From the Commission meetings he attended, the Chancellor learned that the data systems and the availability and analysis of data need to be strengthened if the data-driven strategic planning is to be accomplished. Chancellor Portch also noted that the Commission wisely turned responsibility over to MCG and asked for the data reports on how the institution is responding to the Report. The recommendations for actions respond to all of the essential items that the Commission sought to see progress on, stressed Chancellor Portch. The second recommendation relates to MCG Health, Inc. and emphasizes the importance of the Board's receiving regular reports on the financial and policy direction of the MCG Health, Inc. board, because MCG must have a viable hospital and **TEACHING HOSPITAL COMMITTEE, "COMMITTEE OF THE WHOLE"**

clinics to complete its educational mission. While the Board cannot oversee the day-to-day operations

and management of MCG's hospital and clinics, it needs to have periodic reports to understand how the financial and educational aspects of the institution are being impacted. So, MCG Health, Inc.'s leadership will be providing these reports to the Board. The third recommendation addresses the need to engage the political leadership in relevant conversations, and Chancellor Portch reported that those conversations have already begun. Chair Allgood, Chair Jenkins, and the Chancellor have all been involved in these conversations and feel that there is significant interest. Chancellor Portch noted that there are many interests to be served in such partnerships, but he felt there has been a good reception from the political leadership about the challenges and opportunities presented. He expressed that there may be some spirited debate, but he felt comfortable with the common understanding that MCG needs to be a viable economic and educational entity for that area and for the State. These conversations then will continue and accelerate, but they are well underway.

The final section of the Chancellor's recommendations for action stresses that there are at least three areas that need immediate resource attention. The first area is that there needs to be more diversity of those who enter the healthcare professions, considering the diversity of the population. While the Report addresses admissions, retention, graduation, and placement, the Chancellor asserted that this is primarily a recruitment issue. There needs to be an effort of reaching into the schools and partner institutions to get people interested in these fields and to give them the help they need to be able to compete and to succeed in these fields. The second area that needs immediate resource attention is the area of research. Chancellor Portch projected that the future direction of federal and other research funding will be in health and biotechnology, as well as the cross-fertilization of that research. He noted that most medical health facilities and education programs are typically linked with a larger university as a whole; there are only seven or eight stand-alone institutions in the country. This is critical because the System will have to link its hard scientists, like those at the University of Georgia, with the medical faculty researchers at MCG. For instance, biomedicine crosses over into veterinary medicine and pharmacology. All of these fields are cross-fertilizing, and the System has them split into two locations. That fact will present a competitive disadvantage if ways to get beyond this obstacle are not developed. Chancellor Portch noted that some inter-institutional relationships already exist, but the intensity of such efforts needs to be accelerated, perhaps by seed funding. The third issue that needs immediate resource attention is contracting with MCG Health, Inc. to provide initial planning and preimplementation steps toward the management and operations of the hospital and clinics. The Chancellor reported that the legal recoveries fund, which is in excess of \$6 million with the potential of reaching \$10 million, is being put into interest-bearing accounts. As a result, there are several hundred thousand dollars that will be gleaned from this opportunity to jumpstart these activities. Chancellor Portch acknowledged that this is not a great deal of money considering the range of these recommendations, but his final recommendation in terms of resources is that in the budget requests and allocation processes, the Board and its staff perform hard data analysis to determine what will be necessary to accomplish goals of the Commission. In conclusion, the Chancellor thanked those who served on the Commission. He recognized the dedication of those persons, including Dr. Rowland, and commented that MCG is headed in the right direction. He asserted that the public nature of the process worked and the opportunity to have the voice of the Commission heard was very positive. He thanked the Regents who put in several days a month in addition to their Board obligations as well as Dr. Desrochers and the other staff who worked on this project. He said it is an important partnership among many people, and for that reason, he wanted the Regents to hear from President Tedesco, who served on the Commission and who also has the responsibility of implementing many of these recommendations. He wanted the Regents to hear his perspective and the feedback that he has received from the campus constituency.

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President Tedesco thanked not only the Commission members, but also the members of the Board for their enormous investment of time and energy in bringing the process to this point. He explained that as people learn more about MCG, they better understand its challenges and its opportunities. MCG is composed of multiple institutions. It has an Academic Council that is made up of members of the various



institutions, and it reviewed the work of the Blue Ribbon Commission and it very much endorses the Report's recommendations. President Tedesco reported that he is already in ongoing discussions about collaboration with President Michael F. Adams of the University of Georgia ("UGA") and that there are already ongoing collaborative activities between their institutions. He assured the Board that both institutions are committed to enhancing and expanding their collaborative relationship. He added that, in areas where both MCG and UGA make strategic investments, there is a great opportunity. In closing, President Tedesco reported that the faculty and the staff appreciate the efforts of the Commission and the Board, and they are committed to making this effort successful by focusing on these guidelines to enhance the opportunities for MCG.

Regent Leebern made a motion to approve the Chancellor's recommendations for action of the Blue Ribbon Commission as well as the Report and MCG's revised vision statement, and the motion was variously seconded.

Regent Clark asked for clarification on a couple of points. With regard to the first recommendation, he commended item b with regard to faculty recruitment, but he requested that data be reported to the Board dating from approximately five years back and ongoing.

Chancellor Portch replied that some elements of such data might not be accessible due to the type of record keeping maintained going back. For instance, the number of first-choice candidates might not be available.

Regent Clark responded that he was more concerned with the numbers of faculty who were hired and who had left as well as the reasons why they left. He felt those findings would be very important to understanding this issue.

The Chancellor replied that the numbers of faculty who were hired, resigned, retired, and so on would be available. However, the reasons for faculty members leaving probably have not been gathered up to this point. He assured Regent Clark that whatever data is available could be compiled into a trend line.

Regent Clark remarked that such data would be helpful, and then he turned his attention to item e regarding new joint appointments and new cross-disciplinary intercampus instructional and research efforts. He remarked that this is very good, but he wanted to know if there are presently any such appointments in place. He requested a report on their activities and successes as well as any in the recent past. He thought this information would also be enlightening for the Board.

Chancellor Portch agreed that this information could be reported.

Chair Allgood asked whether there were any further comments or questions from the Regents, and seeing that there were none, he noted that not only was there excellent work on behalf of the staff and the Commission, but there was also very good cooperation from MCG and the Augusta area community. He noted that there was a great deal of interest in the work of the Commission as well as differences of opinion; however, everyone was given the opportunity to be heard and to have input into the proceedings. He

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remarked that he was very pleased, and he felt the vast majority of the Augusta community views the Commission's work very favorably and supports its efforts and interests in the area. While the vote at this meeting would for the most part end the work of the Commission, Chair Allgood stressed that the work at MCG is not complete. There is much work yet to be done, and some of it will be controversial and create a great deal of vigorous debate. However, the Commission and the Board are searching for answers and

anyone who comes forward with suggestions will be heard and their opinions considered. Chair Allgood felt that those who had come forward had also come forward in good faith and in a search for the truth. In closing, he mentioned that MCG Health, Inc. will be legally required to act independently in some major decisions. Those decisions will be reported to the Board, and it will be necessary for the Board to be up to date. He suggested that the Regents visit MCG to come to fully understand the issues surrounding it. He stated that President Tedesco and his staff will welcome them and share with them anything they wish to know. He stressed that the Board must address the problems that are facing all teaching hospitals in the healthcare system today.

Regent Leebern added that he wanted to commend the work of Dr. Desrochers and Dr. Muyskens as well as the work of the Regents on the Commission. He also noted that Dean Darrell Kirch was present at this meeting.

Chair Allgood noted that there are many Commission members who had not been specifically named and there has been great cooperation among them.

Regent Jenkins, Chair of the Board, also thanked the staff and the members of the Teaching Hospital Committee, who spent a tremendous amount of time and effort on this project in addition to their usual Board responsibilities.

Chair Allgood then called for the vote. Motion properly made and seconded, the Chancellor's recommendations for actions, the Report of the Blue Ribbon Commission on the Medical College of Georgia, and MCG's revised vision statement were unanimously approved. Chair Allgood then adjourned the meeting of the Teaching Hospital Committee as a Committee of the Whole, and the Board was reconvened in its regular session.

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

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, January 13, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Canestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

### **INVOCATION**

The invocation was given on Wednesday, January 13, 1999 by Regent Leebern.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, January 13, 1999 by Secretary Gail S. Weber, who announced that all Regents were present on that day.

## **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, January 12, 1999 at 10:30 a.m. in room 7005. Committee members in attendance were Chair George M. D. (John) Hunt III, Vice Chair Hilton H. Howell, Jr., J. Tom Coleman, Jr., Warren Y. Jobe, and Glenn S. White. Chair Hunt reported to the full Board on Wednesday that the Committee had reviewed five items, none of which required action. Those items were as follows:

### **1. Information Item: Status of Fiscal Year 1999 Audit Plan**

Assistant Vice Chancellor for Internal Audit Ron Stark reported to the Committee on the status of the fiscal year 1999 audit plan through January 12, 1999. He noted that audits of the following institutions had been completed: Bainbridge College, Darton College, Georgia State University, Kennesaw State University, State University of West Georgia, and Waycross College, though a few audit reports have not yet been issued. Additionally, audits of four other institutions are currently in progress. Mr. Stark reported that the audit plan is relatively on schedule.

### **2. Information Item: Summary of Year-to-Date Audit Findings**

Mr. Stark reported that of the audit reports issued to date, two institutions were rated Code 1, and two were rated Code 3. Code 1 indicates that there were few or no notable findings and that there are strong internal controls as well as adherence to laws, regulations, and policies. Code 3 means that there were few notable findings, few notable control weaknesses or many insignificant weaknesses, few minor violations or many insignificant violations of policy, and/or minor violations of regulations. Code 3 also indicates that there were no violations of laws.

### **3. Information Item: Summary of Year-to-Date State Department of Audits Findings**

Mr. Stark explained that while significant progress has been made in coordinating audit work amongst his office, the State Auditor, and the institutions, there is not sufficient follow-up on State Auditor's reports at the institutional level and it is his intention to develop a better follow-up process. One particular area of note is federal work-study claims, particularly in the area of athletics.

### **4. Information Item: Summary of First Quarter 1999 Campus Auditors' Findings**

Mr. Stark reported on the campus auditors' findings of Georgia Institute of Technology, Georgia State University, and the University of Georgia. In each case, there were no significant findings and no audits were rated below Code 3.

### **5. Discussion Item: New Business**

Chair Hunt asked Mr. Stark to develop a procedure for audit follow-up.

## **OVERSIGHT COMMITTEE**

The Oversight Committee met on Tuesday, January 12, 1999 at approximately 11:25 a.m. in the room 7005. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., Kenneth W. Cannestra, George M. D. (John) Hunt III, and Edgar L. Rhodes. Vice Chair Leebern reported to the full Board on Wednesday that the Committee had reviewed three items, none of which required action. Those items were as follows:

### **1. Update on Year 2000 Discussions With Primary Vendors**

The Committee heard reports from Associate Vice Chancellor for Information Technology Randall A. Thursby, Assistant Vice Chancellor for Legal Affairs (Prevention) J. Burns Newsome, and Vice Chancellor for Student Services Barry A. Fullerton. Mr. Thursby discussed the reporting and budget aspects of the year 2000 computer problem. He reported that the System's hardware inventory is 79% complete, software inventory is 80% complete, and embedded chip inventory is 72% complete. Mr. Newsome discussed the legal implications of the issue, including insurance concerns and potential lawsuits. Dr. Fullerton discussed the schedule for winter semester 2000. He noted that due to concern about potential year 2000 computer glitches, the earliest starting period for classes has been pushed forward to January 6 through January 13, 2000, with most institutions planning to start classes on January 10, 2000. This will give System institutions more time to respond to any problems that may arise as a result of year 2000 computer problems.

### **2. Update on Lawsuits**

Assistant Vice Chancellor for Legal Affairs (Prevention) J. Burns Newsome gave a final informational report on University System lawsuits and costs. He reported that over the past five years (1994-1998), the Board of Regents has won approximately two out of three administrative hearings; approximately one in six hearings resulted in an adverse verdict, and one in six hearings resulted in a settled verdict. Over the same period, the Board won approximately three out of every four lawsuits; approximately one in four lawsuits resulted in a settled verdict, and only approximately one in twenty resulted in an adverse ruling.

Mr. Newsome also reported that Georgia Department of Law attorneys expended approximately 78,784 hours in matters for the Board of Regents between 1994 and 1998. The Department of Law therefore expends approximately 15,757 attorney-hours per year on behalf of the Board. Based on comparable private legal counsel costs, Mr. Newsome estimated that if the Board hired exclusively private counsel, the annual cost of such counsel would exceed \$3.1 million. He noted that the Regents' General account, which includes all legal matters with Systemwide significance, accounted for 27% of the Board's representation and the four research universities collectively accounted for 51% of the Board's representation during the period.

### **3. Discussion Item: Other Topics**

Chair Jones requested that the staff prepare to brief the Committee on in-state and out-of-state students in the veterinary medicine program at the University of Georgia ("UGA"), the master of business administration degree program at UGA, and the medical program at the Medical College of Georgia.

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

The Committee on Education, Research, and Extension met on Tuesday, January 12, 1999 at approximately 2:10 p.m. in room 7014, the Education Committee Room. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair George M. D. (John) Hunt III, and Regents Thomas F. Allgood, Sr., S. William Clark, Jr., and Elridge W. McMillan. Chair Rhodes reported to the Board that the Committee had reviewed nine items, five of which required action. Additionally, 114 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Presentation/Approval Item: External Degree Offering of the Existing Master of Nursing With a Major in Family Nurse Practitioner at Columbus State University, Medical College of Georgia**

Approved: The Board approved the request of President Francis J. Tedesco that the Medical College of Georgia ("MCG") be authorized to offer the master of nursing degree with a major in family nurse practitioner as an external degree on the campus of Columbus State University, effective January 13, 1999.

Program: The curriculum is an advanced degree program that prepares baccalaureate prepared nurses for specialized care and expanded practice options. This external degree program will be the same as that currently offered on the MCG campus, with the degree content including courses in pathophysiology for advanced nursing practice, pharmacology, and family nurse practitioners emphasizing adults, elders, and children.

Need: *A Needs Assessment Study of Health Professions in the SOWEGA-AHEC Region: 1991 - 1995* (March 1996) and *A Needs Assessment Study of Health Professions in the Three Rivers AHEC Region: 1991 - 1995* (February 1996) by Morris and Little indicate that this area of the State is "substantially below the other regions in practitioner-to-population ratio. An increase in nurse practitioners could do much to strengthen primary care, an area in which the Three Rivers region shows a medical undersupply."

Curriculum: The program is designed to offer advanced curriculum to the baccalaureate nurse who is currently licensed. Students entering this program will meet all Medical College of Georgia admission requirements. The degree program is designed so that all students take master's core courses reflecting content in three theoretical foundations for nursing: health systems and models, pathophysiology and pharmacology, and research utilization. After completing core courses, students take clinically focused courses needed to prepare them for advanced practice. The program may be completed on a full- or part-time basis. Faculty at MCG will teach the didactic content of the program via distance education from facilities at MCG and will supervise students in clinical preceptorships. Faculty providing instruction for the didactic portion of the program will travel to Columbus State University at least twice per semester to meet with students in Columbus.

Projected Enrollment: It is estimated that approximately ten new students per year will be admitted into this program for the first three years.

Funding: No significant additional costs will be incurred by MCG. Faculty who will be teaching the proposed courses are currently teaching the same courses at MCG. Other sources of funding for this external degree program will be Georgia Three Rivers Health Education Center ("AHEC"), department funds, faculty grants, and tuition generation.

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

### **1. Presentation/Approval Item: External Degree Offering of the Existing Master of Nursing With**

## **a Major in Family Nurse Practitioner at Columbus State University, Medical College of Georgia**

(Continued)

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the program. In 2001, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness, as indicated in the proposal.

## **2. Departmental Renamings and Institutional Reorganization, Armstrong Atlantic State University**

Approved: The Board approved the request of President Robert A. Burnett to reorganize and rename several departments within Armstrong Atlantic State University ("AASU"), effective January 13, 1999.

Background: A reexamination and careful study of the organizational structure of the university's academic departments was considered paramount due to the nomenclature change to university, the university's expanded mission and its increasing admission standards, and the need to improve student retention. This reorganization's major purpose is to improve services to students and to make the academic structure consistent with the goals contained in the university's mission. The request for the creation of two new departments, Economics and Medical Technology, was also validated by student interest and State and community needs. The recommendation to reorganize and change the names of the other departments described below came through a logical study of grouping disciplines based on their disciplinary methods and associations. The name changes are also intended to make it easier for students and external constituencies to identify where disciplines are located. Lastly, the revised departmental names are more consistent with those of other universities.

The following is a synopsis of the approved changes:

- **Establishment of the Department of Medical Technology**

Medical technology was implemented as a program rather than a department during initiation of the program. With the closing of programs at Georgia State University and Columbus State University, AASU enlarged its program capacity and redirected funds for an additional full-time faculty member.

- **Establishment of the Department of Economics**

In the past, courses in economics were offered in the Division of Social and Behavioral Sciences. Upon the 1995 approval to offer the bachelor of arts in economics, the degree program and its faculty remained housed in the aforementioned division. After securing funds for a department head, staff support, and an endowment fund-matching campaign, the department is positioned to make an impact on regional economic development. With the endowed Shirley and Philip Distinguished Scholar Chair in Economics, the institution will be able to serve more students choosing this major. No formerly existing structure accurately reflected the place of economics in the curriculum. The research activities of the economics faculty will support the departmental name change.

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

## **2. Departmental Renamings and Institutional Reorganization, Armstrong Atlantic State University**

(Continued)

- Reorganization and Renaming of the Department of Arts and Music to the Department of Art, Music & Theatre

To better serve students, the institution requested to move its dramatic arts program to the Department of Arts & Music and to change the department's name to the Department of Art, Music & Theatre. The theatre program is performance oriented. Originally, it was placed with literature because of the drama component; however, it will be more appropriately located with other fine art disciplines.

- Renaming of the Department of Languages, Literature & Dramatic Arts to Languages, Literature & Philosophy

Although the institution does not have a philosophy major, a strong philosophy minor is offered. The philosophy minor has an important support role in the core curriculum, particularly Area B, where there is an ethics and values requirement. Philosophy courses comprise one section of core humanities offerings. Including philosophy in the department name is intended to increase visibility of this component.

- Reorganize the Division of Social and Behavioral Sciences to the Department of Psychology

The divisional structure was a holdover from the junior college organization and did not reflect the makeup of the department or identify programs accurately. Identifying the department by the new name will improve its visibility to students, the discipline, and the public.

- Reorganization and Renaming of the Department of Government to the Department of Criminal Justice, Social, and Political Sciences

The Department of Criminal Justice, Social, and Political Sciences will include the degrees in criminal justice and political science and the minors in public administration, sociology, and anthropology. Because only minors are offered in sociology and anthropology, no change in the number of majors served by the department is involved. This change indicates the disciplines involved in the department and identifies its components to students, the professions, and the public.

Charts of the past and revised organizational structures of the departments were also presented to the Committee.

### **3. Establishment of the Dr. Iverson Clark Case, '17 and the Dr. Iverson Clark Case, '44 Distinguished Chair in Psychiatry, Medical College of Georgia**

Approved: The Board approved the request of President Francis J. Tedesco that the Medical College of Georgia ("MCG") be authorized to establish the Dr. Iverson Clark Case, '17, and the Dr. Iverson Clark Case, '44 Distinguished Chair in Psychiatry, effective January 13, 1999.

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

### **3. Establishment of the Dr. Iverson Clark Case, '17 and the Dr. Iverson Clark Case, '44 Distinguished Chair in Psychiatry, Medical College of Georgia** (Continued)

It was requested that the Board approve the establishment of the Dr. Iverson Clark Case, '17, and the Dr. Iverson Clark Case, '44 Distinguished Chair in Psychiatry within the School of Medicine at MCG. The Medical College of Georgia Foundation has on deposit \$1,500,000 in an endowment for this chair. This endowment will provide financial resources to MCG to recruit, support, and maintain an outstanding



faculty position in the Department of Psychiatry and Health Behavior.

The importance of a medical education was exemplified in the academic matriculation of the father (1917 graduate) and the son (1944 graduate). The senior Dr. Case practiced as a general surgeon in Decatur, Georgia. While attending MCG as a senior medical student, he became the proud parent of a son, a future MCG graduate and supporter of the institution.

The funding for this chair was contributed through a bequest in the younger Dr. Case's will (1944 graduate). The younger Dr. Clark Case was born in Augusta, Georgia on May 31, 1916. He received a bachelor of arts degree from Emory University in 1939, majoring in chemistry and psychology. In 1942, he volunteered for the U.S. Army and was assigned to medical school. While at MCG, his interest in psychiatry grew under Professor Hervey Cleckley, a Rhodes Scholar who chaired the Department of Psychiatry. Dr. Case graduated from MCG in 1944 with honors. After the war, he held many positions in psychiatric service in the military and later at the University of Arkansas School of Medicine.

In 1951, Dr. Case was recruited to work at the Menninger Clinic in Topeka, Kansas, where he served for 22 years. In 1973, the State of Alabama asked him to serve as Deputy Commissioner of Mental Health. He maintained a private medical practice in Montgomery, Alabama until his death. He was a loyal alumnus of MCG, and in 1996, Dr. Case and his wife, Ola, received the MCG Foundation, Inc. President's Club Award for their support of the institution.

#### **4. Renaming of the Department of Sociology and Anthropology to the Department of Sociology, Anthropology, and Criminology, State University of West Georgia**

Approved: The Board approved the request of President Beheruz N. Sethna that State University of West Georgia ("SUWG") be authorized to rename the Department of Sociology and Anthropology to the Department of Sociology, Anthropology, and Criminology, effective January 13, 1999.

SUWG requested the renaming of the *Department of Sociology and Anthropology* to the *Department of Sociology, Anthropology, and Criminology* because the new name more accurately reflects the scope and purpose of the department. The baccalaureate criminology program is one of the more popular undergraduate majors in the School of Arts and Sciences. Criminology majors comprise approximately 50% of the undergraduate enrollment. Increased visibility is expected to bolster recruitment in both the undergraduate and graduate programs within and outside the State. With increased visibility, it is anticipated that requests for external funding initiatives and grant proposals will receive additional attention. The renaming is fully consistent with national and University System of Georgia trends and practices.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

The following administrative and academic appointments were reviewed by Education Committee Chair Edgar L. Rhodes and were approved by the Board. All regular appointments are on file with the Office of Academic Affairs.

CONFERRING OF EMERITUS STATUS: AT THE REQUEST OF THE PRESIDENTS OF VARIOUS INSTITUTIONS IN THE UNIVERSITY SYSTEM, THE BOARD CONFERRED THE TITLE OF EMERITUS UPON THE FOLLOWING FACULTY MEMBERS, EFFECTIVE ON THE DATES INDICATED:

(A) GEORGIA STATE UNIVERSITY

GIBSON, SANDRA U.: PROFESSOR EMERITA OF THE COUNSELING CENTER, COUNSELING CENTER, EFFECTIVE JAN 1, 1999.

ROBISON, CAROLYN L.: ASSOCIATE UNIVERSITY LIBRARIAN/PROFESSOR EMERITA LIBRARY, EFFECTIVE JAN 14, 1999.

(B) UNIVERSITY OF GEORGIA

AGEE, WILLIAM HUGH: EMERITUS PROFESSOR OF LANGUAGE EDUCATION, SCH OF TEACHER EDUC - DEPT OF LANGUAGE EDUC, COLLEGE OF EDUCATION, EFFECTIVE DEC 1, 1998.

EDWARDS, JAMES DON: EMERITUS PROFESSOR OF ACCOUNTING, J. M. TULL SCHOOL OF ACCOUNTING, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE DEC 1, 1998.

PIPPIN, JAMES ARTHUR: ASSOCIATE PROFESSOR EMERITUS, SCHOOL OF SOCIAL WORK, EFFECTIVE JAN 1, 1999.

PLACEK, ROBERT WALTER: PROFESSOR EMERITUS OF MUSIC, SCHOOL OF MUSIC, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE DEC 1, 1998.

(C) ARMSTRONG ATLANTIC STATE UNIVERSITY

PATTERSON, ROBERT M: PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1999.

(D) STATE UNIVERSITY OF WEST GEORGIA

POINDEXTER, EUGENE ORAL: PROFESSOR OF FINANCE EMERITUS, DEPARTMENT OF ACCOUNTING & FINANCE, ROY RICHARDS, SR. COLLEGE OF BUSINESS, EFFECTIVE JAN 1, 1999.

APPROVAL OF LEAVES OF ABSENCE: THE BOARD APPROVED THE FOLLOWING LEAVES OF ABSENCE AND SALARIES FOR THE PERIODS RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

CAUSEY, MATTHEW: ASSISTANT PROFESSOR, DEPARTMENT OF LITERATURE, COMMUNICATION & CULTURE, IVAN ALLEN COLLEGE, LEAVE FROM JAN 4, 1999 TO JUN 15, 1999, WITHOUT PAY.

KENNEDY, ROBERT: PROFESSOR, DEPARTMENT OF INTERNATIONAL AFFAIRS, IVAN ALLEN COLLEGE, LEAVE FROM JAN 1, 1999 TO DEC 31, 1999, WITHOUT PAY.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(B) UNIVERSITY OF GEORGIA

CHESSER, RONALD KEITH: PROFESSOR, DEPARTMENT OF GENETICS, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 1, 1999 TO JUN 30, 1999, WITH PAY.

HEWITT, CYNTHIA M.: ASSISTANT PROFESSOR, DEPARTMENT OF SOCIOLOGY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 1, 1999 TO MAY 31, 1999, WITHOUT PAY.

LYNCH, RICHARD LEE: PROFESSOR SCH/LEADERSHIP LIFELONG LN, SCH OF LEADERSHIP & LIFELONG LEARNING, COLLEGE OF EDUCATION, LEAVE FROM JAN 1, 1999 TO JUN 30, 1999, WITH PAY.

NOWAK, GLEN JOSEPH: ASSOCIATE PROFESSOR, DEPARTMENT OF ADVERTISING & PUBLIC RELATIONS, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITHOUT PAY.

REDDY, SRINIVAS K.: PROFESSOR, DEPARTMENT OF MARKETING & DISTRIBUTION, COLLEGE OF BUSINESS ADMINISTRATION, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITHOUT PAY.

SCHMIDT, DEBORAH: ASSOCIATE PROFESSOR, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITHOUT PAY.

(C) VALDOSTA STATE UNIVERSITY

GOEL, SUDHIR K.: PROFESSOR, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1999 TO MAY 31, 1999, WITH PAY.

MARKS, DENNIS W.: DEPARTMENT HEAD ACADEMIC AND PROFESSOR, DEPARTMENT OF PHYSICS, ASTRONOMY AND GOESCIENCES, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1999 TO JUN 30, 1999, WITH PAY.

MARKS, S. PATRICIA: PROFESSOR, DEPARTMENT OF ENGLISH, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1999 TO MAY 31, 1999, WITH PAY.

WOOD, GARY LYNN: ASSOCIATE PROFESSOR, DEPARTMENT OF CHEMISTRY, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1999 TO MAY 31, 1999, WITH PAY.

(D) ARMSTRONG ATLANTIC STATE UNIVERSITY

FOX, PATRICIA A.: ASSISTANT PROFESSOR, (NTT) DEPARTMENT OF LANGUAGES, LITERATURE & PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, LEAVE FROM AUG 1, 1998 TO MAY 14, 1999, WITH PAY.

(E) AUGUSTA STATE UNIVERSITY

COHEN, JACQUELYN T.: ASSISTANT PROFESSOR, (NTT) DEPARTMENT OF DEVELOPMENTAL STUDIES, LEAVE FROM AUG 1, 1999 TO JUN 30, 2000, WITH PAY.

(F) GEORGIA COLLEGE & STATE UNIVERSITY

JARVIS, PETER M.: ASSOCIATE PROFESSOR, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1999 TO JUN 30, 1999, WITH PAY.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(G) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

CARTER, TIMOTHY W.: INSTRUCTOR, DIVISION OF SOCIAL SCIENCE, LEAVE FROM JAN 1, 1999 TO MAY 8, 1999, WITH PAY.

(H) GEORGIA PERIMETER COLLEGE

NUNES, MARK: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH (CLARKSTON), DIVISION OF HUMANITIES (CLARKSTON), LEAVE FROM JAN 4, 1999 TO MAY 7, 1999, WITH PAY.

WATTS, ROBERT E.: EXECUTIVE VICE PRESIDENT, (NTT) DECATUR CAMPUS, LEAVE FROM JUL 1, 1999 TO JUN 30, 2000, WITH PAY.

(I) SKIDAWAY INST OF OCEANOGRAPHY

ECKMAN, JAMES EUGENE: PROFESSOR, (NTT) LEAVE FROM SEP 15, 1998 TO SEP 14, 1999, WITHOUT PAY.

APPROVAL OF FACULTY FOR TENURE STATUS CHANGE: THE BOARD APPROVED TENURE STATUS CHANGE FOR THE FOLLOWING FACULTY MEMBERS, EFFECTIVE ON THE DATES INDICATED:

(A) MEDICAL COLLEGE OF GEORGIA

SEKUL, ELIZABETH A.: ASSISTANT PROFESSOR, DEPARTMENT OF NEUROLOGY, SCHOOL OF MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE MAR 1, 1999.

(B) VALDOSTA STATE UNIVERSITY

BAUN, MICHAEL J.: ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE, COLLEGE OF ARTS & SCIENCES, TWO YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE DEC 8, 1998.

(C) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

WILLIAMS, SHERRI: ASSISTANT PROFESSOR, DEPARTMENT OF PHYSICAL THERAPY, FROM NONTENURE TRACK TO TENURE TRACK, EFFECTIVE AUG 1, 1998.

(D) GAINESVILLE COLLEGE

COKER, RICHARD A.: DIRECTOR ADMINISTRATIVE AND ASTP, DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JAN 13, 1999.

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM: THE BOARD APPROVED THE FOLLOWING PART-TIME APPOINTMENTS OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

REED, GERMAINE M.: ASOP EMERITA, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 4, 1999 AND ENDING FEB 25, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(B) GEORGIA STATE UNIVERSITY

ANDREWS, VICTOR L.: PROFESSOR EMERITUS, DEPARTMENT OF FINANCE, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

BURDEN, CHARLES A.: PROFESSOR EMERITUS, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 15, 1999 AND ENDING MAR 31, 1997, AT LESS THAN HALF TIME.

CHESHIRE, BARBARA W.: PROFESSOR EMERITA, COUNSELING CENTER, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

EVANS, ELLEN L.: PROFESSOR EMERITA, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

GALISHOFF, STUART: PROFESSOR EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

HERNDON, JANE W.: PART-TIME INSTRUCTOR, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

(C) UNIVERSITY OF GEORGIA

BAILEY, SHEILA CHATFIELD: PART-TIME INSTRUCTOR, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

BROWN, ROBERT DIXON JR.: PART-TIME ASST PROFESSOR, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

CARVER, FRED D.: PART-TIME PROFESSOR, SCH OF LEADERSHIP & LIFELONG LEARNING - DEPT OF EDU LEADERSHIP, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

FINN, LOLA WELLS: PART-TIME INSTRUCTOR, SCH OF TEACHER EDUC - DEPT OF ELEM EDUC, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

FREE, WILLIAM JOSEPH: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

GARST, JOHN FREDRIC: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

HANNA, JAMES L.: ASSOCIATE PROFESSOR, LAMAR DODD SCHOOL OF ART, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(C) UNIVERSITY OF GEORGIA (CONTINUED)

LARKINS, SHARON K.: PART-TIME INSTRUCTOR, SCH OF TEACHER EDUC - DEPT OF SOCIAL SCIENCE EDUC, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

MCKILLIP, WILLIAM DAVID: PROFESSOR EMERITUS, SCH OF TEACHER EDUC - DEPT OF MATHEMATICS EDUC, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

TEET, PATRICIA D.: ASSISTANT VICE PRESIDENT & DIRECTOR EMERITA, SR VP FOR ACAD AFFAIRS & PROVOST, AS NEEDED FOR PERIOD BEGINNING NOV 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(D) GEORGIA SOUTHERN UNIVERSITY

COBB, PATRICK ROSS: PROFESSOR EMERITUS, DEPARTMENT OF HEALTH AND KINESIOLOGY, COLLEGE OF HEALTH & PROFESSIONAL STUDIES, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(E) ALBANY STATE UNIVERSITY

JONES, T. MARSHALL: PART-TIME INSTRUCTOR, DEPARTMENT OF FINE ARTS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 16, 1998 AND ENDING MAY 10, 1999, AT LESS THAN HALF TIME.

(F) ARMSTRONG ATLANTIC STATE UNIVERSITY

ADAMS, JOSEPH VERNARD: PROF & DEAN EMERITUS, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

ANDERSON, DONALD D.: ASST ATHLETIC DIRECTOR OF FACILITIES & SERVICES, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

BREWER, JOHN GILBERT: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY & PHYSICS, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

FINDEIS, JOHN: ASTP EMERITUS, DEPARTMENT OF MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1998 AND ENDING JUN 18, 1999, AT LESS THAN HALF TIME.

FORD, ELIZABETH JANE: ASSISTANT PROFESSOR, DEPARTMENT OF PHYSICAL EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

JENKINS, MARVIN VERNON: PROFESSOR EMERITUS, DEPARTMENT OF LANGUAGES, LITERATURE & PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 14, 1999, AT LESS THAN HALF TIME.

LANIER, OSMOS: PROFESSOR EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 14, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(F) ARMSTRONG ATLANTIC STATE UNIVERSITY (CONTINUED)

WHITE, VIRGINIA: ASTP EMERITA, DEPARTMENT OF LANGUAGES, LITERATURE & PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 14, 1999, AT LESS THAN HALF TIME.

(G) AUGUSTA STATE UNIVERSITY

BOWSHER, HARRY F.: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY & PHYSICS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

(H) ATLANTA METROPOLITAN COLLEGE

ELBERT, WELDON EUGENE: PROFESSOR OF PSY EMERITUS, DIVISION OF SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING AUG 15, 1999, AT LESS THAN HALF TIME.

TAYLOR, KENNETH F.: ASST TO THE PRESIDENT, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1998 AND ENDING AUG 15, 1999, AT LESS THAN HALF TIME.

(I) GEORGIA PERIMETER COLLEGE

KEY, CAROL H.: LABORATORY TECHNICIAN III, DECATUR CAMPUS, AS NEEDED FOR PERIOD BEGINNING AUG 31, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(J) SOUTH GEORGIA COLLEGE

WIDSTROM, VIRGINIA R.: PART-TIME INSTRUCTOR, DIVISION OF NATURAL SCIENCE & MATHEMATICS, AS NEEDED FOR PERIOD BEGINNING JAN 7, 1999 AND ENDING MAY 6, 1999, AT LESS THAN HALF TIME.

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM:  
THE BOARD APPROVED THE FOLLOWING PART-TIME APPOINTMENTS OF FACULTY MEMBERS OVER THE AGE OF 70 PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

REED, MERL: PROFESSOR, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 4, 1999 AND ENDING FEB 25, 1999, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

BEAIRD, JAMES RALPH: UNIV PROFESSOR EMERITUS, SCHOOL OF LAW, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

BURRELL, LENETTE O.: PART-TIME INSTRUCTOR, GERONTOLOGY, SR VP FOR ACAD AFFAIRS & PROVOST, AS NEEDED FOR PERIOD BEGINNING OCT 14, 1998 AND ENDING DEC 20, 1998, AT LESS THAN HALF TIME.

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

**5. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)**

APPOINTMENT OF FACULTY MEMBERS OVER AGE 70 PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(C) ALBANY STATE UNIVERSITY

DUNSON, CHARLES KENNETH: PART-TIME INSTRUCTOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 16, 1998 AND ENDING MAY 10, 1999, AT LESS THAN HALF TIME.

(D) FORT VALLEY STATE UNIVERSITY

SIMMONS, JULIUS C.: COUNSELOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1998 AND ENDING DEC 18, 1998, AT LESS THAN HALF TIME.

APPOINTMENT OF FACULTY: THE BOARD APPROVED THE APPOINTMENT OF FACULTY MEMBERS AT THE SALARIES AND FOR THE PERIOD RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

GEORGIA INSTITUTE OF TECHNOLOGY	21
GEORGIA STATE UNIVERSITY	2
MEDICAL COLLEGE OF GEORGIA	11
UNIVERSITY OF GEORGIA	34
GEORGIA SOUTHERN UNIVERSITY	6
VALDOSTA STATE UNIVERSITY	2
ALBANY STATE UNIVERSITY	7
ARMSTRONG ATLANTIC STATE UNIVERSITY	1
AUGUSTA STATE UNIVERSITY	2
COLUMBUS STATE UNIVERSITY	2
FORT VALLEY STATE UNIVERSITY	9
GEORGIA COLLEGE & STATE UNIVERSITY	1
GEORGIA SOUTHWESTERN STATE UNIVERSITY	1
KENNESAW STATE UNIVERSITY	4
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	1
STATE UNIVERSITY OF WEST GEORGIA	1
ATLANTA METROPOLITAN COLLEGE	1
EAST GEORGIA COLLEGE	2
GAINESVILLE COLLEGE	1
GEORGIA PERIMETER COLLEGE	3



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

### **6. Information Item: Establishment of a Graduate Certificate in Software Engineering and a Professional Certificate in Programming, Southern Polytechnic State University**

The Computer Science Department at Southern Polytechnic State University requested and received administrative approval for two new academic-credit certificate programs to be offered in spring 1999. The two programs are the professional certificate in programming and the graduate certificate in software engineering.

These programs were developed as part of the GUSTO Project (Georgia Urban Software Technology Opportunities). Designed to meet the needs of the information technology industry, these programs are also designed to certify competence in a professional domain. Both programs are a key component of Southern Polytechnic State University's GRITS (Georgia Resources for Information Technology in the South) strategy. The certificates are also funded partially by the ICAPP (Intellectual Capital Partnership Program) initiative.

### **7. Information Item: Establishment of the Center for Tropical and Emerging Global Diseases, the University of Georgia**

The College of Arts and Sciences at the University of Georgia informed the Central Office of the establishment of the Center for Tropical and Emerging Global Diseases (the "Center"). The objective of the Center is to develop an administrative unit which will facilitate education, research, and service in the areas of tropical and emerging diseases with an emphasis on the parasitic diseases of humans, livestock, and plants.

Because parasitic infections are a major source of human, animal, and plant morbidity, the University of Georgia has formed the Center for Tropical and Emerging Global Diseases. The activities of the Center will be to foster the continued growth of laboratory research on parasites and their vectors, to facilitate interaction and collaboration between investigators working on multidisciplinary research projects, to encourage international and scientific exchanges through a network of collaborating institutions, and to promote the funding of research efforts through governmental support in the form of training grants, program projects, and industrial support. The opportunities for scientific exchange will involve research and training visits by scientists and students in addition to electronic communication.

The Center will build upon the strength of existing faculty in parasitology and will incorporate components of a National Institutes of Health ("NIH") funded training program in molecular and cell biology. The Center will facilitate collaborative research and teaching among faculty members in the Colleges of Arts and Sciences, Veterinary Medicine, and Agriculture and Environmental Sciences. Three parasitology faculty members within the Department of Cellular Biology hold grants from the NIH, the World Health Organization, and the Burroughs Wellcome Fund, accounting for more than \$2.3 million over the last three years.

The Center will expand already established collaborations with the Parasitic Diseases Division at the Centers for Disease Control in Atlanta and will administratively link with the medical research and training facilities at the Medical College of Georgia in Augusta and Emory University in Atlanta. The Center for Tropical and Emerging Global Diseases is highly visible due to its NIH training program, grants and publications record, and Burroughs Wellcome Fund scholars.

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

### **8. Information Item: Applied Learning Experiences/Clinical Training**

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

**Georgia State University**

Allied Health 3  
 Counseling 1  
 Health & Human Services 1R  
 Kinesiology and Health 3  
 Nursing 14, 1R  
 Nutrition 1, 1R  
 Physical Therapy 3, 5R  
 Social Work 4  
 Special Education 1

**Kennesaw State University**

Nursing 9

**North Georgia College & State Univ.**

Physical Therapy 2R

**Savannah State University**

Social Work 4, 15R

**Medical College of Georgia**

Allied Health 16, 10R  
 Dentistry 1, 7R  
 Medicine 15, 17R  
 Nursing 13, 4R

**Abraham Baldwin Agricultural College**

Nursing 34R

**Coastal Georgia Community College**

Air Conditioning 1R  
 Nursing 2, 2R  
 Radiologic Technology 1

**University of Georgia**

Pharmacy 12  
 Recreation and Leisure 6  
 Social Work 1  
 Teacher Education 1R

**Darton College**

Human Services Technician 2  
 Occupational Therapy Asst. 1

**Georgia Southern University**

Leadership, Technology, etc. 1  
 Nursing 6, 7R

**Georgia Perimeter College**

Nursing 4, 6R

**Armstrong Atlantic State University**

Education 16R  
 Radiologic Sciences 1

**Middle Georgia College**

Occupational Therapy Asst. 18

**Georgia College & State University**

Health Sciences 3

**South Georgia College**

Nursing 1

**Georgia Southwestern State University**

Nursing 2, 5R

**Total 284**

R = Renewal

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

**9. 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:

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Support Project Health Grandparents: Family Preservation	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$150,000
Provide list of jobs for Probation	Georgia Dept. of Corrections	6/8/98 - 12/31/98	\$4,850
Provide training for skilled credential early intervention specialists	Georgia Dept. of Human Resources	10/1/98 - 6/30/99	\$600,000
Provide matching funds for Georgia Geographic Alliance	Georgia Dept. of Education	7/1/98 - 6/30/99	\$47,500
Supply student and post-graduate interns in Health Administration	Georgia Dept. of Medical Assistance	6/30/98 - 3/30/99	\$500,000
Support data entry project	Georgia Office of School Readiness	7/1/98 - 6/30/99	\$336,000
Provide training for HIV/AIDS services for State of Georgia	Georgia Dept. of Human Resources	8/16/98 - 8/15/99	\$1,064,382
Assist with distance learning	Georgia Dept. of Health & Human Svcs.	10/1/98 - 9/30/99	\$54,155
Assist Workforce Policy and Planning Council	Georgia Office of Planning & Budget	8/21/98 - 6/30/99	\$30,000
Assist with Reading Recovery	Georgia Dept. of Education	7/1/98 - 6/30/99	\$237,500
Provide tobacco prevention training for community service boards	Georgia Dept. of Human Resources	9/26/98 - 8/31/99	\$180,726
Provide nutrition education for new American immigrant ancestry	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$292,764
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University (Continued)</b>			
Develop community nutrition resources for low income women and families	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$73,774
Provide employer outreach and education	Georgia Dept. of Human Resources	9/29/98 - 9/30/00	\$105,000

<b>University of Georgia</b>			
Support Georgia Personal Assistance Service Corps	Georgia Comm. for Nat'l. & Community Service	9/1/98 - 8/30/99	\$196,879
Develop approaches to control cotton nematodes in Georgia	Georgia Commodity Comm. for Cotton	1/1/99 - 12/31/99	\$25,000
Study tomato spotted wilt virus in flue-cured tobacco	Georgia Commodity Comm. for Tobacco	7/1/98 - 6/30/99	\$2,000
Purchase Foodpac equipment	Georgia Dept. of Agriculture	7/1/98 - 6/30/99	\$12,000
Study Broad River watershed protection	Georgia Dept. of Community Affairs	11/18/96 - 3/31/99	\$11,000
Conduct school nutrition directors conference	Georgia Dept. of Education	8/1/98 - 1/31/99	\$21,000
Conduct programs in health occupations in Georgia	Georgia Dept. of Education	11/16/98 - 5/15/99	\$41,833
Conduct competency test focus groups in science and social studies	Georgia Dept. of Education	10/1/98 - 12/30/98	\$16,996
Conduct Georgia student assessment programs 1998-99	Georgia Dept. of Education	10/31/98 - 10/31/99	\$1,100,000
Promote women's health	Dept. of Human Resources	9/29/98 - 9/29/99	\$15,000
Conduct food stamp and nutrition education program	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$817,352
Provide person-centered futures planning	Georgia Dept. of Human Resources	11/1/97 - 8/31/99	\$7,000
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>University of Georgia (Continued)</b>			
Train for child care licensing surveyors	Georgia Dept. of Human Resources	9/29/98 - 5/01/99	\$24,940
Train health caregivers	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$75,000
Establish and operate Georgia cooperative fish & wildlife unit	Georgia Dept. of Natural Resources	7/1/98 - 6/30/99	\$29,000
Manage coastal incentive grant	Georgia Dept. of Natural Resources	4/1/98 - 3/31/99	\$10,000
Conduct child development associate program	Georgia Childcare Council	10/1/98 - 9/30/99	\$25,000
<b>Georgia Southern University</b>			
Study curriculum industry certification process	Georgia Dept. of Education	7/1/98 - 6/30/99	\$20,146

Operate South East Center for Assistive Technology FY98	Georgia Dept. of Human Resources	9/1/97 - 8/31/99	\$172,200
Conduct Tools for Life program	Georgia Dept. of Human Resources	9/1/97 - 8/31/98	\$86,000
Conduct training consortium for Savannah-Chatham Leadership	Savannah-Chatham Co. Public Schools	9/1/98 - 5/30/99	\$32,090
Lead vocation staff development	North Georgia RESA	1/21/98 - 6/30/99	\$151,255
Evaluate Partners in Flight-Swanson Warblers	Georgia Dept. of Natural Resources	7/1/98 - 8/31/98	\$4,000
Conduct grassroots arts program	Office of Planning and Budget, Georgia Council for the Arts	7/1/98 - 6/30/99	\$13,549
Perform offshore seismic studies	Georgia Dept. of Natural Resources	7/7/98 - 9/30/99	\$84,007
<b>Armstrong Atlantic State University</b>			
Provide music camps	Savannah-Chatham Co. Public Schools	Summers 1998/1999	\$55,000
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Armstrong Atlantic State University (Continued)</b>			
Provide lessons and classes in art and music at magnet schools	Savannah-Chatham Co. Public Schools	FY 1999, FY 2000	\$60,000
Conduct preparations for health professions class	Savannah-Chatham Co. Public Schools	December 1998	\$3,875
Conduct testing	Georgia Dept. of Corrections	Ongoing	\$4,800
Assist with COPS training	Georgia Regional Community Policing Institute	3/1/98 - 10/31/98	\$18,528
<b>Georgia Southwestern State University</b>			
Provide computer training	Georgia Dept. of Family & Children Services	7/1/98 - 8/31/98	\$3,037
Provide workforce training RN program	Middle Flint Regional Development Center	7/1/98 - 6/30/99	\$21,450
Provide remediation for 14-21-year-olds	“ ” “ ”	4/1/98 - 9/30/99	\$39,962
Conduct assessment, job-matching workforce development	“ ” “ ”	4/1/98 - 9/30/99	\$49,850
<b>Abraham Baldwin Agricultural College</b>			
Provide space for law enforcement training	Peace Officers Standards & Training Council	FY 1999	\$10,000

Provide space for office	Georgia Dept. of Education	FY 1999	\$4,800
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<b>TOTAL AMOUNT THIS MONTH</b>	<b>\$ 6,941,200</b>
<b>TOTAL AMOUNT FY 99 TO DATE</b>	<b>\$22,911,176</b>
<b>TOTAL AMOUNT FY 98 (TO DECEMBER)</b>	<b>\$76,866,968</b>
<b>TOTAL AMOUNT FY 98</b>	<b>\$86,491,530</b>

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

The Committee on Organization and Law met on Tuesday, January 12, 1999 at approximately 3:35 p.m. in the Chancellor's Conference Room. Committee members in attendance were Chair Juanita P. Baranco, Vice Chair Thomas F. Allgood, Sr., and Regents S. William Clark, Jr., George M. D. (John) Hunt III, Elridge W. McMillan, and Edgar L. Rhodes. Chair Baranco reported to the Board on Wednesday that the Committee had ten applications for review; three were continued, and seven were denied. Chair Baranco also reported that in the matter of Gail Woods at the Medical College of Georgia, the hearing was canceled because the parties have agreed to a settlement. Additionally, one matter was referred to the Audit Committee, and Regent Hunt, who chairs the Audit Committee, was present at the meeting of the Committee on Organization and Law and thus has the matter under advisement. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Theodore Hill at the Georgia Institute of Technology, concerning grievances, that the application for review be continued.
2. In the matter of Yoofi E. F. Dowell at the University of Georgia, concerning disciplinary expulsion, that the application for review be continued pending communication with President Michael F. Adams.
3. In the matter of Keith Hopper at Armstrong Atlantic State University, concerning reassignment for fall semester, that the application for review be continued.
4. In the matter of W. A. Kelly Huff at Savannah State University, concerning employment status, that the application for review be denied.
5. In the matter of David G. Gantt at Georgia Southern University, concerning denial of tenure, that the application for review be denied.
6. In the matter of Pamela Holland at Georgia State University, concerning demotion, that the application for review be denied.
7. In the matter of Grayson Shiprek at the University of Georgia, concerning denial of readmission, that the application for review be denied.
8. In the matter of Mary L. Kinnel at Fort Valley State University, concerning termination of employment, that the application for review be denied.

9. In the matter of Terry Joe Sprinkle at the Medical College of Georgia, concerning recommendations of the grievance committee, that the application for review be denied.
10. In the matter of TaJuanna C. Smith at Albany State University, concerning a sexual harassment claim, that the application for review be denied.

## **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, January 12, 1999 at approximately 2:05 p.m. in the Board Room. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Warren Y. Jobe, Charles H. Jones, and Donald M. Leebern, Jr. Chair White reported to the Board on Wednesday that the Committee had reviewed three items, none of which required action. (One item was withdrawn from the agenda before the meeting.) Those items were as follows:

### **1. Withdrawn**

### **2. Report of Middle Georgia College on the Financial Status of its Intercollegiate Football Program**

At its April 1998 meeting, the Board of Regents approved a \$40.50 per semester athletic fee increase for Middle Georgia College ("MGC"), which raised MGC's athletic fee from \$60 to \$100.50 per semester. The purpose of this increase was to help alleviate a deficit in the intercollegiate athletic program due to costs associated with the football program. The Committee on Finance and Business Operations directed MGC to submit a report by January 1999 on steps taken to improve finances for the football program, specifically concerning the status of fund-raising efforts. Interim President Michael F. Vollmer presented his report on the status of these efforts. He reported that the program will have a positive cash flow this year and that it is on schedule to meet the deficit reduction within five years.

The Committee requested an annual report on the status of this program.

### **3. Information Item: Procurement Moratorium**

Director of the Office of Planning and Budget Tim Burgess, on behalf of Governor Zell Miller and Governor-elect Roy Barnes, issued a moratorium to all State agencies, including the Board of Regents, on nonemergency contracts and procurements that exceed \$250,000. The guidelines for the moratorium became effective December 4, 1998 and are to continue until further notice. Senior Vice Chancellor for Capital Resources Lindsay Desrochers discussed the implications of the procurement moratorium to the University System, particularly with regard to research grants.

### **4. Information Item: First Quarter Financial Report, Fiscal Year 1998-1999**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers presented to the Committee the first quarter financial report for the University System of Georgia for the period ending September 30, 1998, which is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through September 30, 1998 for educational and general funds, auxiliary enterprise funds, and student activity funds. In addition, the report contains charts which compare September 1998 financial data with data of September 1997.

It was noted that revenues from tuition and fees, including student activity fees, are close to 50% of budgeted amounts, which is much higher than for the same period last year. This is an early indication of how the shift to semesters changes cash flow trends for University System institutions.



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

The Committee on Real Estate and Facilities met on Tuesday, January 12, 1999 at approximately 2:30 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair David H. (Hal) Averitt, and Regents Kenneth W. Cannestra, Hilton H. Howell, Jr., Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed eight items, five of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Naming of Facility, Georgia State University**

Approved: The Board approve the naming of the new classroom building at Georgia State University the "Helen M. Aderhold Learning Center" in honor of Helen M. Aderhold.

A biography of the life and contributions of Helen M. Aderhold is as follows:

- Ms. Aderhold received a bachelor's degree in history from the College of Arts & Sciences at Georgia State University in 1976 and has remained active in the university's alumni and fund-raising activities.
- She served as president of the Georgia State University Alumni Association from 1991 to 1992 and is a longtime member of the Georgia State University Athletic Association.
- Ms. Aderhold has served as a trustee on the Georgia State University Foundation since 1992.
- She also serves as a member of the board of directors for the Atlanta Symphony Orchestra.

### **2. Fire Station Agreement, Armstrong Atlantic State University**

Approved: The Board authorized the assignment of the rental agreement dated September 23, 1970 and amended February 10, 1972 between Board of Regents, Landlord, and Southside Communities Fire Protection, Inc., Tenant, to the City of Savannah as Tenant.

Background: At the April 1970 meeting, the Board authorized entering into an agreement with Southside Communities Fire Protection, Inc. to lease a 100' x 100' tract of land at the intersection of Mohawk Street and Middleground Road for the construction of a fire station. Consideration for this agreement is providing fire protection services for Armstrong Atlantic State University. At the December 1971 meeting, the Board increased the size of the tract of land to 150' x 150'. Provisions of the 1970 agreement require that any assignment of this agreement be approved by the Board of Regents.

The City of Savannah is assuming responsibility to provide fire protection services for the areas presently served by Southside Communities Fire Protection, Inc. This assignment will permit the continued use of this property to provide fire protection service to Armstrong Atlantic State University.

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

### **3. Lease of Property, Intergovernmental Agreement, Fort Valley State University**

Approved: The Board declared approximately two acres of land located on Willow Lake Road, Fort Valley, Georgia no longer advantageously useful to Fort Valley State University or other units of the University System of Georgia but only to the extent and for the purpose of executing an intergovernmental agreement with the Peach County Board of Commissioners.

The Board also authorized the execution of an intergovernmental agreement between the Board of Regents and the Peach County Board of Commissioners covering two acres of land located on Willow Lake Road, Fort Valley, Georgia for a 25-year period at a yearly rental of \$1 with option to renew for an additional 25 years.

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

Background: The two acres of land to be used by the Peach County Board of Commissioners for a fire station is located on the west edge of the campus on University Boulevard.

Consideration for this agreement will be Peach County's providing fire protection services to Fort Valley State University. Peach County will improve the property with a fire station that will house a fire truck with sufficient ladder extensions to access all campus buildings.

### **4. Authorization of Project, "Athletics' Office Building," Georgia Southern University**

Approved: The Board approved construction of a 12,000-square-foot building with a total project budget of \$1,500,000 funded from private donations.

The building will be located on the campus near the existing Hanner Fieldhouse and practice fields and will provide space for the coaches and staff from the athletics department. The space includes offices, dressing/ locker rooms, and space for team meetings. These functions are currently located in the basement of Hanner Fieldhouse and Hanner Annex.

The total project cost is \$1,500,000. The estimated construction cost is \$1,210,000 (\$92/gsf). Funding, which is currently pledged, will be available within the next 12 months.

The space vacated will be used by academic faculty and students in the College of Health and Professional Studies. Minor painting and repair will be completed with institution funds.

Operating costs are estimate to be \$55,000 per year to be paid from the athletics budget.

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

### **5. Authorization of Project No. BR-30-9808, "Renovation of Howell Residence Hall," Georgia Institute of Technology**

Approved: The Board authorized Project No. BR-30-9808, "Renovation of Howell Residence Hall," with a total project budget of \$1,710,000 from Georgia Institute of Technology, Department of Housing funds.

The Georgia Institute of Technology has submitted a student housing comprehensive plan in compliance with Regents' policy. This plan has been reviewed by facilities staff and finance staff. The plan calls for one building a year to be renovated through fiscal year 2008. Eleven buildings were identified for renovation after the Olympics. These buildings did not receive upgrades prior to the Olympics. Harrison Residence Hall was the highest priority and was renovated during summer 1998. Howell Hall is the next priority renovation project scheduled for construction during spring and summer of 1999.

Background: Howell Hall was built in 1939. The project will renovate the 24,000-gross-square-foot building. The scope of work includes mechanical, plumbing, electrical, and interior finishes replacement. The existing traditional style and ancillary area configuration will not be altered.

The total project cost is \$1,710,000. The fund source is the Georgia Institute of Technology, Department of Housing. The estimated construction cost is \$1,217,000 (\$51/gsf).

Since this project was approved, staff in conjunction with Georgia Institute of Technology will proceed with the design of this project with professional engineering consultants.

### **6. Information Item: Master Plan, Georgia State University**

Georgia State University ("GSU") and the Office of Facilities proposed a master plan for future development of the campus. Director of Planning Gita Hendessi introduced President Carl V. Patton, who presented the master plan to the Committee. He reported that consultants had reviewed five-year enrollment targets, the campus mission statement, the strategic plan, academic programs, support programs, and other variables. They had met with the administration, faculty, senate, students, and community leaders to receive input and then presented five-year, ten-year, and long-term options for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants' findings, GSU's master plan recommendations included the following:

- Create a main campus spine along Decatur Street and integrate the university with the city
- Continue planning and construction of Board-approved Helen M. Aderhold Learning Center and student recreation center
- Utilize effectively 27.3 acres of the main campus and acquire property as opportunities may arise
- Replace Kell Hall and Sparks Hall and acquire property to construct a new instructional science lab
- Support private initiatives to provide married and graduate student housing
- Create and enhance common outdoor areas and pedestrian circulation

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

### **7. Information Item: Update on MRR Pilot Project**

Last year, the Committee Chair asked the facilities staff to evaluate major renovation and repair ("MRR") project development and enlist the services of an appropriate firm to do so. The goal is to establish standardizing guidelines and a model for the development of these types of projects. Vice Chancellor for Facilities William K. Chatham explained the process by which MRR funds are appropriated and allocated and reported that currently \$46.7 million is being allocated for MRR to fund 278 projects at System institutions. He explained that the Committee commissioned a pilot study to examine three typical campuses and develop a model for how the MRR program can be administered more cost-effectively.

The firm Rosser International, Inc., in association with Alcon Associates, Inc., and H. J. Russell, Inc., was chosen to develop the model. Ed Davidson of Rosser International, Inc. presented an interim report on the development of the model. He discussed the approach that his firm is using to develop the model, including interviewing administration and staff members at the three institutions, reviewing building drawings and maintenance documents, conducting facilities surveys, preparing reports of findings and reviewing them at the institutional level, coordinating preliminary reports with Central Office facilities staff members and finalizing them, preparing an MRR template with periodic reviews by Central Office facilities staff members, and submitting the completed assignment to the Board of Regents. Mr. Davidson also reported on preliminary findings and the current status of the project. In closing, he noted that the project completion is scheduled for summer 1999. The conclusions and recommendations resulting from this study will be discussed at the June 1999 Chief Business Officers Conference and subsequently presented to the Committee.

### **8. Information Item: Report on Delegation of Authority to Institutions**

In February 1998, the Board acted to increase the delegated authority to the Chancellor for facilities contracts to \$1,000,000. Vice Chancellor for Facilities William K. Chatham delegated this increase in authority to the Georgia Institute of Technology, Georgia State University, the Medical College of Georgia and the University of Georgia. The Board requested periodic updates of contracts awarded within this increased delegated authority.

The Committee modified this item by requiring that the Office of Facilities staff send a letter to the Chair of the Committee upon the conclusion of each project indicating the construction contract price, the dollar value of any construction change orders, the percent of change, and the final contract price.

The following is a report of construction projects awarded:

<u>Institution</u>	<u>Project</u>	<u>Amount</u>	<u>Contractor</u>
Georgia State University	Commerce Club Tenth Floor Build-Out	\$517,288	Beers Construction Company
Georgia Institute of Technology	Wenn Student Center Ballroom Renovation	\$622,494	Winter Construction Company

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

### **8. Information Item: Report on Delegation of Authority to Institutions** (Continued)

<u>Institution</u>	<u>Project</u>	<u>Amount</u>	<u>Contractor</u>
Georgia Institute of Technology	Skiles Classroom Building General Renovation	\$677,506	Triad Construction Company
Georgia Institute of Technology	Holland Chiller #3 Replacement	\$827,371	Mann Mechanical
Georgia Institute of Technology	Future Net Phase 3	\$677,052	Cable Consultants
University of Georgia	Staff Training Addition	\$865,002	Winter Construction Company
University of Georgia	Meigs Hall Renovation	\$944,500	Vandiver Construction
University of Georgia	Jackson Street Improvements	\$844,220	Martin Mechanical
University of Georgia	Flynt Building Renovation-Phase II	\$949,000	MCB Construction

## **TEACHING HOSPITAL COMMITTEE**

The Teaching Hospital Committee met as a Committee of the Whole on Tuesday, January 12, 1999 during the regular session of the Board. Committee members in attendance were Chair Thomas F. Allgood, Sr., Vice Chair S. William Clark, Jr., Kenneth W. Cannestra, J. Tom Coleman, Jr., Charles H. Jones, Donald M. Leebern, Jr., and Elridge W. McMillan. Other Board members in attendance were Regents Edgar L. Jenkins, David H. (Hal) Averitt, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Edgar L. Rhodes, and Glenn S. White. Chair Allgood reported to the full Board on Wednesday that the Teaching Hospital Committee as a Committee of the Whole had reviewed the recommendations for action generated from the Report of the Blue Ribbon Commission on the Medical College of Georgia and was proposing that these recommendations be adopted. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**Board of Regents  
Committee of the Whole  
Report of the Blue Ribbon Commission  
on the Medical College of Georgia**

—————  
**Recommendations for Action  
January 12-13, 1999**

I.

The Blue Ribbon Commission on the Medical College of Georgia (MCG) was charged by the Board of Regents (BOR) and the Chancellor of the University System of Georgia (USG) with examining the vision, mission, goals and strategies of MCG and making any recommendations for changes or modifications to the BOR and MCG. The BOR's charge was issued in March 1998 as one of a series of steps to address the specific and unique problems facing MCG as the singular public academic health sciences university in Georgia. The Commission was composed of Regents as well as other representatives appointed by the Governor, Speaker, Lieutenant Governor, the Medical Association of Georgia and representatives from MCG.

The work of the Commission began in early September and continued through mid-November. The Commission held a number of public hearings in Augusta, Atlanta and Savannah, heard from some sixty-six presenters in these public hearings, and gathered significant written data and information in the course of its work.

On November 9<sup>th</sup>, 1998, the Commission adopted, by unanimous vote, a report with numerous findings and recommendations. The report was then conveyed to the BOR, the MCG and its Academic Council, and the Board of MCG Health, Inc.

The Chancellor and his staff were asked to bring appropriate follow-up action items to the BOR for its January Board Meeting.

II. A. Principle Findings/Recommendations (See full report, which is on file with the Office of Capital Resources, pages 6-9.)

B. In addition, numerous other specific findings and recommendations related to education, workforce, research, and patient care are contained in the report.

## **TEACHING HOSPITAL COMMITTEE**

### **Recommendations for Action (Continued)**

### III. Next Steps:

A. Acceptance of report by the BOR.

B. Reaffirmation of the Tripartite Mission of MCG by BOR. MCG accepts minor modifications to the MCG Vision Statement.

C. Charge responsible parties with carrying out the recommendations of the report. These parties are to include:

- The Board of Regents
- The MCG, its administration, faculty and staff
- The Board of MCG Health, Inc.  
*as well as*
- The State of Georgia and its leadership
- The community providers who may partner with MCG

The responsibilities of each of these parties and related critical action items are the following:

1. The BOR requests the President of MCG to provide a detailed report on implementing the recommendations of the Commission no later than January 1, 2000 with a progress report no later than July 1, 1999 and annual updates thereafter through FY 2004. These reports should include:
  - a. information on data-driven strategic planning for MCG, particularly with regards to workforce trends, placements of graduates as residents, ultimate employment of graduates, and patient base, and an analysis of the relationship with strategic planning for MCG Health, Inc.;
  - b. data on faculty recruitment (number of positions recruited, number of first-choice candidates, second, etc.) and faculty retention (number of retirements, number of resignations — also stated as percentage of faculty employed);
  - c. a listing of all clinical sites, with new sites and related academic programs identified;
  - d. data on increased use of Telemedicine and GSAMS to serve rural communities;
  - e. information on any new joint appointments, new cross-disciplinary inter-campus instructional and research efforts;
  - f. information on development of a clinical network with special emphasis on any new partners added and on assurances received that all patients are available for the teaching mission of MCG;
  - g. information and data on efforts to assure greater diversity in the healthcare professions and educational programs. Specifically outline steps taken within educational programs and for helping place graduates in residencies; and
  - h. information on plans for and steps taken to improve the physical infrastructure of the campus and its affiliate hospital and clinics in conjunction with MCG Health, Inc.

### **TEACHING HOSPITAL COMMITTEE**

#### **Recommendations for Action (Continued)**

2. The BOR requests the Board of MCG Health, Inc. report to the BOR detail on its progress of the following by January 1, 2000 with a progress report no later than July 1, 1999 and annual updates thereafter. These reports should include comments on:

- a. stabilizing the financial condition of MCG's Hospital and Clinics including five year rolling projections for revenues and expenditures; data on indices of success and efficiency; and other information/data necessary to evaluating the fiscal soundness in the management/operations of the hospital/clinics;
  - b. developing a data driven strategic planning process in conjunction with MCG, particularly with respect to patient base;
  - c. developing a broad clinical network and partnerships with appropriate other providers to expand and secure the patient base needed by MCG in pursuit of its tripartite mission; and
  - d. developing appropriate criteria for relevance of indigent patient cases to teaching and research, and development of model for delivery of care to indigent populations.
3. The BOR requests the Chancellor's office, with Board leadership, and the President's office of MCG to engage the State's political leadership in discussions on the State's ongoing partnership in such areas as providing quality health professions' education and in providing an appropriate level of support for a specified level of indigent care.

D. In pursuit of these goals, it is recommended that the BOR initially utilize income from currently invested funds available from legal recoveries to:

1. Enhance programs which facilitate diversity in the health professions at MCG through:
  - recruitment;
  - preparation;
  - retention programs;
  - placement assistance;
2. Promote research activity between MCG faculty and other research faculty within the University System of Georgia (especially at the UGA) through development grants to faculty in areas of mutual strength and interest and that have high federal and other funding potential in the future; and
3. Contract with MCG Health, Inc. to provide initial planning and pre-implementation steps towards the management and operations of the hospital and clinics.

Furthermore, through its normal budget process and examination of comparable national data, the Chancellor's office will examine with MCG its resource allocation — especially as it relates to faculty lines.



## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Chair Jenkins stated that next there would be an update on the Post-secondary Readiness Enrichment Program ("PREP") by Dr. Jacqueline Michael, Director of Pre-college Programs.

Dr. Michael thanked Chair Jenkins and greeted the Board. She noted that PREP is now in its third year of providing supplementary academic readiness and social and cultural enrichment services to middle and high school students in at-risk situations. In October 1996, Dr. Joseph ("Pete") Silver, Sr., Vice President for Academic Affairs at Savannah State University, and Dr. Michael gave the first presentation to the Board, at which time they introduced the proposed PREP program and reported on the summer pilot programs that had been held on four campuses for 340 middle school students. In spring 1997, another presentation was given to the Board on the outcomes of two of the pilot programs, those at Valdosta State University and the State University of West Georgia ("SUWG"). At this meeting, Dr. Michael would be providing the Regents with an update on the growth and development of PREP. In addition, there would be presentations on the academic and cultural enrichment components of PREP from the coordinators at Waycross College ("WC") and South Georgia College ("SGC"). There are four words that Dr. Michael said come to mind when she thinks of the growth and development of PREP: exciting, innovating, challenging, and inspiring.

Dr. Michael remarked that it has been exciting to witness the expansion of PREP from 4 to 25 System institutions and to witness the village concept of raising a child in a real sense. She explained that the successful implementation of PREP has been made possible due to the partnerships that have been established with 325 middle and high schools, more than 225 businesses and community organizations, 20 technical institutes, and local P-16 councils. Together, these partners work to offer services such as tutoring, mentoring, career exploration, leadership development, cultural enrichment, community service opportunities, academic enhancement classes, and special sessions for parents of PREP participants. Almost 14,000 middle school students in at-risk situations became PREP participants in the first two years of the program, and the goal for this year is to enroll 10,000 new seventh graders while continuing to provide services to students already enrolled in the program. It is anticipated that 4,400 students who already participated fully in the academic year program will also participate the 1999 summer program. These students will spend two weeks on a System campus in an academic-intensive program. Dr. Michael added that it has also been exciting to see the student diversity in the program. In fiscal year 1998, 52% of the participants were African-American, 7% represented other minority groups, and 39% were Caucasian. The same year, 54% of the students were female, and 46% were male. In addition to the students' participating in the formal PREP programs, middle school visitation days are also sponsored at all of the System institutions. In the past two years, seventh and eighth grade classes numbering 61,000 students have had the opportunity to come to System institutions and become "college students" for a day. The word excitement also describes the relationships developed between PREP students and college students in the tutoring and mentoring components. Currently, there are 481 college students who are tutor/mentors. By the end of this year, Dr. Michael projected that number will increase to 700. She then shared a portion of a letter sent to a PREP coordinator at Albany State University ("ASU") from a tutor who was very pleased with her experience in the program and the effects her work has had on PREP participants. Dr. Michael stated that this was an example of how many tutor/mentors feel. As a result of such experiences, a number of the PREP tutor/mentors have changed their majors to education.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

The development of PREP has been innovative in terms of its organizational structure, stated Dr. Michael. She explained that each Regent had been given a burgundy folder that included a map of PREP sites, and she noted that the 25 participating System institutions have been developed into 9 PREP sites, each composed of 2 to 4 institutions which, with their partners, offer those services that best meet the needs of the students in the particular geographical area. The institutions at a site meet on a regular basis to share ideas and resources. By joining together, they are able to serve more students in more counties in their areas. Also, in order to offer those services that best meet the needs of children in at-risk situations, they have developed innovative programs and processes. For example, at site 1 in the metropolitan Atlanta area, the Georgia Institute of Technology, Atlanta Metropolitan College, Georgia Perimeter College, and Georgia State University (“GSU”) have pooled their resources to offer an advanced academy at one location for ninth grade PREP students. Every other Saturday from 8:45 a.m. to 2:30 p.m., over 175 students come together to participate in academic classes taught by exemplary high school and college faculty members. At site 3, President Dorothy L. Lord of Coastal Georgia Community College has developed an innovative way of getting the schools involved in PREP. She goes with the PREP coordinator to visit the schools and the superintendents. Dr. Michael commended this effort. Site 4, which includes North Georgia College & State University and Gainesville College, is providing a program to address the needs of its rapidly growing Hispanic population. One of the urgent problems faced by Hispanic students is an increase in gang activity. PREP students at that site were very innovative in addressing this concern through their community service component. The students wrote and produced a video presentation on combating gang violence, which is being shown at middle schools in the North Georgia area.

Dr. Michael reminded the Board that one of the major goals of PREP is to make certain that middle school students are aware of the new admissions standards. She remarked that it would be very difficult for the PREP students at ASU to forget the new standards, as they are imprinted on their t-shirts, and she passed two shirts around for the Regents to see. Every time the students wear the shirts, they are reminded and remind others of the new admissions standards.

Dr. Michael noted that there are many other program innovations that the Regents could read about from the newspaper clips in their burgundy folders. However, the establishment of a new program always comes with challenges. In an effort to address challenges and key issues early in PREP’s development, in December 1997, an evaluation of PREP was conducted by MGT of America, Inc. (“MGT”), a national consulting and evaluation firm. The findings in the report revealed program strengths, such as dedicated and competent coordinators and satisfied customers. More importantly, however, the report outlined challenges, or areas needing improvement, including the need to have a strategic plan to guide the implementation of PREP through the year 2000; the need for formal assessment strategies for each of the individual 25 programs so that there can be continuity among them; the need for more training for PREP coordinators so that they can use the automated management information system that was established to collect data on all of the students; the need for additional resources to continue to serve more children each year (PREP will require approximately \$5,250,000 in addition to what it currently has to complete the program through 2001); and the need for more strategies to encourage more participation by parents. Dr. Michael noted that, particularly for children in lower socioeconomic situations, parents have a strong impact on what the children will do. These challenges have become goals for the third year of PREP, she explained. Another challenge that is being addressed is that many PREP students who were in the program two years ago are now in high school. Dr. Michael stressed that it becomes very important to monitor the course-taking decisions made by these students to ensure they are taking appropriate courses, particularly algebra and geometry.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

The development of PREP has been inspiring, particularly in terms of the substantial financial support

that the program has received from the philanthropic community, stated Dr. Michael. The Woodruff Foundation, the Coca-Cola Foundation, Georgia Power Company, BellSouth, the Pittuloch Foundation, the Bradley Turner Foundation, and an anonymous donor have contributed funds amounting to \$5,456,000. These funds, coupled with State appropriations, System redirection funds, and institutional contributions, have enabled PREP to offer quality programs to thousands of students throughout the State. Dr. Michael commented that the word inspiration applied to the PREP coordinators at the System institutions who have dedicated so much of their time and expertise to ensure the operation of quality programs. She remarked that these people have taken on the awesome responsibility in addition to performing the many roles required of them in their career positions. PREP coordinators include an associate vice president of academic affairs, two deans of schools of education, tenured faculty members, academic department heads, and administrative directors. Through the demonstration of their dedication to PREP, their colleagues at the institutions as well as business and community leaders have been inspired to become PREP partners. Dr. Michael recognized two PREP coordinators who accompanied her and who exemplify this extraordinary group. Ms. Mary Jo Fayoyin is PREP coordinator and Director of Library Services at WC. Dr. Wilma Lott is PREP coordinator and a tenured professor of mathematics at SGC. They would be sharing what PREP students are doing in the ten counties served by their institutions. Knowing the Board's interest in how technology can be used in educating students, Dr. Michael had asked Ms. Fayoyin to discuss some of the innovative ways that technology is being used to facilitate academic programming for PREP students. Dr. Lott would be discussing the opportunities available to students through participation in cultural enrichment activities. Ms. Fayoyin and Dr. Lott would be assisted by Ms. Teresa Blount, who also works with the WC PREP program.

Ms. Fayoyin greeted the Board and explained that the goal of PREP is to equip Georgia students with the tools to navigate the educational system so that they can soar to boundless futures. The program was created to prepare middle and high school students to continue their education beyond high school. PREP stresses the completion of a college-preparatory curriculum ("CPC") so that students will be able to choose where they complete their post-secondary education. With an emphasis on educational technology, site 8 uses a variety of methods to expose students to educational enrichment and socialization opportunities. Ms. Fayoyin wanted to share how the site 8 PREP program proposes to prepare South Georgia students to step into the future. The site 8 program serves ten counties in Southeast Georgia. These counties cover a large land area, with many of participating students living in remote areas without access to public transportation. The site 8 PREP partners include two public two-year institutions, WC, two technical schools, ten public school boards, community leaders (including Regent Clark), and local businesses. Consistent with other PREP sites and with the Board's goals for PREP, site 8's focus is on the development of academic readiness skills, particularly as these skills reinforce the CPC requirements. However, site 8's goals were conceived after the unique needs of the local rural area were identified. The needs assessment was predicated on various statistics, which provided the program with a better understanding of the area. Ms. Fayoyin wanted to share a few of these findings. She reported that the research identified site 8's service area as having a per capita income below the national and State average. The population living below the poverty level is around the national and State average. The dropout rate for students in grades 8 through 12 is also around the State average. The percentage of citizens who have attended college is low, however. Ms. Fayoyin explained that related research studies maintain that when urban and rural at-risk children are compared, the rural children measure lower in motivation and interest in science and mathematics and they enter higher education in significantly lower numbers than urban children. With **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

these statistics in mind, specific components were developed for PREP site 8. First, a health screening component was developed, because statistics suggest that most PREP students are children of the working poor; therefore, their families are less likely to have health insurance. A tutoring component

was also developed, because standardized test scores suggest that students require tutoring to be able to meet the State and national scores. The tutoring is done by college students under the supervision of a public school teacher. A supplemental instruction component was also developed, because surveys of students suggest that they would welcome the exposure to science labs, math and computer workshops, and other such experiences. A community service component was also created and is required of all PREP sites. Site 8 often integrates the community service project with the school curriculum. For example, college faculty members work with WC students and with PREP, who had selected a local nursing home as their project. Using math, the students analyzed a survey on the number of seniors, their sex, and their ages. They then went to the library, where the students did research on the diseases of the elderly. As part of an English class, the students sharpened their communication and writing skills by reading to and writing letters for the seniors. In a history class, the students researched how the treatment of the elderly has changed over time.

Ms Fayoyin stated that the summer residential day camp component was designed to reinforce math, science, English, and social studies, because research and test results indicate that students lose skills and knowledge in the content areas over the summer. The summer goals are also designed to familiarize students and their parents with the college environment, so they feel comfortable with the possibility of a college education. This goal is emphasized because the data show that the percentage of citizens who have attended college is low in the participating counties. In fact, many parents of the site 8 PREP students have not even graduated from high school. The summer goals are also designed to provide team-building experiences for students through involvement and recreational activities.

The final component of the site 8 PREP program is the technology component, explained Ms. Fayoyin. This component is stressed because as college students, the PREP students will enter a world where technology is a normal facet of everyday existence. According to the research, if current trends continue, many students will lack the technology exposure and competencies which will be required of them as college students. A study performed by GSU's Applied Research Center examined the use of instructional technology in Georgia schools, and site 8 performed a survey to examine how computers are used and how available they are. Both studies suggest there will be a problem. Site 8 identified its technology component based on the System's initiatives and the vision for one Statewide library. Site 8 focused on the Georgia Library Learning Online ("GALILEO") system in emphasizing research over the Internet. It also used the Connecting Students & Technology initiative, focusing on the E-mail component. Applying the Connecting Teachers & Technology initiative, site 8 focused on integrating technology into the instructional process and on using the Georgia Statewide Academic and Medical System ("GSAMS") to provide educational and enrichment activities and information over a distance. Site 8 then developed its action plan. The steps in the action plan include providing each student beginning in the eighth grade with an E-mail account. The students were then paired with college student mentors. Because they did not know, the students were told how hard Chancellor Portch and the Board work to get money for PREP. As a result, many of the students began sending E-mail messages to the Chancellor. Other steps in the action plan include placing a minimum of two computers with Internet access in each school. Math, English, science, and foreign language CD-ROM tutorials were also purchased for students' use. Faculty and college students train PREP students how to use the computers to conduct research over the Internet, and

#### **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

they emphasize using GALILEO. They also help students develop their word processing skills. On the PREP Web page, updates are provided on PREP activities. Ms. Fayoyin then demonstrated the WC PREP Web page, noting that SGC also has a PREP Web page. On the Web page, there is a link for students to request homework help.

Ms. Fayoyin acknowledged how much PREP costs and that site 8 wants to use that money in the best way possible. So, evaluations were developed to measure the program's effectiveness. She showed the Regents a tutoring report, which was included in their folders. Using this assessment, the site can ensure that its tutoring component is fulfilling its purpose. Ms. Fayoyin explained that students are also tracked. A student named Antonio joined PREP in 1996 as a seventh grader. When he joined the program, he had no friends, he was a poor student, and he had family and work obligations because his family needed the money. He did not participate in any extracurricular activities, and initially, it was difficult to get him involved in PREP. Now, Antonio is a freshman at Ware County High School. He has many friends, he is enrolled in CPC courses, and he is on the honor roll. Ms. Fayoyin reported that education is now a priority not only for Antonio, but also for his parents. He is also involved in extracurricular activities, including playing on the football team and community service activities. PREP makes a difference not only to the students, but also to their parents, stressed Ms. Fayoyin. So, whenever possible, parents are encouraged to be involved. One way this has been done is through a technology action plan for the parents. There are workshops to acquaint them with college entry and scholarship requirements, adolescent development, and general parenting information. To facilitate attendance at the meetings, the meetings are held over GSAMS for parents living in distant counties. Because the parents do not have to travel to the college campuses, attendance has increased. Parents can go to their local high schools and take part in the meetings via GSAMS. Also, parents have been introduced to navigating the Internet. They have particular interest in the Georgia Career Information System, and they gather information about careers for themselves as well as for their children. Ms. Fayoyin noted that Ms. Blount has prepared PowerPoint presentations that stress how parents can help their children prepare for college. As the presentations are developed, they are placed in the schools for parents to view at their convenience. Ms. Fayoyin explained that Ms. Blount would be demonstrating one such presentation for the Board.

Ms. Blount explained one of the main goals of the presentations is to inform the parents that their children must complete the CPC in order to be accepted into System institutions. The CPC includes four units of English, four units of mathematics, three units of science, three units of social science, and two units of foreign language. She commented that the parents seem to be responding well to the electronic workshops. On a survey, one parent wrote, "I am thankful for your organization. I think it's great how you help students and parents know what is available and what a child needs to get into college. Back in 1978, when I graduated, this information wasn't as readily available." Ms. Blount noted that in the Regents' folders, they would find a summary of the parent surveys as well as a bumper sticker designed to get parents excited about and involved in PREP. It read, "I'm a PREP parent." Parents are encouraged to take an active role in their children's education and to develop relationships with the children's teachers early in the year before there are any problems. Then, if any problems arise, they can go to the teacher and develop a plan to fix the problem. Ms. Blount said that these are just some of the efforts to help get parents more involved and informed about their children's education. In closing, she introduced Dr. Lott from SGC.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Dr. Lott stated that not only must students be prepared academically for success in a multicultural society, but they must also be prepared for diversity. Since her area has been described as being “culturally deprived,” SGC and site 8 have made major efforts to improve this aspect of their services to the PREP students by providing cultural experiences which include local Georgia culture; the arts, theater, and drama; international experiences; and national multicultural experiences. A recent program involved gaining a more complete appreciation for the local culture through Pioneer Skills Day, Okefenokee Joe, and the Albany State Jazz Quartet. Pioneer Skills Day at General Coffee State Park provided students and parents opportunities to participate in butter and biscuit making, plowing with mules, preparing buckskins, Civil War encampments, making lye soap, making rag rugs, quilting, and much more. Okefenokee Joe described the history, adventures, and life in around the Okefenokee Swamp. The Albany State Jazz Quartet performed a jazz concert and provided the history of jazz. To make students more familiar with the broader concepts and characteristics of culture, presentations were devised to demonstrate those concepts in application of several of the arts. Sylvia P. (“Pete”) Brown, Media Specialist, gave the students an opportunity to make a collage from the articles they had gathered as they toured the SGC campus. Parker (“Sparky”) Smith, a Coffee County school teacher, allowed the students to use their imagination and creativity to draw and water paint. Dr. Lott remarked that since theater and drama productions are usually readily enjoyed by young people, a cultural program would not be complete without them. SGC’s theater company presents a production each semester especially selected with the PREP students in mind. The production of “Hall of Black American Heroes” was a favorite on campus. The students, school principles, and PREP coordinators were so impressed with it that they requested this play be taken to the local schools so that the other area students could enjoy it as well. Not only do students enjoy the local productions, but they enjoyed seeing “Godspell” in Alexandria, Virginia at the West End Dinner Theater.

Dr. Lott stressed that it is steadily becoming more important for students to have an awareness and appreciation of lifestyles and customs other than their own, particularly those of international cultures. Accordingly, SGC faculty members shared some of their world travel experiences to show how they relate to academic and career opportunities. Dr. Martha M. Johnson, Associate Professor of English and Coordinator of the Studies Abroad Program at SGC, discussed her experiences in London, England. Ms. Nelle Strickland, who is an SGC retiree and a published author of novels in both the United States and abroad, discussed travels in and around Sicily and Italy. Perhaps the crowning experience of SGC’s offerings was the opportunity to observe first-hand the very heart of America’s own national cultural origin when approximately 100 PREP students spent a week in Washington, D. C. This was made possible by the volunteered time and talents of SGC faculty, the community, the public schools, and the business partners. Anna Standard, a tour guide provided by Encore Group Travel, was with the students for the entire stay in Washington and made sure that the students and chaperones never had a spare moment, involving the students in all aspects of the experience. Through evaluations and essays, students said this was a once in a lifetime opportunity for them and one which they will never forget. In closing, Dr. Lott showed the Board a photo of Dr. Grace M. James, Interim Vice President for Academic Affairs, as she led the PREP students and coordinators in dance activities at the summer camp. Dr. Lott thanked the Board for allowing site 8 to share some highlights of their PREP program.

Dr. Michael asked the Regents if they had any questions.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Regent Cannestra remarked that, having examined the map of PREP sites, he was amazed by the number of counties that are not participating in the program. He noted that Long County is surrounded by counties that participate, as are Pulaski and Wilcox Counties. He asked why those counties are not participating and who determines whether or not they participate.

Dr. Michael responded that when the PREP initiative began, requests for proposals were sent to all 34 System institutions. Most institutions elected to send in proposals, but some did not. Since that time, most institutions have expressed a desire to be involved; however, due to fund limitations, not all institutions have been included. She added that she was happy that this year, because the program received a special grant, it will now be able to give mini grants to four of the nine institutions who are not already involved. Therefore, they will be able to serve more counties.

Regent Cannestra stressed that Long County is surrounded by sites 3, 5, and 8. He asked why that county would not be included with little differential cost.

Dr. Michael replied that Long County probably will be included in the near future, because the sites serve more counties every year. Perhaps in the next year, PREP will serve that county. She reiterated that the program's expansion is limited by funds, but the plan is to extend PREP services to other communities.

Regent McMillan remarked that this program is probably the most innovative and significant effort the Board has ever undertaken to level the playing field. He added that it was because of this program that he enthusiastically supported the increased admissions standards. He noted that the higher admissions standards and the PREP initiative work hand in hand and one would not work without the other.

Regent Baranco noted that the business community is also very enthusiastic about PREP, and one indicator of this is the funding the program continues to receive. She asked Dr. Michael about the evaluation performed by MGT, noting that most suggestions seemed to refer to strategic plans for the future. She emphasized that one of the hallmarks of the program has been the individuality and flexibility of the various sites. She asked Dr. Michael to expound on the issue of strategic planning. Regent Baranco felt that while we want to continue to encourage that individuality, PREP has some definite mission statements and goals. She wanted to know where the program would be heading with regard to the strategic planning challenges that MGT suggested and how flexibility will be maintained.

Dr. Michael responded that flexibility is exciting but it makes for a complex situation. She asserted that one change would be to develop a standard survey form for use at all sites, rather than each site having its own survey. That way, the same types of information can be gathered from each of the PREP sites. She also stated that in the strategic plan, eight areas are identified that all institutions must examine. Even though there is currently individuality among the PREP sites, all of them must address the same components, which were established in the task force report.

Regent Baranco asked Dr. Michael to list those eight components for the benefit of the Regents.

Dr. Michael listed the following components: tutoring/mentoring, leadership development, conflict resolution, community service, career exploration, and awareness of admission requirements. These were the ones she could remember, but she stressed that all of the programs must address the same eight components.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Chancellor Portch commented that PREP is an example of the System working at its best. He reminded the Board that, as Regent McMillan had pointed out, this program began when the higher admissions standards were introduced to the Board and a few Regents had asked for the development of this type of program. He said that the program was designed, money was raised, and then people were allowed to do good work and take ownership of their individual PREP programs. The Chancellor stated that one of the common components is the goal to have the vast majority of PREP students complete algebra by the end of tenth grade. Therefore, there are a few things that are very common and measurable that have been added to PREP when the research has shown something to be key for college-bound students.

Regent White referred back to Dr. Michael's discussion of the PREP student named Antonio and asked her whether data are maintained on all students participating in PREP.

Dr. Michael responded that this was one of the challenges brought up in the evaluation report. While there is a database, the coordinators are being given more training so that they can get the information in the database in a more timely manner. So, there are efforts to improve this.

The Chancellor agreed that this is a weakness which is being addressed aggressively. He noted that PREP is an all-consuming program, but he acknowledged that the data are critical for the long-term funding and viability of the program. He stated that this was an example of the benefit of having the evaluation, because it divulged that this is an area that needs improvement.

Regent White commended the program and expressed his appreciation for the efforts of the presenters.

Chancellor Portch called upon Regent Jobe to speak, because he has met with some of the PREP students this year and he is related to one of the funding sources.

Regent Jobe stated that during the summer, he spoke to a PREP group from Albany visiting the Central Office at the request of the Chancellor. He remarked that he was impressed with the students' enthusiasm. He had shared with them what his college experience meant to him and what college was all about, because if their parents had not been to college, they would not know what it is like. He added that Georgia Power Company is proud to be a supporter of the program.

Regent Coleman noted that 8,400 students participated in the program last year, and he asked whether \$5,200,000 was the amount spent on the program last year.

Chancellor Portch asked Dr. Michael to address this issue.

Dr. Michael responded that this was the approximate amount that has been given by private donors, but some of that money will be used in upcoming years. She stated that this year, the program will cost approximately \$3 million and will serve about 10,000 new students in addition to the students already in the program.

The Chancellor added that the average cost per student is very low.

Regent Coleman asked whether it were \$300 per student.

#### **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Chancellor Portch replied that it was actually lower than that. He emphasized that many faculty volunteer their time to the program, keeping the cost low on per student basis.



Regent Baranco added there are community volunteers as well.

Regent Jones asked whether the picture the Regents had seen of a stage production during Dr. Lott's presentation was taken at SGC.

Dr. Lott replied that it was.

Regent Jones remarked that he was glad to hear that SGC had a fine arts auditorium.

Chair Jenkins expressed appreciation on behalf of the Board to Dr. Michael. He then asked why Clayton County is not participating in the PREP program.

Dr. Michael replied that it could be because a proposal was not sent in by Clayton College & State University ("CCSU"). She noted, however, that the metropolitan Atlanta PREP site brings in students from all over the metropolitan area. Whenever she gets calls from areas where there is not a PREP program, Dr. Michael tries to put them in touch with the closest program offered. (CCSU attempted to apply for the first round of PREP but was not eligible because it could not accommodate a summer residential component.

Since CCSU already has a program by which it welcomes eighth graders on campus for a day visit and annually brings 37,000 school children to campus and Spivey Hall, it has not pursued PREP since.)

Chair Jenkins next referred to the tutoring report on Brantley County that was included in the Regents' folders. Noting the improvements of the grades of the participating students, he asked over how long the comparison is made.

Ms. Fayoyin responded that the comparison is made to the next grading period.

Chair Jenkins remarked that the improvements were very impressive. Turning his attention to the health screening program that Ms. Fayoyin had discussed, he asked what exactly that entails.

Ms. Fayoyin replied that since the program was started in 1996, it has been a collaboration with SCG's Nightingale bus, a mobile nursing unit which goes to the middle schools to give all students a health screening. Also, through the Children's Initiative, a collaboration of healthcare and children's services organizations, further medical care is made available to students whose families might not otherwise be able to afford such care.

Chair Jenkins remarked that this was a very important part of the program, and he thanked Ms. Fayoyin.

Regent Cannestra referred back to the map of PREP sites. He felt that perhaps the Chancellor should talk to institutions in areas where there are not PREP programs to encourage them to render this service. He stressed that more counties should be involved.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Regent McMillan remarked that the Chancellor had encouraged institutions to participate in PREP early on, but certain institutions did not want to be bothered with the program.

Chancellor Portch noted that there are few pre-college programs being implemented in other states. While there are individual schools in individual cities doing this throughout the nation, no other state has attempted such a program statewide. He asserted that it is remarkable that Georgia has gained the amount of coverage it has within two years of starting the program. While the Board should be concerned with making PREP happen Statewide, no other state in the nation has even a portion of the state covered by a program like this one. He reminded the Regents that one goal of PREP is to get all middle school students to know about admission requirements. Through PREP's campus visitation days, over 61,000 middle school students have visited System institutions in the last two years. Another goal of PREP is to have at-risk students in the program year-round and some students also in the summer program as well. In the first year of the visitation component, approximately 30,000 students visited System institutions, but in the second year, there were even more students. So, each year, the program grows exponentially. He acknowledged that he has to raise another \$5 million for PREP. While he said that it is phenomenal that over \$5 million has already been raised, funding issues are in some sense restricting the program's expansion. He solicited recommendations for potential donors, noting that there has been 100% success with the sources already solicited. Fund raising is something the Chancellor and the program are having to do on their own with some seed money from the State. He said that he would need help in the remaining years of the program to continue to expand the coverage. Nonetheless, the Chancellor felt that next year and each subsequent year, the map of PREP sites would grow more expansive.

Regent Cannestra stressed that he felt that some of the more affluent colleges do not appear to be involved. He suggested that the Regents need to keep in mind what kind of emphasis they should put on resource allocation.

Regent Leebern commented that the cost of PREP will probably go down over the years, because much of the initial cost was for start-up equipment. As the cost goes down, funds can be redirected to other areas in the program. He reminded the Board of the very moving PREP presentation given last year at a P-16 meeting at SUWG, and he commended the program's development.

Chancellor Portch added that the personal stories of PREP students are also very powerful. He said that he had seen some of the E-mails sent to Dr. Michael and the PREP coordinators that were very moving. He stated that one of the PREP students was considering suicide, and the only person he told was the PREP coordinator, who was able to get others involved to help the student. The Chancellor remarked that these kinds of stories happen every day, but they do not show up in evaluations and focus groups. PREP is making a difference in students' lives on a daily basis. Some of the students are trying to overcome very adverse conditions, where there are no phones in their homes or no electricity, and one of the biggest challenges to the program is transportation, because many students have no way to get to the institutions. So, there are bus programs and ride programs. One PREP student at SUWG had to get a neighbor to drive her to the program because the third family car had broken down. These are the real stories behind the program, stated the Chancellor, and every student like Antonio who is impacted by the program is one who could have been lost.

## **UPDATE OF PREP (POST-SECONDARY READINESS ENRICHMENT PROGRAM)**

Regent Baranco reminded the Regents that PREP was once just a pilot program and it was uncertain where the program would go. She remarked that she was very pleased with progress in creating as many sites as there are. However, she stressed that this is a significant turning point in the life of this program, because what is done at this point is going to establish where PREP goes henceforth in terms of the eight components of the program. She stressed that how PREP becomes more inclusive and how the program seeks a permanent funding base is very important and the management of that growth is a key issue. She then asked whether there are State funds for this program.

The Chancellor said that there have been State funds, and he asked Dr. Michael how much the funds were this year.

Dr. Michael replied that there was \$1.6 million in State funding this year.

Chancellor Portch remarked that he wanted to credit Speaker Thomas B. Murphy personally. In the year PREP was brought to the legislature, the Governor proposed it, but it was languishing in the House of Representatives. The Chancellor talked to the Speaker about the program, who then went on the floor and got the funding. The System has also redirected a considerable amount of resources for PREP, and he asked Dr. Michael how much money had been redirected.

Dr. Michael replied that \$930,000 was funded from redirection.

Chair Jenkins asked whether Speaker Murphy is being apprised of PREP's progress.

The Chancellor replied that he is and that the Speaker had been invited to visit the program, but he had some health issues which prevented that.

Regent Baranco suggested that the Chancellor consider making PREP a part of his presentation at this legislative session.

Chancellor Portch agreed.

Chair Jenkins thanked Dr. Michael for her impressive report on PREP.

## CHANCELLOR'S REPORT TO THE BOARD

After the update on PREP, Chancellor Portch gave his report to the Board, which was different than usual. At this meeting, he gave the Regents a quiz on the System. The quiz was as follows, with the correct answers in bold type and additional information that the Chancellor presented included:

### Chancellor's Quiz

1. How much has the System's enrollment grown in the last ten years, fall 1989 to fall 1998?
  - a. 7% (research universities)
  - b. 16%**
  - c. 22% (state universities)
  - d. 25% (regional universities)

Enrollment has grown 7% at state colleges and 23% at two-year colleges.

From fall 1997 to fall 1998:

- The University System headcount decreased 2.6% and equivalent full-time students ("EFT") decreased 11.6%.
- Research universities headcount decreased 0.3% and EFT decreased 6.1%.
- Regional universities headcount decreased 1.9%.
- State universities headcount decreased 3.4% and EFT decreased 6.1%.
- State colleges headcount decreased 2% and EFT decreased 17.1%.
- Two-year colleges headcount decreased 5.6% and EFT decreased 17.1%.

The 2002 enrollment target for the System is 231,916 ( $\pm 2\%$ ), which represents growth of 31,814 over fall 1998 enrollment, or 26,527 over fall 1997 enrollment.

2. In fall 1998, what percentage of students in the System were African-American?
  - a. 2% (North College & State University and Dalton College — lowest in the System)
  - b. 6% (University of Georgia)
  - c. 9% (Georgia Institute of Technology)
  - d. 13% (research universities)
  - e. 22%**
  - f. 26% (Georgia Southern University)

Ten years ago, 15% of System students were African-American.

In regional universities, 24% of students are African-American. In state universities and two-year colleges, 28% are African-American. Of last year's college-bound Scholastic Aptitude Test ("SAT") takers, 26% were African-American. Twenty-eight percent of Georgia's population is African-American, while 40% of Georgia's public school ninth graders are African-American and 33% of Georgia's public high school graduates are

## CHANCELLOR'S REPORT TO THE BOARD

African-American. Seventeen percent of the System's bachelor's degrees last year were awarded to African-Americans, and 4% of the System's doctorates last year were awarded to African-Americans.

3. How much has the System's number of bachelor's degrees increased in the last ten years?
  - a. 15% (nationally, including both public and private)
  - b. 30% (research universities)
  - c. 43%**
  - d. 60% (regional universities)
  - e. 113% (Armstrong Atlantic State University — from 248 to 527)

At state universities, the number of bachelor's degrees increased 57%; at the University of Georgia, it increased 37%; at Georgia Southern University, it increased 82%; at Albany State University and Augusta State University, it increased 68%; and at Kennesaw State University, it increased 83%.

4. Where did Georgia rank among all states and the District of Columbia for higher education enrollment as a percentage of the population age 18 and over in 1996?
  - a. 51<sup>st</sup> (Arkansas at 5.5%)
  - b. 48<sup>th</sup> (Georgia at 5.9%)**
  - c. 26<sup>th</sup> (Virginia at 7%, the highest rate in the South)
  - d. 15<sup>th</sup> (California at 8.2%)

The national rate for higher education enrollment as a percentage of the population 18 and over was 7.3%. The highest rate was the District of Columbia at 17.3%.

For every 17 students who were in ninth grade in 1986, 11 graduated from high school in 1990. Three of those entered the System in fall 1990 (gradually moves up to about 50%), and one of those three graduated from college with a baccalaureate degree five years later.

- e. What was the average SAT score of freshmen in the System in fiscal year 1998?
  - a. 973 (Georgia Southern University)
  - b. 983**
  - c. 1008 (Georgia State University)
  - d. 1172 (University of Georgia)
  - e. 1290 (Georgia Institute of Technology)

The national average SAT score of college-bound seniors was 1017.

## CHANCELLOR'S REPORT TO THE BOARD

6. How different is the System's average SAT today than ten years ago?
- 28 points lower
  - 7 points higher
  - 3 points higher (980 to 983)**
  - 40 points higher
  - 63 points higher
7. What percentage of first-time System freshmen (Georgia residents) received the HOPE Scholarship in fall 1997?
- 55% (two-year colleges)
  - 73%**
  - 79% (regional universities)
  - 89% (research universities)
  - 90% (University of Georgia)

The percentage of first-time freshmen who received the HOPE Scholarship in fall 1997 was 97% at the Georgia Institute of Technology, 82% at Georgia State University and Georgia Southern University, 84% at Southern Polytechnic State University, and 82% at North Georgia College & State University. It was 71% at state universities.

8. Of the 1998 college-bound seniors taking the SAT in Georgia, what percentage took a calculus course?
- 11% (black college-bound seniors in Georgia)
  - 17%**
  - 25% (national college-bound seniors)
  - 35% (Asian college-bound seniors in Georgia)

Of white college-bound seniors in Georgia, 18% had taken a calculus course; 16% of Hispanic college-bound seniors in Georgia had taken a calculus course.

9. What percentage of eighth-grade students in Georgia public high schools reported watching six or more hours of television each day?
- 11% (central region)
  - 12% (western region)
  - 13% (national)
  - 14% (northeast region)
  - 17% (southeast region)
  - 18%** (Georgia is the seventh highest behind Alabama, Arkansas, the District of Columbia, Hawaii, Louisiana, and Mississippi)

## CHANCELLOR'S REPORT TO THE BOARD

States with the lowest percentages were Minnesota, North Dakota, and Utah with 5%; Colorado, Idaho, Iowa, and New Hampshire with 7%; and Maine, Massachusetts, Nevada, Wisconsin, and Wyoming with 8%. States with the highest percentages were the District of Columbia with 31%; Hawaii with 22%; Mississippi with 21%; and Alabama, Arkansas, and Louisiana with 20%.

10. What was the total dollar amount for research grants and contracts in the System in fiscal year 1997?
- \$26 million (Medical College of Georgia)
  - \$37 million (Georgia State University)
  - \$126 million (University of Georgia)
  - \$197 million (Georgia Institute of Technology)
  - \$441 million**
11. How much has the System's total dollar amount for research grants and contracts grown in the last five years?
- 3% (University of Georgia — from \$122 million in fiscal 1993 to \$126 million in fiscal year 1997)
  - 22%** (from \$362 million in fiscal 1993 to \$441 million in fiscal year 1997)
  - 37% (Medical College of Georgia — from \$19 million in fiscal 1993 to \$26 million in fiscal year 1997)
  - 85% (Georgia State University — from \$20 million in fiscal 1993 to \$37 million in fiscal year 1997)

The total dollar amount for research grants and contracts has grown 21% at the Georgia Institute of Technology, from \$163 million in fiscal year 1993 to \$197 million in fiscal year 1997.

12. What is the average State appropriation per student (EFT) in the System for fiscal year 1999?
- \$5,340 (five years ago, fiscal year 1995)
  - \$6,385 (two-year colleges)
  - \$6,875 (state universities)
  - \$7,186**
  - \$14,033 (University of Georgia)

The average State appropriation per student (EFT) in the System was \$5,016 ten years ago (fiscal year 1990). For fiscal year 1999, the average State appropriation per student (EFT) is \$6,459 at regional universities; at state colleges, it is \$6,715. At the Georgia Institute of Technology, it is \$14,176, the highest in the System except for the Medical College of Georgia, where it is \$33,704. At Georgia Southern University, it is \$6,700, and at Georgia State University, it is \$10,202.

## CHANCELLOR'S REPORT TO THE BOARD

State appropriations per EFT are based on figures that include new salary funds and "special funding initiatives." The System average is figured without the Medical College of Georgia because it is an outlier at \$33,704.

13. According to the U.S. Department of Labor, what is the projected increase for occupations

requiring a college degree from 1996 to 2006?

- a. 7% (post-secondary vocational training — 2.3 million jobs)
- b. 14% (overall employment increase — 18.6 million jobs)
- c. **25%** (9 million jobs)

Occupations that require a bachelor's degree are projected to grow the fastest, nearly twice as fast as the average for all occupations. All of the 20 occupations with the highest earnings require at least a bachelor's degree. (*1998-99 Occupational Outlook Handbook*, U.S. Bureau of Labor Statistics)

Recent college graduates are also commanding higher salaries. The 1998 graduates received offers ranging from 8% to 15% higher than the 1997 graduates. (National Association of Colleges and Employers)

At approximately 10:55 a.m., the Board took a brief recess.



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

At approximately 11:05 a.m., Chair Jenkins reconvened the meeting of the full Board and convened the meeting of the Strategic Planning Committee as a Committee of the Whole. He then turned the chairmanship of the meeting over to Regent Allgood, who explained that Regent Leebern had to leave.

Vice Chair Allgood stated that the Strategic Planning Committee would be continuing its discussion of the technology initiative and that Senior Vice Chancellor for Academic Affairs James L. Muyskens would be checking up on the homework assignment that he gave the Regents at the November 1998 meeting. He then turned the floor over to Dr. Muyskens.

Dr. Muyskens explained that due to the late hour, he would quickly go over the instructional technology issues worksheet before introducing the speaker. He explained that he had planned to provide some context for the presentation that would be presented by Dr. Chris Dede from George Mason University (“George Mason”). However, he felt that the Post-secondary Readiness Enrichment Program (“PREP”) presentation and the Chancellor’s quiz had provided some of that context, and Dr. Dede would be discussing some of the same issues. Dr. Muyskens summarized what he had intended to say by saying that the PREP presentation showed how vital it is to have the Georgia Library Learning Online program (“GALILEO”) and PeachNet, the Statewide network, to accomplish those sorts of tasks. In the Chancellor’s report, it was also clear how many students have dropped out of college that the System needs to reach, and how important distance education is to that effort. So, rather than review what the Board has accomplished so far in the technology initiative, Dr. Muyskens simply wanted to inform the Regents that there had been some additions to the worksheet. He reminded the Board that there was an interest in considering issues such as intellectual property, faculty workload, contact hours, and a number of additional items that he would address at a subsequent meeting. At this meeting, the Board would be hearing from Dr. Dede, who is not only a professor in George Mason’s School of Education, but also in its School of Information Technology & Engineering. Dr. Muyskens noted that George Mason is an innovative institution that has made a great deal of progress with technology. Dr. Dede is a national expert who was the editor of the 1998 Association for Supervision and Curriculum yearbook, *Learning With Technology*, is a member of the U.S. Department of Education Expert Panel on Technology, and is a recipient of a grant from the National Science Foundation (the “Foundation”) to develop educational environments based on virtual reality technology. Dr. Dede would be discussing strategic perspectives on distance education.

Dr. Dede thanked Dr. Muyskens for asking him to share his perspective with the Board, but he confessed that he does not particularly like information technology. He said he preferred a table to the notebook computer that was generating his presentation to the Board, because a table is simple, it is absolutely reliable, and once he learned to use it, he never had to learn anything more about it. Technologies are complex, they are usually reliable, but they keep changing so that just when a person thinks he has mastered them, he has to put in more time and effort to get a new set of capabilities. Despite the fact that Dr. Dede does not necessarily like information technology, he wanted to discuss why he sees it at the heart of the evolution of the university. To do that, he only had to talk about what he does like, which includes being a faculty member, teaching, conducting research, working with people in the community to share insights that come out of research, and helping those people progress. He remarked that if one looks at how universities have done this throughout history, one of the things that is clear is that this involves mastering and using new kinds of representational media, in other words, mastering and using new ways of making meaning out of complex things. Historically, mathematics was at one time a new representational medium, the campus was also a representational medium because it allowed scholarship to take place, the **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

book was also something the universities were at the forefront of learning to use, and visualizations that

take abstract things and make them sensory so that people can interact with them are an example of a new representational medium. So, mastering those kinds of media is absolutely crucial to the mission of higher education. When Dr. Dede used the term medium, he wanted to be clear that this is more complicated than one might think. Usually, when there is some new medium, like television, it is thought of as a channel, a way to reach people. Now, with these new media, a person can reach almost anyone in anyplace at any time. However, a medium is also a representational container. It shapes not only who a person can reach, but also what she can say. “A picture says a thousand words” means that there are certain things that visual portrayals can convey that words are not very good at and vice versa, explained Dr. Dede. Now, the media are becoming so expansive that they are becoming virtual environments. They are not only channels for sending information, but they are also a context within which people can interact. That shapes what happens, asserted Dr. Dede. The insight he was trying to convey is that we have new kinds of messages and meanings that we can convey to one another. Now, there are powerful methods for sharing and learning across barriers of distance and time, powerful new ways of making meaning, and universities must sort them out.

Dr. Dede recently spent a year on leave from George Mason as a senior program director at the Foundation, and he was one of many people who worked on a new Foundation-wide initiative that centers on knowledge networking and emergent intelligence. Science has changed enormously over the last decade because of these new media, because now instead of individually doing research and then publishing a journal article that another scientist looks at a year later to inform what he or she is doing, people are sharing on a daily basis not just their conclusions, but also their data. Moreover, they are having virtual arguments about how to interpret that data. So, the community that is generating data, sharing data, and arguing about data is networking within a much larger kind of relationship. In turn, there is a new kind of intelligence emerging. Not only is each individual scientist smarter, but the group has the kind of intelligence that was not previously possible because there is sharing, interaction, and arguing everyday that creates a kind of collective memory and shared understanding. Dr. Dede noted that this has enormous implications for corporations, because part of why the Foundation is sponsoring this initiative is not simply because this phenomena is changing science, but also because it is changing business in very profound ways. The global market and the knowledge-based economy draw heavily on the new ways of making meaning.

“So, how do we prepare students to be effective as adults in twenty-first century society?,” asked Dr. Dede. Knowledge networking and knowledge media are at the core of this issue. He remarked that he learned a kind of problem solving when he went to school that is obsolete now. He learned to solve problems by studying them thoroughly and then going to his repertoire of problem-solving techniques and pulling out some skills that he could use together to handle the problem. Today, by the time a person understands a problem thoroughly, it is already gone again. The world is changing so fast that people constantly find themselves doing what Tom Peters calls “thriving on chaos.” They have to invent partial solutions to situations that they do not understand because they have to act so quickly to keep up with the pace of what is going on. Dr. Dede asserted that “thriving on chaos” is a fundamental skill for the twenty-first century workplace. Teamwork is also a fundamental skill, even though many people were brought up in an individually competitive educational system, filtering information instead of just finding information. Dr. Dede recalled when he researched his dissertation, going to the library with note cards and a file box, wrestling with the Dewey decimal system, rummaging through archives, and spending hours trying to find a few things that might be useful. Today, in 15 seconds on the Internet, anyone can find 200 things that **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

would probably be useful, but a person does not have time to look at them all, so he must filter. In contrast to Dr. Dede’s generation, which was prepared for a mature industrial workplace that was national, this generation is staring down the barrel of a global knowledge-based economy that seems to require a different set of skills. When he thinks about his children, wanting them to be productive adults

and wondering what to do to help them, Dr. Dede feels like a farmer in 1790 standing next to a steam tractor trying to imagine a modern commodities broker driving down the freeway in her BMW buying and selling soy bean futures on a cellular phone. He stated that this seems to be the kind of leap that society is experiencing, the biggest change from the workplace of yesterday to the workplace of tomorrow that higher education has confronted since the dawn of the industrial revolution.

Dr. Dede stressed that when we talk about quality in higher education for the future, we are not talking about the historic definition of quality. It is important that Scholastic Aptitude Test (“SAT”) scores go up, but that is not good enough. It is important that grades rise, but that too is not good enough. If universities do not keep their historic role of mastering the new ways of creating and sharing knowledge, then their students will not be well prepared, and what is invested in information technology is not going to do very well because it will be off target for where the medium is really going. Dr. Dede noted that there are lots of other groups in society now that would be happy to take over that role of shaping students for the twenty-first century if given the opportunity. Right now, universities are good at doing research. They are leaders in scholarship, in understanding how to use new kinds of knowledge media. However, they are lagging behind the rest of society in applying the new media to teaching and service.

Dr. Dede noted that he had not used the phrase distance education yet, but now, he would discuss this issue. There has been an interesting shift in distance education, because historically, it has been the poor stepchild of education, some narrow, bizarre thing that higher education had to do sometimes for reasons of access. It was seen, and often correctly, as sort of quarter of a loaf. He explained that it was half a loaf because it was across distance and therefore loses that powerful kind of interpersonal interaction and another half of that half loaf because it was a “talking head,” just presentational instruction rather than all of the powerful kinds of pedagogy that teachers can use face to face. Now, the situation is reversed. Learning across distance and time is becoming the core skill for the next century in every sort of business. So, it is not just a matter of saying sometimes universities have to give people the second best thing to reach them. Now, distance education is central to the twenty-first century world and citizenship, plus it offers a richer array of resources than any single instructor isolated in a single classroom can provide, no matter how rich the material is that she teaches. Dr. Dede wanted to illustrate this by talking briefly about a teacher education program at George Mason with which he is involved. It is a program for in-service teachers that is taught at their schools. They go through as a cohort, and the program centers on helping them be reflective practitioners using these new kinds of knowledge media. That means that sometimes they are face to face in the cohort, but sometimes they are a virtual community, because they are using the knowledge media. They use it even when they are not in class to keep a strong professional support system going. Not only are they teaching their pupils to use these new kinds of knowledge media, but they are also using the media themselves for research. The pupils are doing research in the way that the Regents had heard that students in PREP are doing research on the Internet, and the teachers are doing research in the way that they study effective teaching within the university. Then, the teachers partner with people at the university in order to develop innovation in their districts beyond their own individual classrooms. So, it is teaching research in service in the university sense infused with technology. The first major point Dr. Dede wanted to make was that universities think about distance education too narrowly. They think about it as a part of teaching, **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

and they apply instructional technology as a way of accomplishing something that they cannot accomplish within conventional teaching, when in fact, an understanding of how people learn and share across distance and time is fundamental not just to distance education, but also to every aspect of the university. Unless we realize that, he stressed, we are going to fail in understanding the new ways of making meaning within society.

There is also a second way in which distance education is often seen too narrowly, said Dr. Dede. To present that framework, he wanted to discuss distributed learning and why this is an issue not only for the faculty who happen to teach distance education courses, but also for every faculty member at every institution. Dr. Dede doubted that ten years from now universities will use the phrase distance education. Nor did he think they will use the term face-to-face education either. He predicted that all learning will be some balance of distributed learning, sometimes face to face, sometimes across distance, but always learning through doing as well as learning by listening. Learning will be collaborative and orchestrated, across campuses, homes, and workplaces and in community settings. We see that happening now, he said. In universities today, at one end of the spectrum, there are classes that always meet face to face, but in or out of class, the students are doing Web searches of different kinds. They are going out and accessing resources across distance. Often, they are involved in telementoring experiences, where they are getting expertise across distance. However, many instructors are moving toward classrooms with electronic walls, where sometimes the class does not meet face to face but students will go out into the world and collect data and then come back and share it. They are interacting across distance. There are virtual partnerships in which a university pairs with a community center or an employer. Students do not just visit the factory once in a while, but rather, they have a distance-based relationship with some element of the organization. Still, other classes sometimes do not meet face to face. They meet synchronously (at the same time) or they meet asynchronously (at different times) through discussion sites, or small groups within the class that might be working on a group project will meet across distance. At the far end of the spectrum, there is pure distance education, where the class never meets face to face. However, all of these kinds of learning are fundamentally similar in terms of their challenges and their opportunities as well as the kinds of insights that can be produced, and this has a lot of implications for professional development of faculty members. Dr. Dede explained that every spring he teaches a course about distance education using distance education, and whatever the class discusses, it also does. So, when the students learn about video conferencing, he teaches the class by video conference. When they learn about virtual environments, they meet in a virtual environment to have that discussion. When they learn about groupware, the sorts of tools corporations use for virtual design, they meet inside of groupware to discuss it. The fundamental questions for each medium are: How does it shape how you think? How does it shape how you feel about your learning experience? How does it shape how you interact socially with others who are part of that learning environment? In the course, there are seven different ways of interacting, face to face plus six different flavors across distance and time. Of those seven, four (including face to face) are synchronous, two are asynchronous, and one combines the two. In the interest of time, Dr. Dede was not going to go through each one in detail, but he wanted to make a couple of general points about them. One is that none of this, except for the video conferencing, costs anything. He is able to go out on the Web and simply use freeware of different forms in order to create media that he can use to link 30 plus people together in the class. The other point he wanted to make is that another way of thinking about this is to say that these are different rhetorics. When he was in school, Dr. Dede learned the rhetoric of oral communication, the rhetoric of written communication, and perhaps the rhetoric of mathematics. He was prepared to interact in the workplace. Today, the menu of rhetorics is much broader and more complicated, and just as giving a good lecture is **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

different from writing a good article, being effective in a synchronous virtual environment is different from being effective in an asynchronous environment. So, Dr. Dede asserted, there is a broader repertoire somehow that we have to master.

Dr. Dede next addressed what he learned as a teacher in teaching this course. The first thing that he noticed was that something happened in the class that has never happened to him in three decades of teaching, even though he has won a variety of teaching awards: every student found his or her voice. He stated that no matter how good a teacher is in a face-to-face situation, some students just lurk among a group of 20 to 40 students. They are awake, they are listening, but they are not interacting. A

professor can call on them and make them interact, but the minute he stops forcing them to interact, they will go back to being passive. They do not have a voice in that type of environment. The best instructor with a limited amount of face-to-face time in a class interacting can only help some students find their voices, said Dr. Dede. In this class, every student came alive in one of the seven media. Some came alive in the synchronous virtual environment, others in the groupware, and still others in the threaded discussion sites. He asked himself why they came alive in different places and realized some of them are shy and afraid to speak in front of others, but in a virtual medium, they feel empowered. Some of them like to think before they answer. In face-to-face discussion, a person has to be quick. In an asynchronous discussion, a person can wait a long time and phrase what she wants to say very carefully. Some people have personalities that do not match their physical appearance, and so, they feel more comfortable in a medium where their personalities can come through without the physical appearance confusing things. Some have disabilities of different kinds, and they feel empowered by different kinds of media. Dr. Dede felt that it was very interesting that each student found a voice somewhere. It led to a richer, deeper learning from the mixture of media than could be achieved using any subset.

Dr. Dede stated that there are 30 years of studies that say there are no significant differences among these learning media. They say that comparing a correspondence course to a classroom course, there is no significant difference; comparing a video conferencing course with a classroom course, there is no significant difference; comparing a Web-based course, there is no difference. Dr. Dede asserted that the research is completely off target. That research is largely worthless, he asserted, because it only compares one medium to one other medium and what happens is some people are empowered while others are disempowered, and it balances out. He contended that any three media beat any single medium. Combining some face-to-face, some synchronous, and some asynchronous media is extremely powerful not just because every student finds a voice somewhere, but because the learner-to-learner interactions become much richer. Not everything has to flow through the teacher, he stressed. Because of the time expanse, the asynchronous media mean that the time that students can interact with the teacher and with each other expands. However, he noted that it is not necessarily more motivating. In fact, the more learning moves to asynchronous and the farther it moves from face to face, the more many students begin to say that even though they are learning more, they do not know if they want to do this indefinitely because they are losing their motivation. So, there is a very complex balance that must be found to empower students of different kinds while ensuring that the motivation is there as well, so that there are not the retention problems in distance education that are comparable to the retention problems universities are trying to solve in the face-to-face conventional classroom situations. The fundamental point, said Dr. Dede, is that this redefines the nature of access to academic excellence, because if access just means you can get the same course across a video conferencing system or you can pull the lectures down from a Web site and read them, that is not good enough. That is where students lose their motivation and where retention rates will go through the **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

floor. It is a mixture of different media that provide the ways that students can feel authentic and the ways that they can feel motivated and empowered which opens up access, especially for the nontraditional students to whom universities are trying to expand. This works on a quality level, because mastering these forms of rhetoric is the heart of the twenty-first century work place. It works on an access level, because this is how to reach some students and keep them. It also works to help the university not just think about knowledge media in the context of research, but also to move that into teaching and service.

Dr. Dede remarked that within his lifetime, he believes that refusal by a professor to use well-designed Internet instruction will be considered professional malpractice. He acknowledged that is a very strong claim, but he is optimistic about how long he is going to live. If knowledge media really are the core of today's society, if distributed learning affects every faculty member, not just those doing pure distance

education, then in the long run, there will be some interesting implications in terms of cost. If for all courses, some part of the course becomes virtual, then in time, universities will not need the same number of parking lots or buildings, not because the courses are shifting completely to distance education, but because the proportion of face-to-face teaching is shifting. Another implication is that the sorts of partnerships that you can have with the community and with employers will become much more powerful because they are also struggling to master the new knowledge media. They will be happy to have the universities involved in helping them do that because they know the historical role of universities, and to the extent that students are brought along in that collaboration, very powerful learning experiences will be opened to them. However, it also makes things more complicated, and Dr. Dede referred back to his course as an example. Typically in a face-to-face course, his students do between three and four credits worth of work. There is an amount of class time that they must attend, and they all have the same assignments. In the distance education course, he estimated that the students did between three and seven credits' worth of work, because some students really got into the asynchronous media and they spent hours posting to one another and downloading resources off the Internet. Dr. Dede did not have a way to give them that credit, but it was apparent to the students that they had gained and how much they had gained. So, he concluded, the ability to use time as the metric of learning, which is already somewhat shaky, is really going to erode as these new media become increasingly powerful. Equity involves not just giving students access but really thinking about how they learn and tailoring what is happening to how they learn. So, the nature of quality is changing.

In the limited time left, Dr. Dede wanted to briefly discuss one of the really central issues, the issue of professional development and how to prepare faculty for this kind of a shift. The core issue, he said, is that it is not learning; it is unlearning. While it is true that faculty have to learn some technical literacy skills and some pedagogical tricks, the real problem is everything that faculty have to unlearn, unconscious beliefs and assumptions about the nature of education and the nature of teaching. Because they have grown up within a conventional teaching system and have built up a repertoire of effective presentational instructional methods in face-to-face settings, they now somehow have to rethink all of that. It is the unlearning that is the hard part for the professors. Dr. Dede remarked that the sorts of things that the University System is doing are very powerful, because cohort-based programs of the kind the System has, involving face-to-face interaction and virtual interaction and involving rethinking pedagogy rather than just teaching about technology, are really crucial, but they are also time-consuming and relatively expensive. So, at the institutions, the issue of how to scale up and how to help faculty as a group to unlearn and to relearn and to reinvent is a very challenging issue.

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In summary, Dr. Dede reiterated that there are many ways to think about educational technology. He said that everyone should get beyond the idea that it is the technology itself that is the innovation and that just by using it they are better. Too often, people think that it is automation, using technology to make our work go faster. He agreed that is part of it, but that is not where the real power is. Rather, the real power is in innovating rather than automating. Dr. Dede predicted that there will be more change in higher education in the next decade than there has been in the last two centuries, and it is going to happen through a kind of innovation by invasion. Part of it is other providers coming in to historic geographic territories. Whether it is the University of Phoenix, Arthur Andersen, or Stanford University, turf is evaporating. He stressed that the System must understand how to serve its own students better than anyone else. However, there is another kind of invasion taking place as well, and that is from the next generation of students. As there is educational reform in K-12 schools, students will not be happy when they get to the universities and find faculty who do not use the media that are central to their lives and find 300-person lecture sections with faculty dusting off their notes to recite them. They are going to want the same power that they saw in PREP, the power they are seeing before college. Dr. Dede commented that Georgia is far along in providing that, but to get to the next stage, he argued that the

System needs to think about distributed learning and a deeper kind of faculty professional development, because the knowledge media reach beyond just teaching into every aspect of the university.

Dr. Muyskens asked whether the Regents had any questions.

Regent Jones asked what physical changes the universities can anticipate to take place.

Dr. Dede responded that he anticipated finding fewer students who want to drive to campus at a time that is convenient to the faculty member, fight for a parking space, and walk to class. More students will want to be able to learn from home at a time that is convenient for them but still interact in a rich way with a faculty member and with other students rather than just downloading a lecture and reading it.

Regent Jones asked whether by home Dr. Dede was referring to where the student is from, the dorm room, a fraternity house, etc.

Dr. Dede replied that it could be any of these locations, but certainly a major population that takes the distance education courses is the face-to-face students on the campus. This indicates there is something that they are not getting face to face that they feel they can get at a distance, whether it is convenience or finding a voice. Perhaps part of the answer to the retention issue is finding powerful ways to involve students that do not involve getting them in the classroom together at a single time with the instructor, suggested Dr. Dede, and he agreed that this has many implications for the physical nature of the campus.

Regent Baranco noted that the business community has long been concerned about the graduates' being prepared to work. She felt that graduates have a strong knowledge base, but she asked what Dr. Dede anticipated in terms of their ability to interact in the workplace.

Dr. Dede responded that when the business community criticizes higher education, it is usually on a number of grounds. They say that what is learned in a classroom is different from what a person is going to encounter in the business world. They say that the skills students master in terms of working with people are different than the skills needed in the business world. Dr. Dede said that he would like the universities **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

to be able to say that their students are already a part of the business world; through the System's teaching and service activities, they are deeply involved in what is happening in businesses; they know what it is like out there; and everything theoretical that they learn is put into an applied context in the course of using these media to solve problems and to make meaning out of what is happening. He said that universities give students the knowledge they need, but it is not always put in the context of an applied setting. These media give universities the ability to do that and they also help students develop the "thriving on chaos" necessary for making decisions in today's business environments. Unfortunately, he remarked, that is increasingly the nature of work, that a person has not been prepared fully for the situation she is facing, but here she is and she has to do something about it quickly. Dr. Dede stressed that if students do not learn that skill in classrooms, they will not be able to apply it in the business world.

Regent Baranco asked whether it was Dr. Dede's theory that there would be more opportunities for that kind of interactive, on-site learning because of distributed learning.

Dr. Dede replied that the potential is there and the business community is interested, but first universities must prepare themselves to actualize that potential.

Dr. Muyskens closed, noting the responses he had received on the Regents' worksheets. He asked them

to generate more ideas and issues on which to focus. At the next meeting, the Board will be focusing on the fiscal issues of the technology initiative. In closing, Dr. Muyskens reminded the Board of its year-long plan to identify some concerns and finally develop some actions to address those concerns.

Vice Chair Allgood thanked Dr. Muyskens and Dr. Dede for their presentation to the Board. He then asked for a motion to recess the meeting of the Committee of the Whole. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

Regent Baranco asked that the Board reexamine its approach to the technology issue to ensure it has the appropriate mechanisms in place to address this very unique opportunity. She noted that the Board has put in place the current mechanism, which Dr. Muyskens had just described, but she felt there may be a need to look at other approaches to this issue.

Chancellor Portch responded that in about two months, the Board will be doing just that, but at this point, the Board is still learning and divulging all the issues before it goes to the solution phase. He hoped that what the staff will bring to the Board in a few months will be something unique.



## UNFINISHED BUSINESS

There was no unfinished business at this meeting.

## NEW BUSINESS

Chair Jenkins called upon Vice Chancellor for Human and External Resources Arthur N. Dunning to present to the Board three nominations for honorary degrees.

Dr. Dunning thanked Chair Jenkins and explained that the first nomination was for Mr. R. E. (“Ted”) Turner by the University of Georgia (“UGA”). Mr. Turner began his business career as an account executive for Turner Advertising Company (now Turner Broadcasting System, Inc.) and, in 1963, became president and chief operating officer, a position he held until the company’s merger with Time Warner in 1996. Currently, Mr. Turner is Vice Chairman of Time Warner, Inc. and a member of the Time Warner board of directors. He oversees the Time Warner cable networks division, New Line Cinema, and the company’s professional sports teams, the Atlanta Braves, the Atlanta Hawks, and the Thrashers. Highlights of his business career include originating the “superstation” concept in 1976 and inaugurating CNN, the world’s first live, in-depth, around-the-clock, all-news television network in 1980. A second all-news service, *Headline News*, began operation on January 1, 1982, offering updated newscasts every half hour. CNN International, launched in September 1985 as the company’s global news service, is distributed in more than 210 countries and territories. In addition, Mr. Turner is president of the Turner Foundation, the Turner family’s private grant-making organization, which focuses on population and the environment.

The second nomination was for Mr. Eugene Patterson by North Georgia College & State University. Mr. Patterson graduated from North Georgia College in 1942 and received a bachelor’s degree in journalism from UGA in 1943. After a distinguished career in the military, he worked as a reporter with the *Macon Telegraph*. In 1948, he joined the old United Press (“UP”) in Atlanta. He became the UP’s New York night bureau manager in 1949, and he moved to England in 1953 to serve three years as UP’s London bureau chief. Mr. Patterson became executive editor of the *Atlanta Journal and Constitution* (the “AJC”) in 1956 and editor of the AJC in 1960, succeeding the late Ralph McGill. There he won the 1966 Pulitzer Prize for editorial writing. In 1968, Mr. Patterson joined the *Washington Post* and served three years as its managing editor. In 1971, he moved for an academic year to the faculty of Duke University as a professor of political science, then assumed the editorship of the *St. Petersburg Times* and its Washington publication *Congressional Quarterly*. He retired in 1988 as chairman and chief executive officer of the *St. Petersburg Times*. Mr. Patterson currently serves as a member of the board of trustees of Duke University and the North Georgia College & State University Foundation.

The final nomination was for Mr. Millard Dean Fuller by the State University of West Georgia. Mr. Fuller is a 1957 graduate from Auburn University and a 1960 graduate of the School of Law at the University of Alabama. A long-time Georgia resident, Mr. Fuller is the founder and

president of Habitat for Humanity International, Inc., a nonprofit organization that has built homes for more than 70,000 families in need in more than 2,000 U.S. cities and 60 other countries. He is the recipient of numerous awards and honorary degrees for his work against poverty housing, including the Presidential Medal of Freedom (1996), the nation's highest civilian honor. Mr. Fuller is also the author of six books about Habitat for Humanity.

On behalf of Presidents Michael F. Adams, Sherman R. Day, and Beheruz N. Sethna, Dr. Dunning submitted these nominations for the Board's approval. With motion properly made, seconded, and unanimously adopted, the Board approved the honorary degrees.

#### **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, February 9 and Wednesday, February 10, 1999 in the Board Room in Atlanta, Georgia.

Chancellor Portch invited the Regents to join him in his visit to the Joint Appropriations Committee the next Tuesday, January 19, 1999 at 10:45 a.m.

#### **EXECUTIVE SESSION**

At approximately 11:55 a.m., Chair Jenkins called for an Executive Session for the purpose of discussing personnel and legal matters. With motion made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents who voted to go into Executive Session were as follows: Chair Jenkins, Vice Chair Kenneth W. Cannestra, and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

At approximately 12:20 p.m., Chair Jenkins reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. Regent White had to leave before the vote was taken. A motion was then made by Regent Hunt, seconded by Regent Baranco, and unanimously approved to appoint Dr. Clifford M. Brock as President of Bainbridge College. A second motion was made by Regent Clark, seconded by Regent Jobe, and unanimously approved to appoint Dr. Steve Maradian as President of Middle Georgia College. There was no action taken on any legal matters.

#### **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 12:25 p.m. on January 13, 1999.

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

s/

Edgar L. Jenkins  
Chair, Board of Regents  
University System of Georgia