

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Fort Valley State University
Fort Valley, Georgia
October 10 and 11, 2006**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, October 10, and Wednesday, October 11, 2006, in rooms 102-104 of The Pettigrew Center on the campus of Fort Valley State University. The Chair of the Board, Regent Allan Vigil, called the meeting to order at approximately 1:05 p.m. on Tuesday, October 10, 2006. Present on Tuesday, in addition to Chair Vigil, were Vice Chair William H. Cleveland and Regents Robert F. Hatcher, Julie Ewing Hunt, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, Jr., Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker.

Chair Vigil thanked President Larry E. Rivers and his staff for their incredible welcome to Fort Valley State University.

SAFETY BRIEFING

The Director of Campus Safety at Fort Valley State University, Brenda Jones, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

REMARKS FROM THE CHANCELLOR

Chancellor Davis expressed the Regents' and the University System Office staff's collective appreciation to President Rivers and the staff, faculty, and students at Fort Valley State University ("FVSU"). He said they were delighted to be on the campus for these two days and looked forward to learning more about the university first-hand. He noted that the Board had a very full and active agenda for this meeting and he wanted to tee up some of the more significant items on the agenda.

The System continues to move forward on the System-level projects initiative. At this meeting, the Interim Chief Operating Officer, Thomas E. Daniel, would provide an update to the Board on the status of the project, including information on the charges to presidents for the initial ten projects. The Associate Vice Chancellor and Co-Facilitator of the Georgia P-16 Initiative, Jan Kettlewell, has been very active in implementing the Partnership Reform for Science and Mathematics ("PRISM") grant from the National Science Foundation. PRISM has a very strong connection with other programs related to the System's work with the K-12 sector. In fact, the work is so connected that at this meeting, Dr. Kettlewell would ask for Board approval of an addition to The Policy Manual titled "Work in the Schools." This policy will strengthen the Board's commitment to the preparation of quality teachers. Chancellor Davis wanted to single out this item on the agenda for the Regents' close attention and active discussion.

During the meeting of the Committee on Real Estate and Facilities, the Vice Chancellor for Facilities, Linda M. Daniels, would present as an informational item future options for the off-campus Georgia State University Village. The Committee on Finance and Business Operations would continue to fill in some more detail on the Guaranteed Tuition Plan. This month, the Regents would be asked to take action on some needed revisions related to graduate tuition and transfer students.

So, despite the change from the Board's usual venue and despite the diversions and distractions with which President Rivers and his staff would tempt the Regents, Chancellor Davis urged them to remain strong and resist the wonderful treats offered to them until after they work through this important agenda. He thanked the Regents and stepped down.

ATTENDANCE REPORT

Chair Vigil introduced the new Secretary to the Board, Julia M. Murphy, and asked her to give the attendance report. Ms. Murphy announced that Regents Hugh A. Carter, Jr., Michael J. Coles, and J. Timothy Shelnut had asked for and been given permission to be absent on Tuesday, October 11, 2006.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on September 12 and 13, 2006, were unanimously approved as distributed.

SPECIAL PRESENTATION ON FORT VALLEY STATE UNIVERSITY

Chair Vigil called upon the Chancellor to introduce the President of Fort Valley State University ("FVSU"), Dr. Larry E. Rivers.

Chancellor Davis said that when the Regents meet at an institution, they enjoy learning more about the host campus. He said that President Rivers would take the Regents on a very interesting audio-visual tour of the campus.

President Rivers greeted the Regents and the University System Office staff and introduced his wife, Betty. He noted that when the community of Fort Valley learned of the Board's visit, everyone agreed this should be a community project and presentation. It may be a bit unorthodox, he said, but collaborative partnerships like this help accomplish the goals of FVSU. President Rivers hosts a monthly television program called *The Wildcat Report*. At this meeting, the Regents would see a special edition of the show produced especially for them. President Rivers said they would come to understand what he means when he says, "It's a new day in the valley!"

The Regents then saw a 30-minute video that highlighted the following facts about FVSU:

- A grant of more than \$700,000 from the National Park Service combined with over \$300,000

- from the University System of Georgia will restore historic Huntington Hall.
- The \$44 million student housing village is now under construction and will open in fall 2007.
- Redevelopment of State University Drive is being funded through a partnership between FVSU, the City of Fort Valley, and Peach County.
- FVSU embraces the concept of “communiversity.” As articulated by President Rivers, “it is an approach to community outreach that highlights the interdependence of the university and community.”
- Freshman enrollment doubled in fall 2006 compared to fall 2005, the largest increase in 15 years.
- African-American enrollment at FVSU is significantly higher when compared to the national trend.
- Increased enrollment is attributed to good customer services, personal interaction with civic and community leaders, and an aggressive public relations and recruitment campaign.
- FVSU are champions in the classroom and in sports. Wildcat Rayfield Wright was inducted into the National Football League Hall of Fame this summer.

At the end of the video, President Rivers asked the people involved in its production to stand and be recognized. Those individuals were as follows:

- Shirley Ellis, Television and Radio Station Manager
- Ervin Williams, Radio/Television Technician
- Phyllis Stripling, Communications Professional
- Vickie Oldham, Director of Development, Marketing and Communications
- Alecia Livatt, Administrative Assistant
- Apple Jones, Clerical Assistant, Development, Marketing and Communications
- Bobby Dickey, Director of Fine Arts and Mass Communications
- Dr. Melody Carter, Interim Vice President for External Affairs
- Dr. Canter Brown, Special Assistant and Legal Counsel
- Dr. Isaac Crumbly, Associate Vice President for Collaborative Programs and Director of Cooperative Development Energy Program (“CDEP”)
- Dr. Terrance Smith, Dean of Student Life & Development
- Lynnsey Dailey/Student Athlete
- Kaneice Lucas/FVSU Graduate
- Justin Bell, CDEP Student

President Rivers said that FVSU is turning around. The institution is growing and is dynamic. He pledged to create a model of what a historically black college and university should be in a diverse twenty-first century and stated that he would need the Board’s help to do so. In closing, he reiterated his theme, “It’s a new day in the valley!”

Chair Vigil thanked President Rivers and said the Board of Regents will be as helpful as it can to FVSU.

SYSTEM-LEVEL PROJECTS FOR PRESIDENTS

Chair Vigil next called upon the Interim Chief Operating Officer, Thomas E. Daniel, to give a report on the System-level projects for presidents.

Mr. Daniel said that in September 2006, he had presented to the Regents the first ten projects of new System-level projects for presidents. At this meeting, he provided them with an update on this important initiative. He reminded the Regents that the first ten projects were grouped under various headings. Since September, staff have refined these groupings and the projects listed under each. At this meeting, he presented the revised groupings and list along with the presidents who had been charged with individual projects. He noted that the Regents had been provided more detail on each individual project in the materials in their Board books.

All ten of these projects will be addressed immediately, said Mr. Daniel, though the completion dates will vary according to the complexity of the individual charges. Six projects deal with academic affairs. They are as follows:

- Improve enrollment management and planning – President John Randolph Pierce (Georgia Highlands College)
- Improve retention and graduation rates -- President Bruce Grube (Georgia Southern University)
- Nursing education: broaden to all health professions to address the state’s healthcare needs – President Daniel W. Rahn (Medical College of Georgia)
- Develop early outreach programs to motivate middle school students to plan for and attend college, and expand access of low-income students to college – President Martha T. Nesbitt (Gainesville State College)
- Develop a middle school focus for the African-American Male Initiative – President Dorothy L. Lord (Coastal Georgia Community College)
- Increase the number of K-12 students interested in math, science, and engineering and teachers ready to teach in these fields – President Carl V. Patton (Georgia State University)

The final four projects deal with a number of operational areas in the University System: the customer service initiative, real estate and facilities, and training. They are as follows:

- Customer focus: enhance student advising (customer service initiative) – President Ronald M. Zaccari

- Enhance emergency preparedness and business continuity planning (real estate and facilities) – President Everette J. Freeman
- Improve capabilities related to energy management and cost efficiencies (real estate and facilities) – President Michael F. Adams (University of Georgia)
- Enhance professional development of faculty and staff (training) – President G. Wayne Clough (Georgia Institute of Technology)

Mr. Daniel noted that each president has received his or her individual charge for the assigned project. He stressed that this exercise is not about study groups and reports. The charges are action-oriented with presidents charged to drive outcomes across the System. These outcomes will be measurable. The goal is to take identified “pockets of excellence” and spread these throughout the System. Presidents will be engaged in a functional management process that will demand management and leadership horizontally across the System as opposed to vertically within a single institution. Mr. Daniel said that as the Regents look at these projects and the charges, they will note that these are significant undertakings for the University System. These projects align with the Chancellor’s goals and vision for the System and position this Board and the System well for the future. In closing, he asked whether the Regents had any questions.

Seeing that there were no questions, at approximately 1:55 p.m., Chair Vigil adjourned the Regents into their regular Committee meetings.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, October 11, 2006, in rooms 102-104 of The Pettigrew Center on the campus of Fort Valley State University. The Chair of the Board, Regent Allan Vigil, called the meeting to order at approximately 9:10 a.m. Present on Wednesday, in addition to Chair Vigil, were Vice Chair William H. Cleveland and Regents Robert F. Hatcher, Julie Ewing Hunt, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Willis J. Potts, Jr., Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker.

Chair Vigil thanked President Rivers and his staff for the hospitality they had shown the Regents and University System Office staff the previous night and throughout their visit to Fort Valley State University.

SAFETY BRIEFING

The Director of Campus Safety at Fort Valley State University, Brenda Jones, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

INVOCATION

The invocation was given on Wednesday, October 11, 2006, by Regent Hunt.

COMMITTEE ON ACADEMIC AFFAIRS, “COMMITTEE OF THE WHOLE”

Chair Vigil convened the Committee on Academic Affairs as a Committee of the Whole and turned the Chairmanship of the meeting over to Regent Poitevint, the Chair of the Committee.

Chair Poitevint said that the topic on the agenda of the Committee of the Whole was consideration of new policy Section 803.17, Work in Schools. (See pages 17 to 19.) For institutions that prepare teachers, the policy is intended to increase faculty recognition and reward for the significant work they do in public schools. Adoption of this policy would position the University System of Georgia as a national leader in that its presidents, vice presidents, and deans will become strong advocates for faculty engagement with the public schools. Chair Poitevint called upon the Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell, to present the proposed policy and give the Board the context for its development. She noted that Dr. Kettlewell heads up the Pre-School through College (“P-16”) Department, which serves as the outreach arm of the University System Office to other state education agencies, the Governor’s Office, P-12 schools, System institutions, and business partners in collaborative efforts to influence improvements in education for Georgia’s students pre-school through college.

Dr. Kettlewell began by presenting some background information about the Partnership for Reform in Science and Mathematics (“PRISM”). PRISM is a comprehensive research and development (“R&D”) project that aims to test key strategies to increase student achievement in science and mathematics in public schools and colleges, to codify what works, to use lessons learned to influence statewide change in policy and practice, and finally to inform the nation about successes that should be replicated. The policy that Dr. Kettlewell proposed at this meeting grew out of the lessons learned through PRISM. There are three goals of PRISM. The first is to provide K-12 students with better teaching in science and mathematics through extensive teacher professional development in partnership with college faculty. The second goal is to change the science and mathematics course-taking patterns in schools and colleges such that students take more rigorous science and mathematics courses. The third goal is to change how science and mathematics are taught in colleges and universities in order to increase student engagement and to interest more students in becoming science and mathematics teachers in the schools.

PRISM partnerships feature 7 colleges and universities and 15 urban and rural school districts in four regional partnerships. In the metro region, Georgia State University and the Georgia Institute of Technology work with the Atlanta public schools. In the east-central region, Georgia Southern University works with seven public schools. In the northeast region, the University of Georgia and Georgia Perimeter College work with three public schools. In the southeast region, Armstrong Atlantic State University and Coastal Georgia Community College work with four public schools. Within these four regions, PRISM impacts 170,000 K-12 students, 10,000 teachers, and core partner universities that prepare 44% of public school teachers prepared by the University System of Georgia. Through its state partners, Board of Regents of the University System of Georgia and the Georgia Department of Education, PRISM seeks statewide impact, which will affect 1.4 million K-12 students.

Dr. Kettlewell noted that the P-16 Department received a major grant from the National Science

Foundation (“NSF”) for \$34.6 million for PRISM. Within each regional partnership, there are three sets of partners consisting of science and mathematics (“SM”) faculty, college of education faculty, and K-12 teachers. There are a total of ten strategies, explained Dr. Kettlewell. Some strategies focus on K-12, and others on higher education, but all are done in partnerships that involve both. At this meeting, she focused on Strategy 10, the higher education rewards system.

Dr. Kettlewell stated that there have been a number of initiatives across the country about collaboration between K-12 schools and higher education, and often those partnerships are characterized by “chicken and egg” questions. That is, can colleges and universities improve without better prepared students coming to them from the public schools? Can the public schools improve without better prepared teachers and leaders coming to them from the universities? In PRISM (and 12 other similar grants around the country) the fundamental question goes deeper. Will teaching in the public schools get better if there is increased collaboration with higher education? Will student achievement in science and mathematics increase if there is increased collaboration with higher education? There is growing evidence that says the answer to both questions is yes. For example, participating teachers have changed how they teach in ways that increase student engagement in science and mathematics, and participating teachers have increased their academic knowledge in science and mathematics. Ten PRISM school districts have shown an increase on the SAT in mathematics last year, and the increase in all ten was greater than the state average increase. Similar data exist that show increases in science scores on the high school graduation test. There is also preliminary evidence that shows parents have learned some concrete strategies for helping their students improve their learning in science and mathematics.

There has been a national call to increase by 400,000 the number of science, technology, engineering, and mathematics (“STEM”) majors nationwide by 2015. Dr. Kettlewell said that PRISM is an intervention strategy in K-12 and college to help achieve this goal. The premise of this P-16 work is that if K-12 students do better in science and mathematics, more will go to college and major in science and mathematics, and more will want to be science and mathematics teachers, which in turn will have a positive impact on the next generation of students, and so on. The System has made some progress. Many faculty in introductory courses are in fact changing how they teach. However, in 2005, there were almost 25,000 bachelor’s degrees awarded by University System of Georgia institutions, but less than 1% of those were in mathematics and less than 1.2% in the physical sciences. Through symposiums and forums with University System faculty and administrators throughout the System, Dr. Kettlewell asked what it would take to increase significantly the amount of collaboration of higher education faculty with the schools. Over and over she heard faculty say they wanted a change in how they are rewarded.

PRISM Strategy 10 is both a bottom-up and a top-down change strategy. There is an effort underway to change the culture at the institutional level. At this meeting, Dr. Kettlewell asked the Regents to consider a new policy called “Work in Schools” that would encourage faculty to collaborate with K-12 schools. If the new policy is adopted, she said guidelines for the Academic Affairs Handbook have already been developed. She also said a website would be launched with examples and models that faculty could follow. Finally, she said that with the approval of this policy, the University System of Georgia will be national leaders in this work. Instead of tolerating work in the schools, the System will be advocating for it. This policy will set the tone and the expectations for System

institutions. In closing, Dr. Kettlewell asked the Regents whether they had any questions or comments and then presented for their consideration the following policy:

803.17 WORK IN THE SCHOOLS

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pretenure and posttenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy.

Regent Leebern asked Dr. Kettlewell how the System can get the K-12 systems throughout the state to embrace this goal and work with the System on this initiative. He also asked how the System can increase the number of graduates in the areas of science and mathematics.

Dr. Kettlewell responded to the first question by saying that in the four regions, PRISM is working with K-12 teachers and learning a great deal that is making a difference in how faculty are teaching and engaging their students in science and math. The initiative has virtually changed teacher professional development in those four regions. The traditional way that teacher professional development has been done is that a group of teachers is gathered and someone talks to them. This initiative actually changes how they teach and the level of knowledge they have in science and mathematics so that their students better understand the subject matter. So, once all of these practices are identified through the R&D process, through the statewide partnership with the Georgia Department of Education, the initiative can extend lessons learned throughout all of the public schools in Georgia.

With regard to Regent Leebern's question about increasing the number of science and math majors in the University System of Georgia, Dr. Kettlewell noted that one of the Chancellor's System-level projects for presidents is to increase the number of K-12 students interested in math, science, and engineering and teachers ready to teach in these fields, and that project has been assigned to President Carl V. Patton of Georgia State University. One of the problems in high schools is that

they do not have enough science and mathematics teachers. If every one of the System's math majors became a teacher, Georgia would still have a shortage of mathematics teachers. It is hard for students to learn math and science from teachers who do not fully understand their subjects.

Regent Leebern asked how teachers can be retained by the K-12 schools.

Chancellor Davis said that one of the things he is doing at the administrative level is working much more closely with the Georgia Department of Education. This state is unique in that it now has a working partnership among seven educational agency heads, and they are addressing such issues together. He said Georgia probably does more assessment by grade than any other state, but we need to understand why the state is competitive in the fourth grade and not competitive in the twelfth grade. If through assessment, we can determine exactly where the shortfall happens, we can target resources there. In terms of retention, the Chancellor said that Georgia probably follows national norms in terms of loss in the first four years, but he said that after that point, Georgia's teacher retention rate is actually a bit better than the national norm. A lot of this has to do with whether teachers are valued, what they are paid, in what kinds of environments they work, and what incentives are provided to them. The issue of whether one can be provided incentives to teach math has been discussed, but teachers' unions historically have suggested that all teachers be paid the same and get raises based upon seniority. The idea of reenlistment bonuses has also been considered to determine whether it is consistent with current compensation structures. However, teachers are generally undervalued by society and there are structural constraints within the system that make it hard to differentiate between disciplines and proficiency within disciplines.

Regent McMillan asked whether the proposed policy is broad enough to embrace disciplines other than math and sciences.

Dr. Kettlewell responded that it would include all disciplines.

Regent McMillan said that the Committee on Academic Affairs has been discussing the Regents' Test, and he noted that students tend to perform better on the math section of the test than on the writing section.

Dr. Kettlewell said although the policy grew out of PRISM, its impact will be broader.

Returning to Regent Leebern's question, Dr. Kettlewell noted that Strategy 6 addresses teacher working conditions. That strategy is specific to the Georgia Board of Education, and it addresses many of the issues the Chancellor had raised.

Regent Hatcher asked whether there were any cost implications associated with the approval of this new policy.

Dr. Kettlewell said that within the University System, the recognition and rewards suggested in the policy would simply be part of the normal annual evaluation process. For example, a faculty member currently may not get credit in his/her annual review for work in the schools. Under the new policy, the faculty member would get credit for this important work in the evaluation process.

Regent Hatcher stated that the new policy uses the existing compensation system but puts more emphasis on work in the schools, and Dr. Kettlewell said that is correct.

Regent Potts asked Dr. Kettlewell to explain how to measure a faculty member's significant contribution and how to ensure consistency across the System.

Dr. Kettlewell said that the policy language is intentionally generic but that guidelines to be included in the Academic Affairs Handbook explain how this can be measured.

Regent Cleveland asked how he could learn more about PRISM.

Dr. Kettlewell said that more information is available online at www.gaprism.org.

Regent Jenkins asked whether the guidelines had been prepared.

Dr. Kettlewell replied that they are ready to be included in the Academic Affairs Handbook as soon as the policy is approved. She noted that the deans of arts and sciences and education, the vice presidents for academic affairs, and presidents are all supportive of the proposed policy. Examples of the kind of work that is acceptable for faculty will also be posted on the website.

Regent Jenkins asked how the success of this initiative will be measured going forward.

Dr. Kettlewell responded that relative to Strategy 10 in particular, the System should see more faculty who work in the K-12 schools promoted and tenured. Their performance evaluations should include recognition for this work. The output of their work should result in increased student learning in the K-12 schools and the college science and mathematics classrooms, as well as increased numbers of college graduates going into teaching science and mathematics. This should address the pipeline problem.

Regent Jenkins asked whether specific goals have been set, and Dr. Kettlewell responded that a series of metrics has been developed and the initiative reports to NSF on an annual basis. Going forward beyond the grant, the initiative will continue to monitor progress across those metrics.

Regent Rodwell asked if only 1% of System graduates major in mathematics and less than 1.2% in the physical sciences, in what fields are students majoring?

Dr. Kettlewell said that students are graduating in a myriad of other majors and noted that majors are self-selected. Students are choosing majors based upon their interests, backgrounds, etc. A recent national survey revealed that 50% of students who originally intend to major in math or science change their majors. Students report that they change their majors because of the quality of teaching in introductory science and mathematics collegiate courses. She explained that PRISM includes a focus on teaching these introductory courses.

Seeing there were no further questions, Board Chair Vigil asked for a motion to adopt the proposed Section 803.17, "Work in the Schools." Regent Leebern made the motion, which was seconded and

unanimously approved.

ATTENDANCE REPORT

The attendance report was read on Wednesday, October 11, 2006, by Secretary Julia M. Murphy, who announced that Regents Hugh A. Carter, Jr., Michael J. Coles, Patrick S. Pittard, and J. Timothy Shelnut had asked for and been given permission to be absent on that day.

Chair Vigil proceeded to the Committee reports.

EXECUTIVE AND COMPENSATION COMMITTEE

The Executive and Compensation Committee met on Tuesday, October 10, 2006, at approximately 11:05 a.m. in room 240 of The Pettigrew Center on the campus of Fort Valley State University. Committee members in attendance were Chair Allan Vigil, Vice Chair William H. Cleveland, and Regents Robert F. Hatcher, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, and Richard L. Tucker. Chair Vigil reported to the Board on Wednesday that the Committee had reviewed one item, which did not require action. That item was as follows:

1. Information Item: Future Issues

No future issues were discussed at this meeting.

2. Information Item: Executive Session: Personnel and Compensation Issues

At approximately 11:05 a.m. on Tuesday, October 10, 2006, Chair Allan Vigil called for an Executive Session for the purpose of discussing personnel and compensation issues. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Vigil, Vice Chair William H. Cleveland, and Regents Robert F. Hatcher, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, and Richard L. Tucker. Also in attendance were Chancellor Erroll B. Davis, Jr.; the Chief of Staff, Robert E. Watts; the Interim Chief Academic Officer, Beheruz N. Sethna; the Interim Chief Operating Officer, Thomas E. Daniel; and the Secretary to the Board, Julia M. Murphy. In accordance with O.C.G.A. § 50-14-4, an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 11:45 a.m., Chair Vigil reconvened the Committee meeting in its regular session and announced that no actions were taken in the Executive Session.

COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs met on Tuesday, October 10, 2006, at approximately 2:10 p.m. in room 240 of The Pettigrew Center on the campus of Fort Valley State University. Committee members in attendance were Chair Doreen Stiles Poitevint, Vice Chair Elridge W. McMillan, and Regents W. Mansfield Jennings, Jr., James R. Jolly, Patrick S. Pittard, Willis J. Potts, Jr., and Wanda

Yancey Rodwell. Chair Poitevint reported to the Board that the Committee had reviewed nine items, eight of which required action. Item 2 was considered by the Committee of the Whole on Wednesday, October 11, 2006. (See pages 9 to 14.) Included in Item 7, 135 regular faculty appointments and 24 personnel actions were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Revision of Mission Statement, Georgia Gwinnett College

Approved: The Board approved the request of President Daniel J. Kaufman that Georgia Gwinnett College (“GGC”) be authorized to incorporate the institution’s revised mission statement, effective October 11, 2006.

Abstract: President Kaufman requested that the Board approve GGC’s revised mission statement. GGC proposed to change its mission in order to reflect the current state of academic program offerings and to provide a complete description of how the college will be operated. GGC seeks to clarify its mission and demonstrate that it is a specialized institution that continues to focus on the first two years of college and provide access to baccalaureate degrees. These recommendations are contingent upon a successful accreditation candidacy review by the Southern Association of Colleges and Schools (“SACS”).

The revision was proposed to align the institution’s mission statement and programs as part of a regional accreditation request. Based upon GGC’s commitment to innovation in higher education, a revision to the mission statement was requested for consideration by the Board of Regents. The previous mission statement was replaced in its entirety by the approved mission statement.

Previous Mission Statement

The state college in Gwinnett meets the associate-degree-level and targeted baccalaureate-degree-level program needs in the northeast Atlanta metropolitan area. The state college provides access to higher education and undergraduate degrees that meet the economic development needs of the region.

A true twenty-first century higher education institution, the college is a leader in the use of instructional technology and other innovative educational methods and in the assessment of student learning to enhance education. With teaching as the major responsibility of each faculty member, students regularly interact with faculty advisors.

1. Revision of Mission Statement, Georgia Gwinnett College (Continued)

Approved Mission Statement

Georgia Gwinnett College provides access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It emphasizes the innovative use of technology and active learning

environments to provide its students enhanced learning experiences, practical opportunities to apply knowledge, increased scheduling flexibility, and a variety of course delivery options. GGC's outstanding faculty and staff actively engage students in various learning environments, serve as mentors and advisors, and assist students through programs designed to enhance their academic, social, and personal development. GGC produces contributing citizens and future leaders for Georgia and the nation. Its graduates are inspired to contribute to the local, state, national, and international communities and are prepared to anticipate and respond effectively to an uncertain and changing world.

2. **Addition to The Policy Manual, Section 803.17, Work in the Schools (To Be Addressed by Committee of the Whole)**

Approved: The Board approved the addition of a section to The Policy Manual, Section 803.17, Work in the Schools, effective October 11, 2006.

This item was addressed by the Committee on Academic Affairs as a Committee of the Whole on Wednesday, October 11, 2006. (See pages 9 to 14.)

Abstract: The University System of Georgia recognizes that the critical shortage of teachers puts the state's educational system at risk. The problem is particularly acute for the curriculum areas of mathematics and science. Through the efforts of the National Science Foundation grant entitled the Partnership Reform for Science and Mathematics ("PRISM") and the Regents' Principles for the Preparation of Educators for the School, which was approved by the Board of Regents in 1998, with revisions approved in 2001, the proposed policy was developed to recognize that the preparation of teachers transcends any one discipline and to encourage institutions that prepare teachers to reward faculty in all disciplines who are involved with the preparation of teachers.

The proposed policy was formulated by the PRISM leadership team and has been reviewed and supported by the Educator Preparation Academic Advisory Committee ("EPAAC") and the Regents Administrative Committee on Academic Affairs ("RACAA"), which consists of the chief academic officers of the 35 colleges and universities that comprise the University System.

2. **Addition to The Policy Manual, Section 803.17, Work in the Schools (To Be Addressed by Committee of the Whole) (Continued)**

Approved Policy

803.17 WORK IN THE SCHOOLS

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pretenure and posttenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.

Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy.

Background:

What is PRISM?

PRISM is a comprehensive research and development project in 15 public school districts and 7 University System colleges and universities in 4 geographical regions of Georgia and at the state level in the P-16 Department in the University System Office and Georgia Department of Education. It is designed to test key strategies to increase student learning and achievement in science and mathematics in schools and colleges, to codify what works, to use it to influence statewide change in policy and practice, and to inform the nation about successes that should be replicated to rebuild America's competitive advantage in science and mathematics.

2. Addition to The Policy Manual, Section 803.17, Work in the Schools (To Be Addressed by Committee of the Whole) (Continued)

The P-16 Department within the University System Office serves as the coordinating unit and fiscal agent for PRISM, which is funded by the National Science Foundation for \$34.6 million over five years. Approximately 170,000 K-12 students, 10,000 teachers, and 575 University System faculty are or will be involved in PRISM over the five years of the grant. PRISM strategies cluster into three groups designed 1) to provide all K-12 students with highly qualified and ethnically diverse science and mathematics teachers; 2) to ensure all K-12 students access to and readiness for challenging science and mathematics courses and curricula; and 3) to increase the engagement of science and mathematics higher education faculty in solving the needs of the public schools.

Strategy 10

The goal of Strategy 10 is to change Board of Regents policy and institutional culture to support and reward arts and sciences and education faculty who participate significantly in teacher preparation and in school improvement efforts.

A Strategy 10 committee was appointed in 2004 to coordinate work toward the Strategy 10 goal. The

committee was cochaired by the Vice Chancellor for Academics, Student, and Faculty Affairs, Frank A. Butler, and the Senior Executive Director of P-16 Special Initiatives & Operations, Sara Connor. It included three provosts/vice presidents for academic affairs from Georgia State University (“GSU”), Georgia Perimeter College (“GPC”), and Armstrong Atlantic State University (“AASU”); the associate provost and associate deans from the Colleges of Arts and Science and Education at the University of Georgia (“UGA”); the dean of the College of Education from Georgia Southern University (“GSOU”); and lead arts and sciences faculty members from GSU, GSOU, AASU, and Coastal Georgia Community College (“CGCC”).

Faculty discussions were held within UGA, GSU, GSO, AASU, CGCC, and GPC as to what it would take to increase faculty scholarship and service in the public schools. A Systemwide symposium was held with participation from all USG institutions to determine interest in work with the schools and the types of rewards that might encourage this work. A cultural anthropologist conducted qualitative research during the symposium and codified the responses for the Strategy 10 committee’s use and for publication.

Drawing ideas from these faculty discussions, the Strategy 10 committee drafted a policy recommendation for consideration by the Board of Regents, corresponding implementation guidelines for the Academic Affairs Handbook, and sample cases to post on the website. The recommendations from the Strategy 10 committee were reviewed and approved by the EPAAC and the RACAA.

3. Establishment of a Major in Gender and Women’s Studies under the Existing Bachelor of Arts, Armstrong Atlantic State University

Approved: The Board approved the request of President Thomas Z. Jones that Armstrong Atlantic State University (“AASU”) be authorized to establish a major in Gender and Women’s Studies under the existing Bachelor of Arts (“B.A.”), effective October 11, 2006.

Abstract: AASU proposed the establishment of a major in Gender and Women’s Studies under the existing B.A. degree. The program, to be housed within the College of Arts and Sciences and administered by the Department of Gender and Women’s Studies, builds upon a minor and certificate that are currently offered by the institution. The interdisciplinary program offers students an opportunity to explore women’s lives in global and multicultural contexts through academic disciplines encompassing art, literature, history, political science, psychology, sociology, and health. AASU’s tripartite emphasis on knowledge, ethics, and social responsibility, as referenced in the mission statement, is aligned with the goals of the proposed major, which emphasizes curricular content and pedagogical practices based upon diversity.

Need: The major will serve both those students who plan to pursue graduate degrees in fields that involve gender and women’s issues and those who intend to enter the workforce upon completion of their baccalaureate degree. Traditional academic disciplines sometimes address issues of gender through additive courses, but the theoretical tools for understanding gender and diversity are complex. The body of research on gendered social systems is substantial such that development of a major in the area is warranted to further the advancement of human understanding. A major in

Gender and Women's Studies is an established part of the basic arts and sciences offerings at many universities. An education in Gender and Women's Studies is directly applicable to employment in many fields such as advocacy firms, personnel firms, counseling offices, education, public health and social service corporations, and government offices.

Objectives: Students will receive a coherent grounding in scholarship that emphasizes the intersections of gender, race, ethnicity, class, nationality, and culture. The program will enable graduates to gain leadership credentials in many issues of importance in contemporary societies.

Curriculum: The 120-semester-hour program is designed to fully use campus resources and to meet the standards and recommendations as prescribed by the National Women's Studies Association. To implement the program, AASU will build upon existing programs to offer students an opportunity to major in this field. Major courses in this program include, but are not limited to, Sociology of Gender, History of American Women, Critical Approaches to Film, Television, and Popular Culture, and Feminist Theory. Students will have a culminating experience that will provide in-service training in cooperative community organizations that provide services to women and their families.

3. Establishment of a Major in Gender and Women's Studies under the Existing Bachelor of Arts, Armstrong Atlantic State University (Continued)

Projected Enrollment: The institution anticipates enrollments of 10, 20, and 25 during the first three years of the program.

Funding: The program will serve prospective new majors by drawing upon existing faculty and resources without compromising existing programs. The program will have minimal start-up costs associated with supplies, administrative compensation, and institutional space. President Jones has provided reverification that funding for the program is available at the institution.

Assessment: This program will be reviewed after three years using the existing comprehensive program review process. An external review will take place at the end of the fifth year of implementation.

4. Establishment of a Major in Theatre under the Existing Bachelor of Arts, Clayton State University

Approved: The Board approved the request of President Thomas K. Harden that Clayton State University ("CLSU") be authorized to establish a major in Theatre under the existing Bachelor of Arts ("B.A."), effective October 11, 2006.

Abstract: CLSU proposed the establishment of a major in Theatre under the existing B.A. to prepare students for professional work in the community, to fill demands of the general theatre industry, and to contribute to the discipline of theatre arts in the twenty-first century. The addition of the major advances the university's mission "to bring educational opportunities to the citizens and businesses of the southern crescent and to contribute to the region's future development." The program's experiential approach will prepare students for careers in the community and furnish them with the

tools to create new works and make a significant impact on theatre in the region and state.

Need: As the population of south metropolitan Atlanta grows, the need for more baccalaureate degree options at CLSU expands. Economic development and industrial attraction in the southern crescent depend increasingly on the availability of a wide range of options in both higher education and cultural opportunities. According to the Woodruff Arts Center, the current economic impact of Atlanta's arts organizations is \$776.3 million through employment and spending. The Atlanta Coalition of Performing Arts includes approximately 151 member organizations. The academic program includes a core of courses essential for the working theatre professional, including a response to the casting needs in metropolitan Atlanta and specialized software in the creation of new works in this discipline.

4. Establishment of a Major in Theatre under the Existing Bachelor of Arts, Clayton State University (Continued)

Objectives: The major in Theatre under the existing B.A. degree is designed to prepare students to work in various capacities in professional theatre.

Curriculum: The 120-semester-hour program will be housed within the Department of Communicative Arts and Integrative Studies. Major courses, include but are not limited to, Theatre Concepts, Directing Project, World Theatre, Music Theatre, New Media Design, Digital Video Production, Writing and Editing for Mass Media, Women and Film, African-American Theatre, and Film Analysis and Criticism.

Projected Enrollment: The institution anticipates enrollments of 30, 60, and 65 during the first three years of the program.

Funding: President Harden has provided reverification that funding for the program is available at the institution.

Assessment: This program will be reviewed after three years using the existing comprehensive program review process. An external review will take place at the end of the fifth year of implementation.

5. Establishment of a Major in Mechatronics Engineering under the Existing Bachelor of Science, Southern Polytechnic State University

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University ("SPSU") be authorized to establish a major in Mechatronics Engineering under the existing Bachelor of Science ("B.S."), effective October 11, 2006.

Abstract: SPSU's proposal to offer a major in Mechatronics Engineering under the B.S. degree followed the university's academic plan to expand curricular offerings in technology-based areas. The program will integrate and enhance SPSU's existing programs in Electrical and Computer Engineering Technology, Computer Science, and Mechanical Engineering Technology.

Mechatronics Engineering provides engineers with a mix of theoretical and practical experiences that are supported by industry.

5. Establishment of a Major in Mechatronics Engineering under the Existing Bachelor of Science, Southern Polytechnic State University (Continued)

Mechatronics Engineering, an emergent approach in engineering design and production, is based upon the integration of such traditional engineering disciplines as mechanical and electrical engineering with an infusion of computer science and software engineering. Consumer goods that incorporate sensors, microprocessor-based controllers, actuators, reactive assemblies, and electronics that are designed as part of a mechatronic system are reflected in automated machines used in medicine, agriculture, banking, mining, and manufacturing. Examples of such systems and products include antilock brake systems, aircraft control systems, artificial organs, health monitoring and surgical systems, and automated manufacturing systems, including robots, computer hard drives, and customized computing solutions. Basically, mechatronics engineering is the synergistic integration of mechanical engineering and electronics coupled with intelligent computer control in the design and manufacture of products and processes.

Need: Mechatronics Engineering graduates can select from a wide spectrum of industries for career choices and can also contribute in a variety of roles, including design engineer, software engineer, project planner, product designer, and project manager. The proposed program represents the interdisciplinary aspect of engineering education. Studies by the National Research Council and Project Kaleidoscope discuss the need for interdisciplinary solutions that integrate multiple technologies across technical disciplines. According to the Society of Manufacturing Engineers, manufacturing systems and manufacturing process controls are two high-priority competency gaps earmarked for focus in the 2005 Manufacturing Education Plan. A Mechatronics Engineering graduate will have the skills to apply engineering principles for the design, model, and implementation of manufactured automation systems and process controls. The availability of such graduates will enable the engineering industry to reduce identified critical competency gaps.

Objectives: The primary objective of the interdisciplinary program is to meet industry requirements for graduates with the knowledge and integration of mechanical engineering, electrical engineering, and control systems.

In addition, scientific objectives of the program are to provide engineering graduates who 1) understand the interdisciplinary fundamentals of mechanical engineering, electrical engineering, control systems, and their integration; 2) have skills to solve complex problems that cross disciplinary boundaries; and 3) perform research, design, and implementation of intelligent engineered products and processes enabled by the integration of mechanical, electronic, computer, and software engineering technologies.

5. Establishment of a Major in Mechatronics Engineering under the Existing Bachelor of Science, Southern Polytechnic State University (Continued)

Curriculum: The 128-semester-hour program will require a waiver to degree credit hour length. The

program will be housed in the School of Engineering Technology and Management and be administered by the Departments of Mechanical Engineering Technology and Electrical and Computer Engineering Technology. The program will include major courses in mechanical engineering, electrical engineering, software engineering, and mechatronics engineering. Mechatronics Engineering courses to be offered include Robotics Analysis and Synthesis, Mechatronics Systems Design, Digital Controls, Mechatronics Engineering Fundamentals, and Survey of Mechatronics Engineering.

Projected Enrollment: The institution anticipates enrollments of 40, 80, and 130 during the first three years of the program.

Funding: Industry support for the program has been provided by Siemens Energy and Automation. Because the program is in part a collaboration of two departments, much of the required equipment is in place. The program will utilize current laboratories. Many of the required courses are currently offered; however, five new courses will require complete development, and seven new courses will require partial development. President Rossbacher has provided reverification that funding for the program is available at the institution.

Assessment: This program will be reviewed after three years using the existing comprehensive program review process. An external review will take place at the end of the fifth year of implementation.

6. Establishment of a Major in Anthropology under the Existing Bachelor of Science, Kennesaw State University

Approved: The Board approved the request of President Daniel S. Papp that Kennesaw State University (“KSU”) be authorized to establish a major in Anthropology under the existing Bachelor of Science (“B.S.”), effective October 11, 2006.

Abstract: According to the American Anthropological Association, anthropological study provides training particularly well suited to the twenty-first century. Students in such programs learn how to study people and how communities and organizations work. KSU’s major in Anthropology under the B.S. degree will advance the institutional mission of the institution and address both educational and societal needs. The combination of culturally oriented anthropological education with focused concentrations of training in employable areas creates a program that specifically helps KSU meet its strategic goals of educational, economic, and social advancement.

6. Establishment of a Major in Anthropology under the Existing Bachelor of Science, Kennesaw State University (Continued)

Need: The program addresses student demand and meets the employment needs for people knowledgeable and skilled in four concentration areas that are part of the Anthropology major: Cultural Applications and Practice, Forensic Anthropology, Geographic Information Systems (“GIS”) Applications in Anthropology, and Applied Archaeology. Anthropologists fill a range of career niches occupied by other social scientists in corporations, government, nonprofit corporations,

and various trade and business settings. In addition, demand exists by private contract archaeology companies and governmental agencies for employees trained in archaeology and anthropological applications of geographic information systems technology and by municipal and state government agencies for forensically trained employees.

Objectives: The major will provide students with an extensive educational background concerning the world's cultures and multicultural and ethnic issues. Program graduates will be trained in issues of cultural diversity and multiculturalism. Students with this major will be employable in businesses and professions that need employees with cultural knowledge and analysis skills.

Curriculum: The 120-semester-hour program will be housed in the School of Humanities and Social Sciences and administered by the Department of Geography and Anthropology. Major required courses, include but are not limited to, Anthropological Theory, Human Origins, Principles of Archaeology, Research Methods in Anthropology, and Cultures and Societies of the World. The program includes four concentration areas. The Cultural Applications and Practice concentration prepares students for employment in businesses and professions that need employees with knowledge and analysis skills to work in culturally diverse workplaces or with diverse clientele. The Forensic Anthropology concentration provides knowledge, training, and skills for a variety of positions in forensic, criminal justice, and military settings. The GIS Applications in Anthropology concentration provides training in information technology and cartographic skills necessary for anthropology jobs requiring GIS skills.

The Applied Archaeology concentration provides training in skills for employment in a range of government and contract archaeology jobs that are available as a result of urban sprawl and government regulations requiring excavation of endangered sites prior to development.

Projected Enrollment: The institution anticipates enrollments of 50, 50, and 100 during the first three years of the program.

Funding: The Department of Geography and Anthropology is funded through the university's operational budget. Therefore, a redirection of funds is not requested for the proposed program. No additional funds are requested for the adoption of the program. President Papp has provided reverification that funding for the program is available at the institution.

6. **Establishment of a Major in Anthropology under the Existing Bachelor of Science, Kennesaw State University (Continued)**

Assessment: This program will be reviewed after three years using the existing comprehensive program review process. An external review will take place at the end of the fifth year of implementation.

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

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

8. Establishment of the Raymond Allen Jones Endowed Chair, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that Georgia Institute of Technology (“GIT”) be authorized to establish the Raymond Allen Jones Endowed Chair, effective October 11, 2006.

Abstract: GIT sought approval to establish the Raymond Allen Jones Endowed Chair in the School of Civil and Environmental Engineering. The Georgia Tech Foundation, Inc. (the “Foundation”) established an endowment fund with a principal balance of \$1.5 million for the support of this chair. Through the philanthropy of alumnus Raymond A. Jones, Jr., CE, class of 1949, the special faculty position has the funds for its establishment.

The Raymond Allen Jones Endowed Chair in the School of Civil and Environmental Engineering at GIT is intended for an individual who demonstrates excellence in teaching, research, and scholarship, has a track record of leadership in the profession of civil engineering, and is committed to the highest moral standards.

Biosketch: J. A. Jones Construction Company was founded in 1890 by the grandfather of Mr. Jones. He began working for J. A. Jones Construction Company during the summers while he was in school, and he joined the company as an engineer in building construction in the Atlanta office in 1949. He was named to the position of Vice President and Assistant Manager of the Atlanta branch in 1958, and he was named to the firm’s executive committee and transferred to the home office in Charlotte in 1960. He became an executive vice president in the late 1960s, and held this position until his retirement in July 1984. Mr. Jones has a long history of philanthropy and service at GIT and is currently a trustee emeritus of the Foundation and a former member of the Georgia Tech Advisory Board.

9. Establishment of the Frederick R. Dickerson Endowed Chair, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that Georgia Institute of Technology (“GIT”) be authorized to establish the Frederick R. Dickerson Endowed Chair, effective October 11, 2006.

Abstract: GIT sought approval to establish the Frederick R. Dickerson Endowed Chair in the School of Civil and Environmental Engineering. The Georgia Tech Foundation, Inc. (the “Foundation”) has established an endowment fund with a principal balance of \$1 million for the support of this chair.

The special faculty position is made available through the generosity of Stephen L. Dickerson, Professor Emeritus, in honor of his father, Frederick R. Dickerson, who was President and Chairman

of Roper Industries in Rockford and Commerce, Illinois.

The Frederick R. Dickerson Chair is intended to serve as the foundation for major research and education efforts in urban transportation systems, particularly the application of advanced communications and computing to facilitate congestion reduction and energy efficiency. The chair’s research will help alleviate traffic and air pollution through real-time communications and data processing that enhances public transit, ride-sharing systems, and car rentals.

Biosketch: Dr. Dickerson began working at GIT in the fall of 1965 as an Assistant Professor of Mechanical Engineering. In June 1996, Dr. Dickerson retired from GIT.

Although Dr. Dickerson’s research as a professor in GIT’s School of Mechanical Engineering was in manufacturing automation, he has experience in the field of transportation. He served a year with the office of the Secretary for the U.S. Department of Transportation, started a successful bus and vanpool service in metro Atlanta in 1975, and once taught the graduate urban transportation course in civil engineering.

Dr. Dickerson’s long history of philanthropy and service at GIT includes serving as an Georgia Tech Alumni Association trustee. He is a member of the Phoenix Club, the Presidents’ Council, and the Hill Society, and also regularly contributes to the Machine Vision Fund within the School of Mechanical Engineering. In December 2004, he was awarded the Honorary Alumnus Award from the Georgia Tech Alumni Association for his work as a non-alumnus on behalf of the greater good of GIT.

10. Information Item: Service Agreements

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

Georgia State University

Georgia Department of Human Resources Facilitate design and implementation of effective and enduring improvements in the Georgia community long-term support systems for people with disability and long-term illness	4/1/06 – 9/30/06	\$35,000
Georgia Department of Education Collect and analyze student data, prepare annual report, provide training at Summer Leadership Institute and the Learn and Serve Program Directors’ orientation	7/1/06 – 6/30/07	\$60,000
Georgia Department of Education Measure characteristics and demographics of participants, quality of programs and services, program outcomes, and academic achievement	7/1/06 – 6/30/07	\$475,146
Georgia Department of Human Resources	5/1/06 –	\$7,676

Provide case management symposium for public health nurses to address most current research and practice of asthma case management	8/30/06	
Georgia Department of Community Health Provide management, coordination, research, and analytical support for project activities in Medicaid modernization	7/1/06 – 6/30/07	\$198,450
Department of Technical and Adult Education Identify faculty development needs	7/1/06 – 12/31/06	\$13,000
Georgia Department of Early Care and Learning Provide in-service staff development to pre-K teachers and directors in Reading Best Practices	7/1/06 – 6/30/07	\$1,761,480
Georgia Department of Human Resources Achieve understanding of local level workforce development and staff needs, using methods with the least disruption to program schedules in Oral Health Prevention Program	6/15/06 – 12/31/06	\$48,154
Georgia Department of Human Resources Evaluate study of Georgia Out-of-School Time Impact Program	7/1/06 – 6/30/07	\$30,000
Georgia Department of Community Health Study efficacy of community care data and analytical consultant	7/1/06 – 6/30/07	\$16,000
Georgia Department of Community Health Develop state rural health plan	7/1/06 – 6/30/07	\$43,000

10. Information Item: Service Agreements (Continued)

Georgia Cancer Coalition Define strategic cancer control plan with measurable outcomes in keeping with Georgia's overall health improvement plan	5/1/06 – 12/31/06	\$38,501
Georgia Department of Education Train and assist for Learn and Serve Program	9/1/06 – 8/31/07	\$10,000

University of Georgia

Georgia Commodity Commission for Pecans Conduct fertilizer timing studies at an on-farm site in Sumter County with one-row plots consisting of five trees per plot, and do random split plot design treatments of fertilizers	7/1/06 – 6/30/07	\$3,000
Georgia Department of Community Affairs Provide consulting services which will enable the department to better deliver downtown development design services to cities around the state	7/1/06 – 6/30/07	\$90,000
Georgia Department of Natural Resources Provide for active cooperation in the advancement, organization, and conduct of research, graduate education, in-service training,	7/1/06 – 6/30/07	\$40,000

technical assistance, public relations, and demonstration programs relating to fish and wildlife resources		
Georgia Department of Transportation Provide a more thorough understanding of the physiological processes driving deer behavior, which may aid in the successful development and implementation of technologies to minimize incidence of deer-vehicle collisions	2/4/06 – 2/3/07	\$71,346
Georgia Governor’s Office of Consumer Affairs Collaborate with Department of Housing and Consumer Economics to support the Peer Financial Counseling Program at the university campus as well as up to seven other campuses in Georgia	8/1/06 – 6/30/07	\$13,992
Georgia Secretary of State Annually conduct training for municipal and county election officials at regional workshops and statewide conferences	7/1/06 – 6/30/07	\$250,000
Georgia Bureau of Investigation Provide bureau with fiscal year 2006 promotional testing services for the ranks of Assistant Special Agent in Charge	6/15/06 – 10/31/06	\$24,574

10. Information Item: Service Agreements (Continued)

Total Amount – October 2006	\$ 3,229,319
Total Amount FY 2007 to Date	\$10,723,667
Total Amount FY 2006 to October	\$ 8,760,829
Total Amount FY 2006	\$33,452,938

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, October 10, 2006, at approximately 3:00 p.m. in room 240 of The Pettigrew Center on the campus of Fort Valley State University. Committee members in attendance were Chair James R. Jolly and Regents W. Mansfield Jennings, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, Jr., Wanda Yancey Rodwell, and Benjamin J. Tarbutton III. Chair Jolly reported to the Board on Wednesday that the Committee had reviewed two items, one of which required action. Item 1 included nine applications for review; seven of these were denied, one was denied as moot, and one was continued for further discussion. In accordance with H.B. 278, Section 3 (amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor’s Office. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Applications for Review

At approximately 3:05 p.m. on Tuesday, October 10, 2006, Chair James R. Jolly called for an Executive Session for the purpose of discussing personnel matters and academic records of students. With motion properly made and variously seconded, the Committee members who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair James R. Jolly and Regents W. Mansfield Jennings, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, Jr., Wanda Yancey Rodwell, and Benjamin J. Tarbuton III. Also in attendance were the Interim Chief Operating Officer and Executive Vice Chancellor for Administrative and Fiscal Affairs, Thomas E. Daniel; the Associate Vice Chancellor for Legal Affairs, Elizabeth E. Neely; the Assistant Vice Chancellor for Legal Affairs (Prevention), J. Burns Newsome; and the Senior Associate for Academic Affairs, Dorothy D. Zinsmeister. In accordance with O.C.G.A. § 50-14-4, an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 3:45 p.m., Chair Jolly reconvened the Committee meeting in its regular session and announced that the following actions were taken in Executive Session:

- a. In the matter of file no. 1869 at the University of Georgia concerning a request for waiver of the fourth term of foreign language (Latin), the application for review was denied.
- b. In the matter of Dr. Modibo Kadalie at Savannah State University concerning his termination, the application for review was denied.
- c. In the matter of Mr. Mark Howell at the University of Georgia concerning her termination, the application for review was denied.
- d. In the matter of Mr. Floyd John Wells at South Georgia College concerning his termination, the application for review was denied.

1. Applications for Review (Continued)

- e. In the matter of file no. 1873 at Georgia State University concerning dismissal from the Doctor of Philosophy program in the College of Education, the application for review was denied.
- f. In the matter of file no. 1874 at Georgia State University concerning dismissal from the Doctor of Philosophy program in the College of Education, the application for review was been denied.
- g. In the matter of Dr. Marlene Rosenkoetter at the Medical College of Georgia concerning salary reduction and tenure matters, the application for review was denied.
- h. In the matter of Mr. Lawrence Simmons at Savannah State University concerning his termination, the application for review was continued.

- i. In the matter of Dr. Gerald McIntosh at Fort Valley State University concerning his termination, the application for review was deemed moot.

2. Information Item: General Bylaws Updates

At the September 2006 meeting, staff proposed that The Board of Regents Bylaws be updated to reflect the addition of a thirty-fifth institution to the University System of Georgia, the addition of two Regents to the Board as a result of Congressional redistricting, institutional name changes, etc.

At this meeting, the Regents received an updated draft of the proposed Bylaws revisions. This proposal will be on the table until the November meeting, when it will be up for Board approval. In the interim, the proposed updates to The Bylaws will be distributed to the Regents and the presidents for final review.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, October 10, 2006, at approximately 2:10 p.m. in rooms 102-104 of The Pettigrew Center on the campus of Fort Valley State University. Committee members in attendance were Chair Robert F. Hatcher and Regents Julie Ewing Hunt, Felton Jenkins, Donald M. Leebern, Jr., Benjamin J. Tarbutton III, and Richard L. Tucker. Board Chair Allan Vigil was also in attendance. Chair Hatcher reported to the Board on Wednesday that the Committee had reviewed three items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Revision of The Policy Manual, Section 704, Tuition and Fees

Approved: The Board approved revision of The Policy Manual, Section 704, Tuition and Fees, concerning graduate tuition rates and other adjustments, effective October 11, 2006.

Background: At its June 2006 meeting, the Board of Regents adopted a formal policy implementing the Guaranteed Tuition Plan (“GTP”) designed to provide greater predictability in college costs for students and parents, encourage earlier graduation, and provide for better utilization of System assets. Although the policy is designed to address only undergraduate tuition rates, the policy affects graduate tuition rates as well. Under existing Board of Regents policy, graduate tuition rates, excluding tuition rates which apply to selected professional graduate programs, are established at a level which is at least 20% above undergraduate tuition rates.

Because the GTP changes the relationship between graduate and undergraduate tuition rates, the policy on graduate tuition required review and modification. To assist in this process, two task forces were convened to review current policy – one comprising chief finance and academic officers from the four research universities, the other comprising chief finance and academic officers from the regional and state universities offering graduate programs. The policy changes presented below reflect the recommendations of those task forces and essentially call for greater flexibility in rate setting.

In addition to the modification of graduate tuition rates, there are other changes proposed to refine the guaranteed tuition plan policy. These include:

- 1) A modification of the transfer student policy for the Medical College of Georgia's undergraduate health professions programs. (Rationale: These programs are exclusively upper-division programs such that every student who enrolls is essentially a transfer student. The proposed policy would allow students to receive a guarantee limited to two years.)

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

- 2) The addition of the Liberty Center to the list of programs for which an extension of the four-year guaranteed tuition to five years would be made available to students. (Rationale: The Liberty Center serves students in the same way that the University Colleges at Savannah State University, Columbus State University, and Augusta State University do.)
- 3) The inclusion of the undergraduate programs in Landscape Architecture and Forestry and Natural Resources at the University of Georgia in the GTP. (Rationale: Although these programs have tuition rates differentiated from other undergraduate programs, they should be included in the GTP so as not to discriminate among students in different undergraduate programs.)
- 4) Modification of the definition of the nonguaranteed tuition rate which is applied to students entering the University System of Georgia for the first time prior to fall 2006. (Rationale: Existing language regarding the setting of nonguaranteed tuition rates is unnecessarily restrictive.)

Approved revisions are as follows. Please note that the strike-through texts represent deletions from the current version and the highlighted texts represent additions.

704 TUITION AND FEES

704.01 TUITION

704.011 DEFINITIONS

- A. Tuition shall be defined as payment required for credit-based instruction and related services and shall be charged to all students. Tuition rates for all University System of Georgia institutions and programs shall be approved annually no later than the May meeting by the Board of Regents to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and approval by the Board of Regents. Tuition for both undergraduate and graduate students enrolled at an institution within the University System of Georgia shall be charged at the full rate for students enrolled for 12 credit hours or more and at a per credit hour rate for students

enrolled for less than 12 credit hours. Distance education courses and programs as defined in Section 704.016 may be exempted from this policy and charged on a per credit hour basis.

- B. In-state tuition shall be defined as the rate paid by students who meet the residency status requirements as provided in Section 403 of The Policy Manual.

1. **Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)**

- C. Out-of-state tuition shall be defined as the rate paid by students who do not meet the residency status requirements as provided in Section 403 of The Policy Manual. Out-of-state tuition at all University System institutions shall be established at a rate that is at least four times the tuition rate charged to Georgia residents. University System of Georgia research universities may request increases in out-of-state tuition rates based upon the tuition levels of peer or comparable institutions.
- D. The Guaranteed Tuition Rate shall be defined as the rate paid by students enrolled in a University System of Georgia undergraduate program who entered the System for the first time as new students or as transfer students in fall 2006 or later. The guaranteed tuition rate shall be held constant for each new student or transfer student (except those that may be classified as current and continuing students under Section 704.011 paragraph H) for a period of time as described in Section 704.012.
- E. The Nonguaranteed Tuition Rate shall be defined as the rate paid by students enrolled in a University System of Georgia undergraduate program who entered the System for the first time as new students or as transfer students prior to fall 2006. ~~The nonguaranteed tuition rate shall be established at a rate no greater than the guaranteed tuition rate and may increase annually as approved by the Board of Regents.~~
- F. New Students shall be defined for the purposes of this section as students enrolled in an undergraduate program at a University System of Georgia institution for the first time in fall 2006 or later, and who have not previously earned academic credits at a postsecondary institution except as students jointly (or dually) enrolled in a Georgia high school and a University System of Georgia institution or through advanced placement credit.
- G. Transfer students shall be defined for the purposes of this section as students enrolled in an undergraduate program at a University System of Georgia institution who were previously enrolled at another postsecondary education institution and have earned academic credits.
- H. Current and Continuing Students shall be defined for the purposes of this section as students who entered the University System of Georgia for the first time as new students or as transfer students prior to fall 2006.
- I. Semester shall be defined for the purposes of this section as the standard term of instruction for each institution in the University System of Georgia for fall, spring, and summer. The summer semester shall be defined as the combined terms of instruction provided by

University System of Georgia institutions which begin after the completion of the spring semester and end prior to the start of the fall semester (BR Minutes, June 2006).

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

704.012 THE GUARANTEED TUITION PLAN

- A. Pursuant to Section 704.011, the Board of Regents shall annually approve guaranteed tuition rates for each of the institutions comprising the University System of Georgia.
- B. New students enrolled in an undergraduate program at a University System of Georgia research, regional or state university shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of four years (12 consecutive semesters, including fall, spring, and summer).
- C. New students enrolled in an undergraduate program at a University System of Georgia two-year college shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of three years (nine consecutive semesters, including fall, spring, and summer).
- D. New students enrolled in an undergraduate program at a University System of Georgia state college shall be charged the approved guaranteed tuition rates for these institutions as follows:
 - 1. For new students enrolled in lower-division programs, the lower-division guaranteed tuition rate shall be charged and fixed for these new students for a period of three years (nine consecutive semesters including fall, spring, and summer).
 - 2. For new students enrolled in upper-division programs, the upper-division guaranteed tuition rate shall be charged and fixed for these new students for a period of two years (six consecutive semesters including fall, spring, and summer).
- E. New students enrolled initially in the university college programs at **Armstrong Atlantic State University's Liberty Center**, Augusta State University, Columbus State University, and Savannah State University who progress to the regular undergraduate programs offered by these institutions shall be charged the approved guaranteed tuition rates which shall be fixed for a period of five years (15 consecutive semesters) including fall, spring, and summer. New students who enter the regular undergraduate program at these institutions shall be charged the guaranteed tuition rate for four years (12 consecutive semesters) as provided for under Section 704.012 paragraph B.

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

- F. New students enrolling in the summer semester.

1. New students enrolling in an undergraduate program at a University System of Georgia institution in summer 2006 may be charged either the nonguaranteed tuition rate approved by the Board of Regents effective fall 2005, or the guaranteed tuition rate approved by the Board of Regents effective fall 2006 pursuant to the policy established by each University System of Georgia institution and subject to:
 - a. If charged the nonguaranteed tuition rate for summer 2006, new students shall be charged the guaranteed tuition rate beginning fall 2006, which shall be fixed as provided under Section 704.012 paragraphs B through E.
 - b. If charged the guaranteed tuition rate for summer 2006, new students shall continue to be charged the same guaranteed tuition rate beginning fall 2006, which shall be fixed at that rate beginning with fall 2006 as provided under Section 704.012 paragraphs B through E.
2. New students enrolling in an undergraduate program at a University System of Georgia institution for the first time in summer 2007 and any summer thereafter shall be charged the guaranteed tuition rate approved by the Board of Regents for the year in which that summer occurs and be charged the new fall guaranteed tuition rate as provided under Section 704.012 paragraphs B through E.

G. Transfer students

1. Transfer students from non-University System of Georgia institutions shall be charged the guaranteed tuition rate effective the year in which they transferred, which shall be fixed for two years (six consecutive semesters). This policy shall become effective for such students beginning with spring semester 2007.

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

2. Transfer students from University System of Georgia institutions who first entered the System in fall 2006 or thereafter shall be charged the guaranteed tuition rate at their new institution that was approved for the year in which they first entered the University System, if that year does not precede the year of transfer by more than four years. Students will retain that guaranteed tuition rate for the balance of four years. This provision, however, shall not apply to students who transfer to the Medical College of Georgia's health profession programs as third-year students. These students shall pay the guaranteed tuition rate in effect in the year they transfer and shall retain that guaranteed tuition rate for no more than two years (six consecutive semesters).
3. Transfer students who enroll during summer shall be subject to the same rules as apply to new students (paragraph F subparagraphs i and ii) except that the guaranteed tuition rate will be fixed only for two years (six consecutive semesters).

4. Students who are entering the University System of Georgia for the first time but choose to attend one System institution during the summer and enter a second System institution in the fall shall be treated as a new student at the second institution pursuant to Section 704.011 paragraph F if the number of academic credits earned during the summer is 12 credits or less. If the number of credits earned is greater than 12, the student shall be treated as a transfer student.
- H. Students enrolled in programs requiring more than four years to complete. University System of Georgia research, regional, and state universities may, under limited circumstances, extend the guaranteed tuition rate up to two additional consecutive semesters for certain selected programs that require more than four years to complete. A list of these programs must be provided to the Board of Regents annually.
- I. Students jointly enrolled in high school and a University System institution. Students who graduate from a Georgia high school with college credit are eligible for the guaranteed tuition rate as new students. Students in the two academies (the Georgia Academy for Mathematics and Engineering at Middle Georgia College and the Advanced Academy of Georgia at the University of West Georgia) are treated as new students when they first enter the University System of Georgia (i.e., they are eligible for the tuition rate prevailing when they start their program for a period of 12 consecutive semesters).
1. **Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)**
 - J. Students called to active military duty. A student eligible to received the guaranteed tuition rate as provide under sections 704.011 and 704.012 who is called to active duty will receive an extended guarantee for the period of service up to two years (six consecutive semesters).
 - K. Transient and nondegree-seeking students. Transient and nondegree-seeking students shall be charged the guaranteed tuition rate at the institution they attend as approved by the Board of Regents for that year.
 - L. Expiration of the guaranteed tuition rate. The guaranteed tuition rate for new and transfer students will expire at the end of the periods described under this section. Students shall be charged the guaranteed tuition rates established for the next semester in which they enroll at the same institution and be charged the new guaranteed tuition rates established each year by the Board of Regents.
 - M. Appeal process. Each University System of Georgia institution shall establish a process to allow students to appeal their eligibility for the guaranteed tuition rate based upon extenuating circumstances. Each institution shall have the final decision on any appeal.
 - N. The provisions of section 704.012 shall not apply to courses offered as distance learning courses or to undergraduate programs for which differential rates have been approved, except that the provisions shall apply to the undergraduate programs in Landscape Architecture and Forestry and Natural Resources at the University of Georgia.

704.013 NONGUARANTEED TUITION

The nonguaranteed tuition rates as defined in Section 704.011 paragraph E shall be charged to all students classified as current and continuing students.

704.014 GRADUATE TUITION

University System of Georgia institutions that offer graduate programs may request Board approval for graduate tuition rates as follows:

1. Effective for the fall semester 2007, each institution that offer graduate programs shall request a “core” graduate tuition rate that shall apply to all graduate courses and programs.
2. Each institution may request separate graduate tuition rates for specialized programs subject to the provisions of section 704.015.

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

~~The tuition rate for all University System graduate programs shall be at least 20% higher than the nonguaranteed tuition rate for undergraduate programs.~~ The regular graduate tuition rates normally shall be charged to all graduate students; however, where a graduate student is classified as a research, teaching, or graduate assistant, the institution may waive **all or part of** the graduate tuition **and/or** waive the differential between in-state and out-of-state graduate tuition. ~~This policy provision shall expire effective with the completion of summer semester 2007 (BR Minutes, June 2006).~~ **A registration fee of no less than \$25 shall be charged to all students for whom a full waiver is provided.**

704.015 PROFESSIONAL PROGRAM TUITION

Board approval shall be required for differential tuition rates for nationally competitive graduate and professional programs, as deemed appropriate by the institution based upon the academic marketplace and the tuition charged by peer institutions with similar missions. An institution seeking such approval from the Board shall provide the Board with an impact analysis and a plan for enhancing the quality of the program.

The professional program tuition rates normally shall be charged to all program students; however, where a graduate student is:

- A. Classified as a graduate assistant under section 704.014, or
- B. Eligible for an out-of-state tuition waiver under section 704.041,

the institution on a degree program basis may waive the graduate tuition in accordance with such policies noted or limit the waiver to the amount associated with the regular graduate tuition (BR

Minutes, June 2005).

704.016 TUITION FOR DISTANCE LEARNING COURSES AND PROGRAMS

Institutions may charge special tuition rates for distance education courses and programs. If the rate is either less than the institution's in-state tuition rate or greater than its out-of-state rate, Board approval is required. Institutions shall report annually to the Vice Chancellor for Fiscal Affairs on all tuition rates charged for distance learning courses and programs. Notwithstanding other provisions in Sections 704, rates shall apply to all students regardless of residency status. For the purposes of this policy, distance learning courses and programs shall be defined as those courses and programs in which 95% or more of class contact time is delivered by a distance technology.

1. Revision of The Policy Manual, Section 704, Tuition and Fees (Continued)

704.017 TUITION AGREEMENTS WITH CORPORATIONS, ORGANIZATIONS, AND OTHER LEGAL ENTITIES

University System of Georgia institutions may enter into agreements with customers (defined as corporations, organizations, agencies, or other legal entities) for the delivery of credit courses and programs. The course/program delivery shall be restricted to members of the customer group and their dependents, except upon agreement between the institution and the customer to permit nonmembers or nonemployees to enroll in courses/programs on a space-available basis.

The amount institutions may charge for the course/program delivery shall be agreed upon between the institution and the customer, such that the total cost shall represent the reasonable and fair market value of the instruction and provided that the charges are not less than the total direct and indirect costs to the institution for the delivery of instruction and related services. Such costs may include, but are not necessarily limited to, course development, direct instruction, textbooks, consumables, noninstructional services, hardware, software, and indirect costs such as administrative overhead, maintenance, and security. Institutions shall be required to report annually to the Chancellor regarding these agreements.

The charges agreed upon between the institution and the customer shall be assessed to the customer on a per seat, per student, or per agreement (flat-rate) basis.

2. Approval of Student Center Fee for South Georgia College

Approved: The Board approved a new student center facility fee of \$55 at South Georgia College ("SGC") for the renovation and expansion of Clower Hall. The fee will be effective fall 2007.

Background: Clower Hall was built as a gymnasium in 1936 and has served various functions. This approximately 9,200-square-foot facility is currently vacant and is proposed for renovations to create much needed student activity space for SGC students. The renovated facility will provide study areas, recreation space, a video lounge, a café, and offices. This project supports the institution's strategic goals of recruiting and retaining larger numbers of students. This project is consistent with

the SGC formal master plan by preserving one of the historic treasures on campus and creating modern student activity areas to promote student interaction, informal learning opportunities and space for student life programs.

The Clower Hall student activity center and the fee of \$55 per semester were overwhelmingly approved by the SGC student government association, student fee committee, and students in a campuswide referendum. This item is accompanied by Item 5 on the agenda of the Committee on Real Estate and Facilities. (See pages 46 to 48.)

3. Designation of the System Benefits Administrator as Plan Administrator for the Board of Regents of the University System of Georgia’s Healthcare, Dental, and Life Insurance Plan Options

Approved: The Board approved the designation of the System Benefits Administrator, Dorothy Roberts, as plan administrator of the healthcare, dental, and life insurance plan options of the Board of Regents of the University System of Georgia.

Background: The Board of Regents is vested with the legal responsibility to serve as the plan administrator for its respective Systemwide healthcare, dental, and life insurance plan options. The Board of Regents is currently responsible for the administration of two self-insured health benefit plans, two fully insured health maintenance organization (“HMO”) health benefit plans, a self-insured dental benefit plan, a self-insured basic life insurance plan, and a self-insured supplemental life insurance plan pursuant to authority granted in the Georgia Constitution in O.C.G.A. § 20–3–31 and in O.C.G.A. § 20–3–51.

The Board, which is the plan administrator for purposes of the code, has all powers and authority expressly conferred upon it. The Board has the sole right to interpret and construe the plans as well as to determine any disputes that may arise thereunder. In exercising these powers and authority, the Board will at all times exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Board may employ attorneys, agents, and actuaries, as it finds necessary or advisable, to assist in carrying out its duties.

The Board may designate an individual to serve as the plan administrator for its healthcare, dental, and life insurance benefit programs and carry out any of the Board’s powers, authority, or responsibilities. Any delegation must be set forth in writing.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, October 10, 2006, at approximately 2:20 p.m. in rooms 102-104 of The Pettigrew Center on the campus of Fort Valley State University. Committee members in attendance were Chair Richard L. Tucker, Vice Chair Julie Ewing Hunt, and Regents Robert F. Hatcher, Felton Jenkins, Donald M. Leebern, Jr., and Benjamin J. Tarbutton III. Board Chair Allan Vigil was also in attendance. Chair Tucker reported to the Board on Wednesday that the Committee had reviewed eight items, seven of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of the Marcus Nanotechnology Building, Atlanta, Georgia Institute of Technology

Approved: The Board of Regents approved the naming of the Nanotechnology Research Center Building at Georgia Institute of Technology (“GIT”) the “Marcus Nanotechnology Building” in recognition of the generosity of the Marcus Foundation, Inc.

Understandings: The Nanotechnology Research Center Building, currently under construction on the GIT campus, will be one of the nation’s largest academic nanotechnology facilities, including approximately 30,000 square feet of cleanroom space and associated infrastructure, preparation labs, and offices. The new facility will enable GIT to double the size of its nanotechnology research enterprise. The most fundamental benefits of the building will be the interdisciplinary research that will be conducted there and the development of students and researchers who will pioneer new advancements in nanoscience and nanotechnology. Applications for nanotechnology include, but are not limited to, new techniques for medical diagnosis and treatment; efficient and long-lasting sources of energy and illumination; the next generation of information technology devices; new methods for cleaning and protecting the environment; new materials engineered for a wide range of uses from electronics to fabrics; and new manufacturing processes for creating materials, joining materials, and assembling component parts and systems.

The Marcus Foundation, Inc. was established in Georgia in 1989 and primarily supports education, human services, public affairs, mental health, and Jewish federated giving programs. The Marcus Foundation, Inc. has made a generous lead commitment of \$15 million to GIT for this project. The gift will be used toward the construction of the facility, which is critical to the needs and future of interdisciplinary research in nanoscience and nanotechnology. The building, currently in the site development and foundation construction phase, represents a funding partnership between the State of Georgia (\$45 million) and private funds committed by GIT (\$49 million).

2. Authorization of Project Budget Modification and Appointment of Architect, Project J-105, Renovation of Old Civil Engineering Building, Atlanta, Georgia Institute of Technology

Approved: The Board modified the August 2005 authorization of Project J-105, “Renovation of Old Civil Engineering Building,” Georgia Institute of Technology (“GIT”), to increase the total project budget from \$5.0 million to approximately \$8.0 million.

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

Understandings: The renovation of the Old Civil Engineering Building was presented to the Board in August 2005 for approval as a minor capital project for the fiscal year 2007 operating and capital budget and fiscal year 2006 amended budget request. The total project cost was initially approved at

\$5.0 million. This renovation project provides for renovation and adaptive reuse of this approximately 70-year-old building to house the Ivan Allen College of Liberal Arts. Located at the academic core of the GIT campus, the Old Civil Engineering Building will undergo substantial roof repairs, window repairs, masonry repointing, hazardous material abatement, and the integration of new mechanical, electrical, and plumbing systems. New data and information technology as well as a new accessible elevator will be installed.

After project funding was awarded this past year, investigation and preliminary planning has revealed structural and environmental issues that were not initially anticipated. Recent rapid inflation and general construction material cost increases have also contributed to an overall cost increase for this project. GIT wishes to add additional institutional funding of approximately \$3.0 million in order to fully renovate the building.

The state-funded amount for this project remains the same at \$5.0 million. The total project cost will increase from \$5.0 million to approximately \$8.0 million with GIT's commitment.

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

Total Project Cost	\$8,000,000
Construction Cost (Stated Cost Limitation)	\$5,074,000
A/E Fee	\$560,000

2. **Authorization of Project Budget Modification and Appointment of Architect, Project J-105, Renovation of Old Civil Engineering Building, Atlanta, Georgia Institute of Technology (Continued)**

Number of A/E firms that applied for this commission: 24
Recommended A/E design firms in rank order:

1. Surber Barber Choate & Hertlein Architects, Inc., Atlanta
2. Stevens & Wilkinson Stang & Newdow, Inc., Atlanta
3. Jova Daniels Busby, Atlanta
4. Lord Aeck Sargent, Atlanta

3. **Authorization of Project Budget Modification, Athletic Support Building, Project BR-66-0603, Statesboro, Georgia Southern University**

Approved: The Board modified the November 2005 authorization of Project BR-66-0603, "Athletic Support Building," Georgia Southern University ("GSOU"), to increase the total project budget from \$2,165,000 to \$3,372,300.

Understandings: The Athletic Support Building project was approved by the Board in November 2005. The Board approved the naming of the new Athletic Support Building as the "Gene Bishop Field House" at its April 2006 meeting. The total project cost was estimated at \$2,165,000 with the

total source of funding to be from private donations. Construction of the project is in the final phases and is anticipated to be completed by November 2006.

The campus requested that the design be modified to add a will call ticket building and outdoor plaza with paving, fencing, and seating areas. The project cost estimates provided by the construction manager exceeded the initial budget, in part due to scope changes and general construction material cost increases.

GSOU has committed an additional \$1,207,300 in auxiliary funds toward the project in order to meet the total cost of \$3,372,300.

4. Project Authorization, Jenkins Hall/Multi-Use Auditorium Renovation, Savannah, Armstrong Atlantic State University

Approved: The Board authorized project “Jenkins Hall/Multi-Use Auditorium Renovation,” Armstrong Atlantic State University (“AASU”) with a total project budget of \$5.0 million.

4. Project Authorization, Jenkins Hall/Multi-Use Auditorium Renovation, Savannah, Armstrong Atlantic State University (Continued)

The Board authorized AASU to reallocate the \$5.0 million in state General Obligation Bond funds originally allocated for the construction of a new “Addition to Burnett Hall” to the “Jenkins Hall/Multi-Use Auditorium Renovation” project.

Understandings: Project No. J-116, “Addition to Burnett Hall,” was presented to the Board in August 2005 for approval as a minor capital project for the fiscal year 2007 operating and capital budget and fiscal year 2006 amended budget request. The total amount of state bond funds was \$5.0 million. Upon the project being approved by the Governor and state legislature in April 2006, AASU and the Office of Facilities proceeded with the selection of an architect/engineer (“A/E”). During the A/E selection process, AASU became aware that a major road improvement project was to be funded by the Georgia Department of Transportation (“GDOT”). This proposed project has the potential to greatly impact not only Burnett Hall and its addition, but the entire front portion of campus.

Upon learning more details of the possible impacts of this GDOT project to the Burnett Hall project and to the campus as a whole, AASU made a formal request to the Office of Facilities to transfer the funding originally allocated to the Burnett Hall project to the next minor capital project on AASU’s capital plan: the “Jenkins Hall/Multi-Use Auditorium Renovation” project.

The “Jenkins Hall/Multi-Use Auditorium Renovation” project includes the renovation of the two large performing arts facilities on the AASU campus: Jenkins Hall, a 10,800-gross-square-foot building constructed in 1965, and the Fine Arts Auditorium, a 1,000-seat auditorium constructed in 1974. There have been no major renovations to these facilities since their construction. Improvements to these facilities include new mechanical/electrical and plumbing systems, interior finish upgrades, and accessibility improvements. The total cost of the project will be

\$5.0 million.

5. Ground Lease and Rental Agreement, Student Housing, and Student Activity Center, Douglas, South Georgia College

Approved: The Board declared approximately 1.55 acres of real property on the campus of South Georgia College (“SGC”) no longer advantageously useful to SGC or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to SGC Real Estate Foundation, LLC (the “LLC”) for the purpose of constructing and owning housing facilities containing approximately 252 student housing beds, a two-bedroom resident manager apartment, and site amenities.

5. Ground Lease and Rental Agreement, Student Housing, and Student Activity Center, Douglas, South Georgia College (Continued)

The Board authorized the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 1.55 acres of real property on the campus of SGC for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than two years) with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term for the purpose of constructing and owning housing facilities containing approximately 252 student housing beds, a two-bedroom resident manager apartment, and site amenities.

The Board authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above-referenced housing facilities and associated site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy but not earlier than August 1, 2007, and ending the following June 30 at a monthly rent not to exceed \$62,000 (\$744,000 per year annualized) with options to renew on a year-to-year basis for up to 30 one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

The Board declared approximately 0.5 acre of real property containing Clower Hall on the campus of South Georgia College (“SGC”) no longer advantageously useful to SGC or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property and Clower Hall to be leased to the LLC for the purpose of renovation of Clower Hall as a Student Activity Center containing approximately 9,136 square feet of building space and site amenities.

The Board authorized the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 0.50 acre of real property on the campus of SGC for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than two years) with an option to renew

for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of renovating Clower Hall as a student activity center containing approximately 9,136 square feet of building space, and site amenities.

5. Ground Lease and Rental Agreement, Student Housing, and Student Activity Center, Douglas, South Georgia College (Continued)

The Board authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above referenced renovation of Clower Hall student activity center and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy but not earlier than August 1, 2007, and ending the following June 30 at a monthly rent not to exceed \$14,250 (\$171,000 per year annualized) with options to renew on a year-to-year basis for up to 30 one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

Approval of the Clower Hall student activity center was contingent on the approval of a student fee, which appeared as Item 2 on the agenda of the Committee on Finance and Business Operations. (See page 41.)

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

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

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

In August 2006, the Vice Chancellor for Facilities, Linda M. Daniels, presented to the Committee on Real Estate and Facilities, as an information item, the need to obtain new student housing and renovate Clower Hall at SGC through a privatization process.

The SGC plan will provide 262 new student housing beds in suite-style units. The renovation of Clower Hall will provide a 9,136-square-foot student activity center.

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

6. Rental Agreement, Village Centre Classrooms, 3805 Idlewood Avenue, Kennesaw, Kennesaw State University

Approved: The Board authorized the execution of a rental agreement between KSU Village I Real Estate Foundation, LLC (the "LLC"), Landlord, and the Board of Regents, Tenant, for approximately 4,700 square feet of space located at Village Centre, 3805 Idlewood Avenue,

Kennesaw, for the period November 1, 2006, through June 30, 2007, at an annual rent of \$75,200 (\$16 per square foot per year) with options to renew on a year-to-year basis through October 31, 2030, at the same rent rate for the use of Kennesaw State University (“KSU”).

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

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

Understandings: In March 2006, the Board authorized an amendment to a ground lease for University Village to include classrooms. These classrooms will be used by KSU as an integral part of the living and learning community.

Operating costs associated with this rented space, including taxes, insurance, and utilities, are estimated to be \$18,142 per year annualized.

7. Amendment to Rental Agreement, 10 Park Place, Atlanta, Georgia State University

Approved: The Board authorized the execution of an amendment to the rental agreement between Ten Park Place Partners, LLC, Landlord, and the Board of Regents, Tenant, for approximately 37,650 square feet of office space located at 10 Park Place South, Atlanta, Georgia, for the period July 1, 2007, through June 30, 2008, at a monthly rent of \$49,447 (\$593,364 per year/\$15.76 per square foot per year) with options to renew on a year-to-year basis for two additional consecutive one-year periods with rent increasing 1.5% for the first option period and increasing 3% for the second option period for the use of Georgia State University (“GSU”).

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

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

Understandings: GSU has occupied space in this building since March 1997. In August 2003, the Board approved continued occupancy for four years under a consolidated agreement.

7. Amendment to Rental Agreement, 10 Park Place, Atlanta, Georgia State University (Continued)

This space is utilized by various GSU departments, including School of Policy Studies, College of Arts & Sciences, Robinson College of Business, Center for Trade & Technology, Provost Office, Regents Testing Program, Department of Legal Affairs, Georgia Institute of Community Business Development, and Cooperative Education.

All operating expenses are included in the rent rate.

8. Information Item: University Village, Atlanta, Georgia State University

University Commons, located at Piedmont Avenue and Ellis Street, was approved by the Board in June 2005. University Commons will afford the opportunity for 1,992 Georgia State University (“GSU”) students to live on-campus beginning fall semester 2007.

The University Village, located at North Avenue and Centennial Olympic Park Drive, is a legacy of the 1996 Olympic Games that has provided student housing for 2,000 GSU students. The University Village has served the GSU community well, although it is not situated on the campus of GSU.

With University Commons providing on-campus student housing, there exists the opportunity to dispose of the off-campus University Village. This disposition will allow GSU to ensure filling of University Commons and provide further opportunity to build additional on-campus student housing for graduate, international, Greek, married, and other student populations of GSU.

GSU will work with the University System Office staff to develop a request for proposals and will solicit private party proposals to dispose of the University Village. After evaluation of the proposals, the Board will be requested to approve the sale of the University Village.

CHANCELLOR’S REPORT TO THE BOARD

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

Thank you Mr. Chairman. Let me join you in thanking President Rivers and his staff for the wonderful hospitality they have provided to us here at Fort Valley State University. We have had a wonderful time. I hope we have not been too “high maintenance” over the last two days. You and your team are to be commended on the great planning and flawless execution for this visit.

For my report today, I want to touch on just a few key items and recognize several institutional and personal accomplishments of note. As we continue to discuss the new capital process, it’s important that we understand what a talented group of people we have in the University System Office and across the entire System in the facilities area. Last week, I spoke at the annual Facilities Officers Conference in Savannah. I should point out that Regent Potts was there for the entire conference. The Vice Chancellor for Facilities, Linda M. Daniels, and her staff organized an extremely effective conference, one that reflects much of what we are working to achieve in the System in terms of organizational and cultural change. In my remarks, I made a comment about the “there’s a hole in your end of the boat” mentality that we are working to change. Our facilities folks are not guilty on this count. This conference pulls together architects, lawyers, plant operations, builders – anyone who is involved in the planning, design, construction, and maintenance of our facilities. The conference creates an environment where ideas are exchanged across the System and ways of working better together are explored. Linda and her team have done in microcosm what we are trying to achieve through many of our presidential projects at the System level.

Throughout the University System, we must focus on creating the environment and context that helps individuals from all areas of our operations truly begin to understand that we are all in the same boat and that we must work better together.

Another issue with which we are dealing is the Regents' Test. As you are aware, committees composed of University System staff and others have been working for a number of months to better understand the pros and cons of this test. The work of these committees was coming to conclusion based upon a timeline suggested to you earlier, and I have to confess that I am the reason the recommendations are not before you. I had concerns after reviewing some recommendations, and more importantly, some of the Regents' Test materials and outcomes themselves, whether we were in fact addressing a symptom of a problem versus a root cause. Some of the data raised questions concerning just what value we are adding to those students who fail on the first try and continue to fail time and time again, despite our remediation efforts. These are questions that need answers if we are going to serve these students honestly. So, I've asked our staff to explore some of these issues more in depth in order to bring forward to you a recommendation that encompasses both the test itself and some of the broader issues related to it.

While we are on the issue of students, and consistent with our discussion this morning, we continue to focus a lot of time and attention on the students coming to us from Georgia's K-12 system. This nation needs more students graduating from high school ready to do college-level work. It also needs more students engaged in the math and sciences, and I'm not just saying that because I'm a reformed engineer. The work we are doing with the Partnership for Reform in Science and Mathematics ("PRISM") initiative addresses this fundamental pipeline issue. However, we must also formally recognize the University System's role in student preparation through our teacher education efforts. And with your approval of the new "Work in Schools" policy (Section 803.17 of The Policy Manual), we have made it clear that this Board considers teacher education a top System priority. With this policy, we are sending a message to our institutions that all faculty can and, where appropriate, should play a role in teacher education. Nothing is more important than our efforts to ensure that all Georgians have access to high-quality teaching. Such teaching will prepare students for a world in which a college degree is the key to individual success.

Working with the Department of Technical and Adult Education ("DTAE"), the University System will also launch this fall a public awareness campaign for the Georgia Helping Educate Reservists and their Offspring ("Georgia HERO") program. Georgia HERO, provided through the efforts of the Governor and General Assembly, is for Georgia-based military with combat experience as well as the children of these military personnel. This program will allow eligible participants to receive up to \$2,000 a year for a maximum of \$8,000 for the equivalent of four years of study at a DTAE college or public or private college or university in Georgia. You will see a series of ads jointly sponsored by us and DTAE that essentially state, "You have served us well; now, let us serve you well." We are excited about this and will be sending early copies of that marketing material to members of the legislature who were instrumental in passing this legislation as well as to other opinion and thought leaders.

Now, let me mention some accomplishments and changes of note. The faculty at Augusta State University (“AUSU”) has voted unanimously to recommend that the College of Business Administration be named the James. M. Hull College of Business. President William A. Bloodworth, Jr. has approved the recommendation. Mr. Hull is an Augusta philanthropist who has made a \$2 million cash gift to the university’s foundation to benefit the business college. This is the single largest cash donation in the history of AUSU. I mention it here in the spirit of catalytic giving so that others will be inspired to have schools named after them. We are certainly appreciative of his gift.

Closer to home, the Assistant Vice Chancellor for Advanced Learning Technologies, Kris A. Biesinger, has received a commendation from Governor Sonny Perdue for her outstanding work in launching the GAcollege411 website. We loaned Kris to the Georgia Student Finance Commission for two years to help launch this important tool for students. She is now back in the University System Office working on some distance education efforts for me, because this is an area where I believe we can be a lot more effective in the marketplace to capture more of the distance education market in the State of Georgia, particularly in teacher education.

I am also pleased to announce that Dorothy Roberts has agreed to serve as interim Associate Vice Chancellor for Human Resources, following the retirement of William Wallace. Dorothy has more than 25 years experience in employee benefits administration, human resource management, cost containment, program design, and strategic planning. Before her arrival at the Board of Regents in fall 2005, Dorothy was Director of Benefits and Human Resources Customer Service at Georgia State University. You may also be interested to know that she served as Manager of Resource Administration for the Olympic Village under the Atlanta Committee for the Olympic Games, where her primary role was staffing the Olympic Village. I should note that our new Secretary to the Board, Julia M. Murphy, was on Billy Payne’s team for the 1996 Olympics. Individuals such as Dorothy Roberts and Kris Biesinger are good reminders of the outstanding quality and depth of experience we have on our campuses and in this System. It is also a reminder that we must not neglect to develop leadership in depth as we move forward. This will be one of my continuing priorities. As we move forward, we will be putting more of our resources into the training and development of our people. Quality people deserve quality leadership and growth opportunities within the organization, and we are committed to providing these.

Mr. Chairman, this concludes my report.

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Regent Jenkins asked Chancellor Davis where the strategic planning process stands.

Chancellor Davis called upon the Chief of Staff, Robert E. Watts, to respond to this inquiry. He noted that five strategic planning principles had already been forwarded to the Regents.

Mr. Watts stated that at this time, presidents are coordinating institutional strategic planning teams

and staff are planning a Regents' strategic planning retreat in the coming months. He said that he anticipates presenting a draft of the strategic plan to the Board of Regents in February 2007.

The Chancellor again thanked President Rivers and stepped down.

UNFINISHED BUSINESS

Chair Vigil called upon Regent Tucker to update the Board on activities of the University System of Georgia Foundation, Inc. (the "Foundation").

Regent Tucker stated that each year at the Excellence in Education Celebration, the Board awards its Elridge W. McMillan Lifetime Achievement Award to someone who has made a significant contribution to higher education in the State of Georgia. The 2005 recipient was Regent McMillan, and the 2006 recipient was former Representative Louise McBee. The 2007 recipient will be announced at the Excellence in Education Celebration on March 7, 2007. Regent Tucker invited nominations for this award to be submitted by November 1, 2006, to be selected by the Foundation at its November Board meeting.

NEW BUSINESS

Chair Vigil called the Secretary to the Board, Julia M. Murphy, to make two honorary degree recommendations to the Board.

Secretary Murphy announced that President Michael L. Hanes at Georgia Southwestern State University had nominated Mr. Jerry Newman for an Honorary Doctor of Humanities degree and President Frank D. Brown at Columbus State University had nominated Dr. Mary Wheatland Schley for an Honorary Doctor of Humane Letters degree. On behalf of Presidents Hanes and Brown, Secretary Murphy submitted these nominations for the Board's approval. With motion properly made, seconded, and unanimously adopted, the Board approved the two honorary degrees.

PETITIONS AND COMMUNICATIONS

Secretary Julia M. Murphy announced that the next Board meeting would take place on Wednesday, November 8, and Thursday, November 9, 2006, in the Board Room in Atlanta, Georgia. She noted that Tuesday, November 7, 2006, was election day, which was the reason for the departure from the Board's usual schedule.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 10:10 a.m. on October 11, 2006.

s/_____
Julia M. Murphy

Secretary, Board of Regents
University System of Georgia

s/_____
Allan Vigil
Chair, Board of Regents
University System of Georgia